



GUIDANCE NOTES FOR QMUL HEA SENIOR FELLOW (D3) APPLICATIONS

2025 – 2026

Teaching Recognition Programme

[Materials from AdvanceHE documents have been used in this document to ensure alignment]

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Our Context

The AdvanceHE Fellowship plays a key role in supporting the delivery of Queen Mary 2030 'Excellence in Education Pillar' by enabling educators to gain recognition for their practice of learning and teaching. The Professional Standards Framework (PSF 2023), led by AdvanceHE, informs and supports the Queen Mary Education Approach.

Teaching Recognition Programme

The AdvanceHE Fellowship at Queen Mary reflects our institutional values, Education Strategy and Education Approach and Active Curriculum for Excellence. The Queen Mary AdvanceHE Accredited CPD Scheme is the [Teaching Recognition Programme](#) (TRP). Based within the Queen Mary Academy (QMA), the TRP recognises and promotes excellence in teaching and learning.

We support educators applying for AdvanceHE Fellowships (all categories) via the experiential route. We draw on our expertise and experience to provide guidance to staff and students who teach and/or support learning to gain recognition from AdvanceHE.

In this Guidance you will find:

- Information on eligibility for Fellowship of AdvanceHE
- Fellowship Category Tool (2023 version)
- Information on Professional Standards Framework 2023 and how it applies to your practice
- Choice of application process – written or dialogic (oral)
- TRP Mentoring
- Guidance on how to prepare developing your application and submit it
- Process for submitting your application
- How your application will be reviewed and possible outcomes of review (assessment)
- Administrative and contact information

Eligibility for HEA Fellowships

The [Professional Standards Framework 2023](#) (PSF 2023) for teaching and learning in HE is the basis for the award of four categories of Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an AdvanceHE Fellow. The PSF 2023 acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin HE student learning in diverse academic and/or professional settings.

Senior Fellowship (Descriptor 3) is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose

comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

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

- demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development
- gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions
- benchmark your practice against professional standards and sector expectations
- identify and celebrate your strengths and achievements through reflecting on your experience.

Senior Fellows lead and influence teaching and learning practice in many different settings. Working with and through 'others' (e.g. colleagues, peers, mentees, etc.) they operate to support, guide and initiate change or lead / influence enhancement of practice in a wide range of global contexts. Their contribution is effective, benefitting students and their learning experiences in a variety of ways.

Senior Fellowship is not role dependent and there are many different contexts in which you might be leading and/or influencing the practice of others. You will need to explore whether you have sufficient evidence to meet the requirements of Descriptor 3. For further details on current eligibility for AdvanceHE Fellowship please see link below:

<https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

Eligible to apply for Fellowship through QMUL Teaching Recognition?

If you are an employee of Queen Mary University of London and have been teaching or supporting learning for a minimum of three years you are eligible to apply for Fellowship via the Teaching Recognition programme. You will need to demonstrate evidence of having designed and planned learning activities, taught or supported learning, experience in assessment and feedback, development of effective learning environments, and your engagement with continuing professional development.

Fellowship Category Tool

Before starting to use this guide, we advise you to complete the AdvanceHE [Fellowship Category Tool](#) (PSF 2023 version), which is free to use on the AdvanceHE website. The Fellowship Category Tool consists of a set of statements that are aligned to the different PSF 2023 Dimensions of the Framework and Descriptors. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education (HE).

By using the tool to consider your current and recent practice, your choice of statements as you progress should help to confirm that Senior Fellowship (D3) is the most appropriate category of fellowship for you. Please note that the accuracy of the

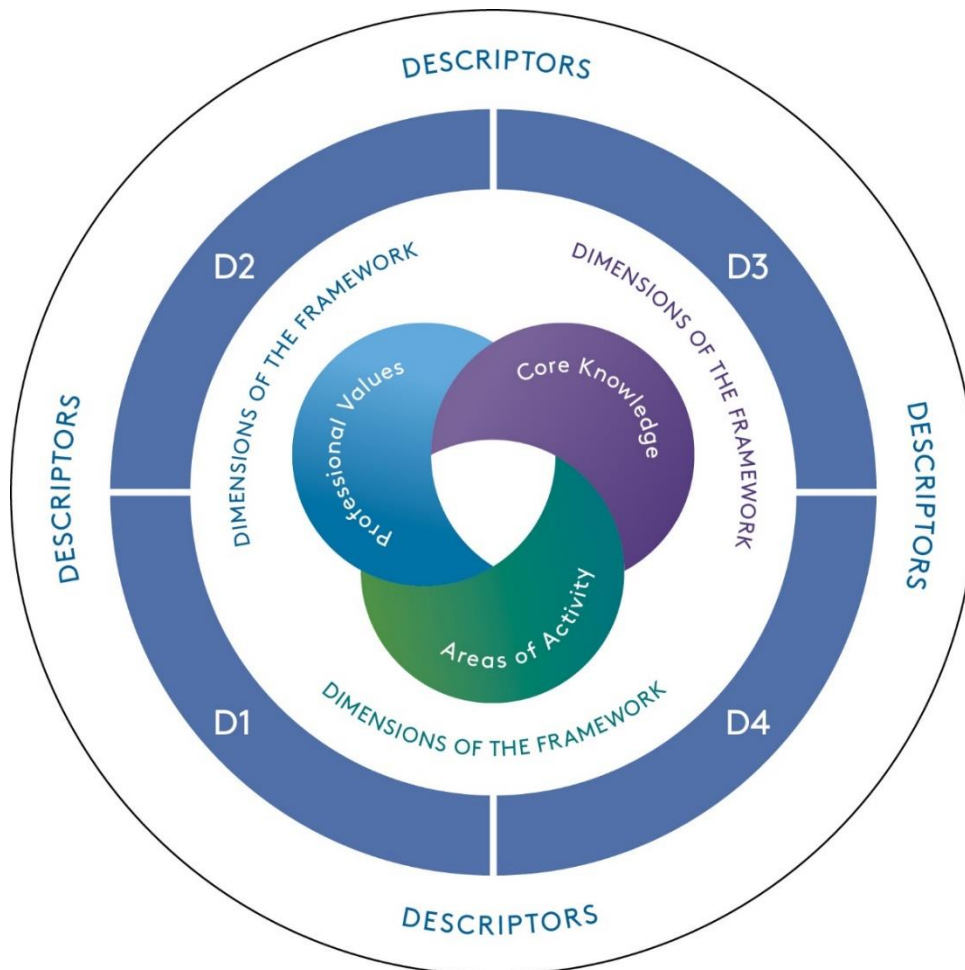
tool depends on your own self-reflection and as you look through this guidance, if you feel that you are not yet able to provide sufficient evidence for Descriptor 3 then you may wish to develop your practice further before progressing.

Either way, speak to a member of the Teaching Recognition team regarding appropriate next steps. You could arrange a meeting by booking to attend one of our upcoming Drop-in sessions. [Please book your session using this link.](#) Applicants may also find it useful to discuss their engagement with the TRP with their educational lead (or their nominee) in their school/institute.

The Professional Standards Framework (PSF2023)

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors** and **Dimensions**.

Figure 1: Professional Standards Framework (PSF) 2023



The **PSF Descriptors (PSF, p6)** are a set of criteria statements (referred to as Descriptor 'criteria'). These define the key characteristics of four broad categories of practice.

Incorporating the Dimensions, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning. Each Descriptor consists of an introduction and a set of three criteria statements.

The Dimensions of the Framework (PSF 2023, p4) are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**.

Professional Values (V1-5): underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

Core Knowledge (K1-5): informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

Areas of Activity (A1-5): bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

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

Descriptor 3 is suitable for individuals whose **comprehensive understanding and effective practice provides a basis from which they lead or influence** those who teach and/or support high-quality learning. Individuals are able to evidence:

D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning

D3.2: practice that is effective, inclusive and integrates all Dimensions

D3.3: practice that extends significantly beyond direct teaching and/or direct support for learning.

Figure 2: Descriptor 3 of the Professional Standards Framework (2023).

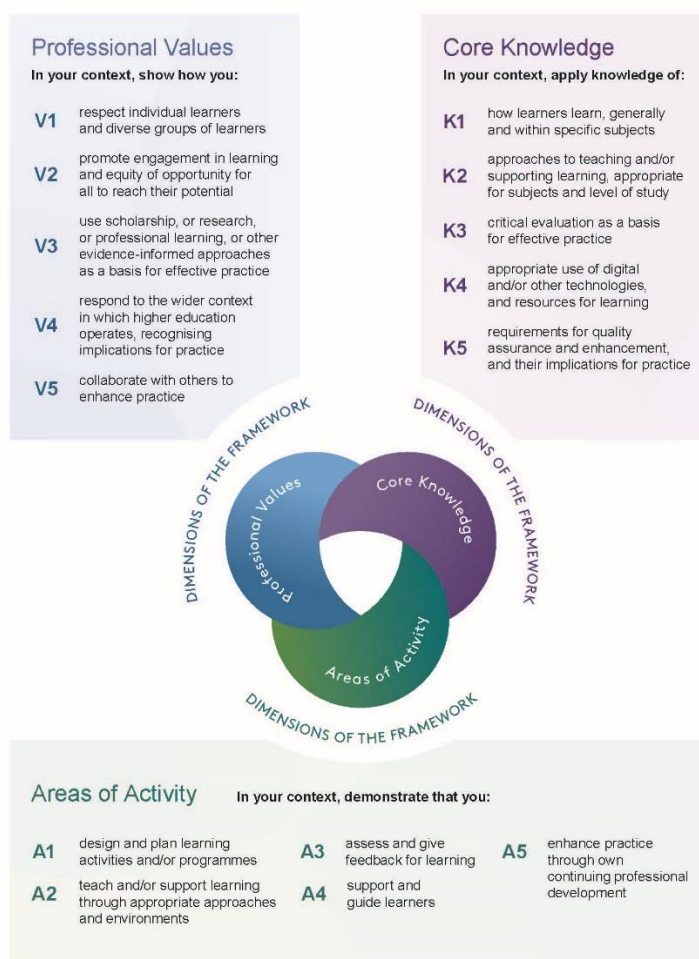


The **PSF 2023 Dimensions** are **15 statements** ([PSF 2023, p5](#)) which inform and describe practice. Essential to professional practice, these Dimensions identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

The **Professional Values** underpin all forms of **Core Knowledge** and **Areas of Activity**. They are the foundation of professional practice.

As shown above, the Descriptor 3 criteria statements incorporate all 15 PSF 2023 Dimensions as shown below in Figure 3 below.

Figure 3: PSF 2023 Dimensions of the Framework

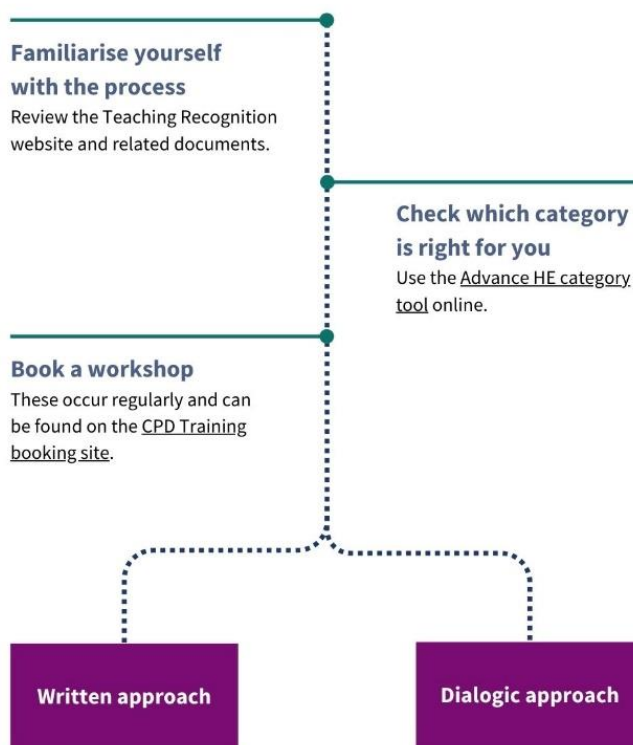


Choice of application route

Your application must be submitted in **English**. You have a choice to apply via a **Written or a Dialogic** (oral) route as illustrated below. You can find details of what each process requires on pages 22 and 28 respectively, to help you decide whether to submit a written or dialogic application.

Figure 4: Shows the options of application process available to you:

Choice of application process



The table below shows the basic requirements of the written and dialogic applications.

Table 1: Summary of Written and Dialogue Routes

Category of Fellowship	Application Route	Submission/ e-Portfolio	Assessed Professional Dialogue*	Authentication of Practice	Reviewers
SFHEA	Written	Account of Professional Practice (APP), including: - Context Statement (up to 300 words) - Reflective Narrative (6000 words +/- 10% total) comprising a Reflective commentary (1500-2000 words max. recommended) and two case study outlines (each 2250 words max. total) - References (500 words max)	n/a	Two Supporting Statements Verifying that the application presents a fair and honest reflection of the participant's practice in line with PSF 2023 Descriptor 3.	Two (SFHEA or PFHEA)
	Dialogue	E-portfolio, including: 1. Context Statement (up to 300 words) 2. Collection of 8-10 pieces of supporting evidence (up to 150 words each) aligned to D3, with artefacts where relevant. 3. Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 10 slides max, plus up to 2 slides for references)	45 minutes, focused on comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning		

* For the Professional Dialogue, the duration set for this Descriptor (3) is to allow sufficient time to get into meaningful dialogue with the participant (applicant).

More details of the specific requirements for both routes are included below.

TRP Mentoring

Mentoring in the Teaching Recognition Programme (TRP) application process refers to support and guidance provided through the TRP to help applicants achieve Senior Fellowship (SFHEA) of the AdvanceHE.

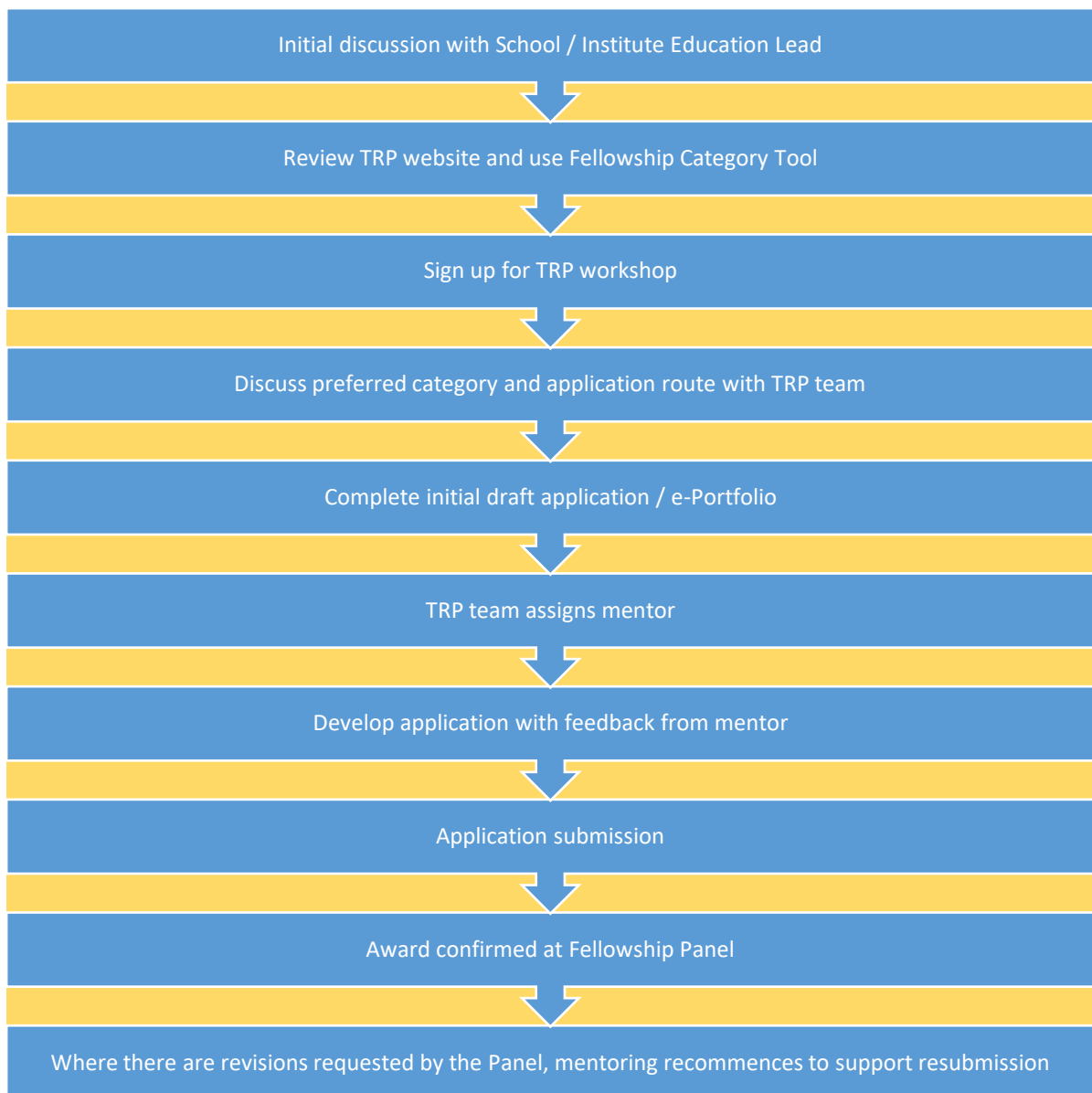
Before you begin developing your application, we strongly recommend attending one of the TRP Application Drafting Workshops or Accelerators. These sessions provide essential background information and guidance to help you create a successful application.

Designed to support your Senior Fellowship application—whether through the written or dialogic route—these workshops include personalised discussions with a member of the Mentoring team. You will take the first steps in crafting your application, including selecting your application route.

Each workshop is structured to ensure you receive both broad support and targeted guidance for your chosen application route. You can book a session through CPD Courses using the link provided below.

<https://cpd-training.qmul.ac.uk/login/index.php>.

Figure 5: The TRP mentoring and support process



Your Mentor will be a trained member of the TRP pool of Mentors (SFHEA or PFHEA) who will be able to provide you with support in drafting your application or developing your e-portfolio, narrated presentation and preparing for the professional dialogue.

To be assigned your Mentor, please email your draft application to gma.trp@qmul.ac.uk. The TR team will connect you with your assigned Mentor and you can arrange the initial meeting with your Mentor soon after.

Essentials of the mentoring relationship

This section highlights key points about the mentoring process.

1. Whilst the role of a reviewer is to 'look for reasons to award' fellowship, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.
2. We recommend that mentoring pairs set clear expectations of how you will work together, e.g. when a first draft or set of artefacts or presentation is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, agree how long the mentor may need to comment on drafts, whether you will meet in-person/online or communicate via email.
3. We suggest that you seek advice from your mentor on whether to opt for the written or dialogic route and to select a feasible submission deadline to aim for.
4. The mentor can advise on the gathering of Supporting Statements, and the completion of the submission process.
5. It is especially valuable if your mentor can review and give comprehensive feedback on a near-to-final draft of the application or e-Portfolio, providing advice on how ready the application is for submission.
6. If your application is not successful, the mentor will normally continue to provide you with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

As the applicant, you are ultimately the owner of, and are responsible for, your application. The mentoring relationship is generally concluded when you have been awarded Senior Fellowship. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

Applying for Senior Fellowship

Application is based on the PSF

The next few pages provide important guidance that is relevant to all applications, whether written or dialogic. We recommend that you carefully consider this information prior to focusing on your chosen application route. Your application must be submitted in **English**.

The Professional Standards Framework ([PSF](#)) forms the basis for the award of Senior Fellowship. Senior Fellowship is not role dependent; there are many different contexts in which you might be leading and/or influencing the practice of others. Critically, while direct work with students is a vital part of higher education, it does not form the basis of a successful Senior Fellow claim.

You may still be engaged with a substantive role in teaching or working directly with students to support learning; however, these are not examples that you should select to focus on in your application for Senior Fellowship. Expectations for engagement with the PSF 2023 Dimensions at Descriptor 3 differ from that expected at Descriptor 2, which is focused on direct work with learners.

You may not have worked directly with students previously; for example, you might have departmental and/or wider teaching and learning support advisory responsibilities within an institution but not have worked as a practitioner directly with students. To evidence Descriptor 3 you will need to be able to demonstrate your 'comprehensive understanding and effective practice' that 'provides a basis your work in leading or influencing' the teaching and/or support of learning practices of 'others'.

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 application 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.

You can review additional information regarding the PSF 2023 in the [AdvanceHE Guide to the PSF 2023 Dimensions](#). This 'Guide to the PSF 2023 Dimensions for Senior Fellowship (D3)' explains the PSF 2023 and the types of evidence of effective practice required for Descriptor 3 (D3), which is the basis for the award of Senior Fellowship. The guide introduces the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate for Senior Fellowship.

Evidencing Descriptor 3

Descriptor 3 is suitable for individuals whose **comprehensive understanding and effective practice provides a basis from which they lead or influence** those who teach and/or support high-quality learning.

As highlighted earlier, there is considerable variation in the different roles and responsibilities individuals have from which they lead or influence the practices of their peers. Senior Fellowship is not restricted to those holding formal leadership roles. Some Senior Fellows are still involved in direct teaching and learning support activities with learners and others are not. You might still be carrying out considerable direct teaching and/or support for learning work with students, however, the focus of your Senior Fellow application will need to be on the parts of your practice where you influence and/or lead your peers' practice.

The 'Guide to the PSF 2023 Dimensions – Senior Fellowship (D3)' provides many different examples of practice from a variety of contexts; this should support you to understand what, **in your context**, might be appropriate evidence for you to include within your application.

Evidencing D3.1

D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

There is a strong link between D3.1 and D3.3 and together they act as a 'frame' for the characteristics of a Senior Fellow application. The focus of D3.1 is on describing and explaining the **process and processes** you have undertaken to **lead or influence** the practice of others who are teaching and/or supporting learning. Whereas the focus of D3.3 is about providing specific examples of your effective and inclusive practice, which go beyond your own direct teaching or support for learning, and the impact of this work on learners.

It is also important to evidence the **sustained** nature of your work leading or influencing others. You need to demonstrate that your record of leading or influence is 'sustained' through use of appropriate examples of your recent practice, typically from the last 3-5 years. If you do need to refer back to practice from more than 5 years ago, the focus needs to be on how this now influences your current practice. The examples developed within your application must be based on your authentic experience (rather than being simply future facing) that is effective and inclusive.

The experience of 'leading' or 'influencing' evidenced in Senior Fellow applications will vary greatly and could be either through formal roles and/or processes, or may be more informal in nature. You may be presenting evidence against D3.1 of leading or influencing the teaching and/or learning support practice of others from within a formal leadership role; for example, a team leader, head of a support service area or academic department, lead of an academic subject or disciplinary area,

professor/reader or as lead for one or more HE courses/programmes. You might hold other formal responsibilities such as a mentor for new staff, peer reviewer, thematic lead, personal tutor, External Examiner, etc. You may work in professional support areas where the central focus of your responsibility involves guidance and/or support for those who teach and/or support high-quality learning, for example as learning designers.

Evidence of your leading or influence might be less 'formal' in nature. For example, you might be recognised as an experienced colleague who is regularly consulted for your guidance and support. You might be someone with particular expertise in one or more aspects of teaching and/or support, and can evidence a **sustained record** of leading or influence related to this, impacting not only members of the team(s) you belong to, but also others within different roles and professional contexts; for example, as a professional working in industry that leads or influences others' learning and teaching practice. You may be able to draw upon influence or leading in relation to innovative practice where you have been a key innovator.

In explaining your own practice in leading or influencing others, you should draw on and integrate your appropriate use of scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3). You should also explain how you know that your approaches were effective (K3: critical evaluation as a basis for effective practice) and what happened as a result of your influence.

To meet the requirements of D3.1 you need to explain:

- the contexts in which you influenced or led the teaching and/or supporting learning practices of others over a sustained period
- the approaches you took to leading/ influencing and your rationale for taking these approaches, including the evidence-base you drew on
- how you ensured that your leadership or influence was effective
- how you evaluated the outcome and used this insight to shape your future practice.

Some short examples below are included to **prompt your thinking** about different ways in which you might be able to provide evidence of your sustained record of leading or influencing the practices of others in support of high-quality learning in line with D3.1. These are **indicative only** and you should select your own examples to provide evidence for D3.1 within your own context.

Mentoring

You may have experience of mentoring colleagues over a number of years and can explain the approaches to mentoring (including the rationale) you have taken in carrying out this work. In evidencing D3.1 it is likely that you will have carried out mentoring of others on multiple occasions, in different circumstances. Through this you should be able to demonstrate a sustained record of leading or influencing those who teach and/or support high-quality learning and to identify how your influence on the enhancement of your different mentees' practices has benefitted their learners.

Membership of committees

Membership of committees or working/task groups might provide the basis for evidence towards Descriptor 3 if you are able to evidence your own individual contribution to the work of that group and demonstrate how this has impacted on the teaching and learning practice of colleagues. For example, if you sit on a Support Service area or Departmental Teaching and Learning Committee, you might be responsible for heading up a task group which is looking at improving student induction processes. In such an example, you would discuss how you organised the work of that task group and also demonstrate how the findings of the group have influenced and shaped decisions and actions taken by the wider committee, influenced colleagues' practice and, by extension, enhanced the student learning experience.

Supervision Responsibilities

Direct supervision of postgraduate researchers as learners in the production of their doctorates aligns to Descriptor 2 practice. However, there are different ways in which your supervision responsibilities may provide appropriate evidence for Descriptor 3. For example, your work may involve responsibility as a mentor or supervisor of postgraduate researchers in their role as teaching assistants, which may provide examples of your sustained influence over time on these individuals' practice with learners. To give another example, you may be leading or influencing the instigation of new research supervision processes or protocols, which are adopted and impact on the teaching and learning practice of research supervisors; through this you should be able to demonstrate your personal role and contribution and identify the resulting enhancement for learners.

Evidencing D3.2

D3.2: practice that is effective, inclusive and integrates all Dimensions

You should continue to use the '**Guide to the PSF 2023 Dimensions – Senior Fellowship (D3)**' as you progress with your application. The 'Guide to...' considers each of the 15 PSF 2023 Dimensions in turn to explain what each one is about and provides a wide range of typical examples of professional practice in HE teaching and/or supporting learning that are relevant to that Dimension as appropriate to Descriptor 3. The guidance should help you to make appropriate links between your practice and the PSF 2023 Dimensions and to identify relevant evidence to include in your application for Senior Fellowship. Remember that an application for Senior Fellowship must evidence D3.2: practice that is **effective, inclusive and integrates all Dimensions**.

There are prompt questions in each section of the 'Guide'. Those questions should help you to consider and identify clear evidence of your own effective practice that might be used in your application for Senior Fellowship.

Whilst each of the 15 PSF 2023 Dimensions represent distinct aspects of HE practice, the **Dimensions are inter-related and inter-connected**. For example, in leading the revalidation of a suite of programmes (A1) you will need to consider how learners learn appropriate to the subject and level of study and how this forms the basis for leading or influencing the practice of others (K1), leading positive actions to support colleagues and different types of learners (V2), use of technology (K4), the evidence-informed approaches to be taken (V3), etc.

Within an example of a specific aspect of your leading or influencing others, evidence for Professional Values, Core Knowledge and Areas of Activity might be found through the articulation of your aims, as part of your rationale for why you chose the approaches you did, in the explanation of how you know that your practice was effective and/or in how you plan to develop and enhance your practice in the future.

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. (V1) 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.

A short example is given below to illustrate how Dimensions are integrated within practice.

One of the examples I used in my Senior Fellowship application was when, as a Head of Department, I set up a working group to look at departmental assessment and feedback practices (A3). My aims were to explore and adopt best practice, to achieve a greater consistency across all our programmes and to ensure that all learners had an equity of opportunity to be successful in assessment (V2).

Initially I had researched current best practice in assessment within my discipline, also attending two conferences on assessment and feedback, and I had also considered different leadership techniques I could utilise to persuade and motivate colleagues to change their assessment practices (A5, V3).

I then explained the approaches I took and my rationale for these (V3), finally providing evidence of the positive impact this had on my colleagues' practices and on the student learning experience in as a result (K3).

Please remember to continue to use the Guide to the PSF 2023 Dimensions – Senior Fellowship to support you in making links between your practice and the most relevant Dimensions you evidenced in each example as you develop your narrative.

Evidencing D3.3

D3.3: practice that extends **significantly beyond direct** teaching and/or direct support for learning.

As mentioned above in Section 5.1, there is a strong link between criteria D3.1 and D3.3 as the activities involved in leading or influencing others that teach and/or support learning (D3.1) involve practice that is situated beyond direct support for learning (D3.3), even where such practice may not be 'sustained'.

You need to explain your approaches to leading and influencing practice to satisfy D3.1 and this will act as a 'frame' for the examples you describe in some detail for D3.3; but to fully satisfy D3.3 you also need to show how the examples have enabled change, to the benefit of learners. The examples you use should show how you have worked with others (learner support, professional services, academic or teaching staff, employers or professionals) to enhance their learning and teaching practice and explain how this has been **effective in promoting high-quality learning, making a positive difference to learners and their experience as a result.**

For D3.3 it is important to show how the practice you describe includes **significant** examples of situations where your work is influencing others and goes beyond your own direct teaching or your own direct support for learning. To explain this further, you might include evidence of your contribution to the development or implementation of local policies or strategies at a group/team/department/school or Faculty level, or to initiatives that aim to enhance practice across a team, context or profession. In discussing such activities, it is important that you **clearly indicate your personal role** in relation to the examples given and identify the impact and influence of your work on others.

Some short examples below are included to prompt your thinking about different ways in which you might be able to provide evidence of the scope and impact of your practice for D3.3. These are indicative only and you should select your own examples that provide evidence for D3.3 within your own context.

New approaches to teaching and/or support for learning

Development of new approaches to teaching and/or support for learning which stem from, and build on, your own direct practice with students (aligned to Descriptor 1 or 2) might form the basis for evidence appropriate to a claim for Senior Fellow if you can show how this practice is being used by others at a local or wider level to the benefit of their learners.

For example, you might have experimented with innovative approaches to providing learners with feedback as part of an action research activity, disseminated at an internal/external workshop or event and because of positive feedback from delegates, you were invited to present to a university committee. Following this, the approach is now included within university guidance and/or processes as an example of good practice and you have developed resources for staff development.

Project work on enhancing support for students

Project work related to enhanced support for students could provide the basis for appropriate evidence for Descriptor 3.3 of the PSF 2023 if you are able to demonstrate your individual contribution.

You might have been invited to join this project team as an expert practitioner with specialist knowledge and relevant experience in this area of work. Project work is likely to involve a more collaborative approach (link to V5) so you will need to explain your contribution to the project. You might discuss how you facilitated related workshops to disseminate to colleagues and supported the implementation of the enhancement within their work with learners. Evaluation has demonstrated the positive impact of this work.

External Examining/ External Review of programmes

Experience of effective external examining or reviewing responsibilities might provide appropriate evidence for Descriptor 3.3. You will need to demonstrate how your work as a 'critical friend' or external reviewer has enabled you to share relevant expert knowledge and professional experience to identify areas for enhancement and support individuals/ programme teams to introduce positive changes to enhance student learning and/or ensure robust quality processes.

You should not simply list your appointments, achievements or outputs, but need to give selected examples of recommendations and/or advice you have provided, across a range of contexts, and show how your interventions have been responded to.

Provision of Supporting Statements

The purpose of the Supporting Statements is to verify and endorse that you have represented your practice in a fair and genuine way throughout the application, in line with the requirements of AdvanceHE ([PSF 2023](#)) Descriptor 3.

You are required to submit two supporting statements verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 3, one from your Head of School/Institute or their nominee, and one from an experienced educator.

Your application is incomplete without these.

See Appendix C – Supporting Statement Guidance/Template for details.

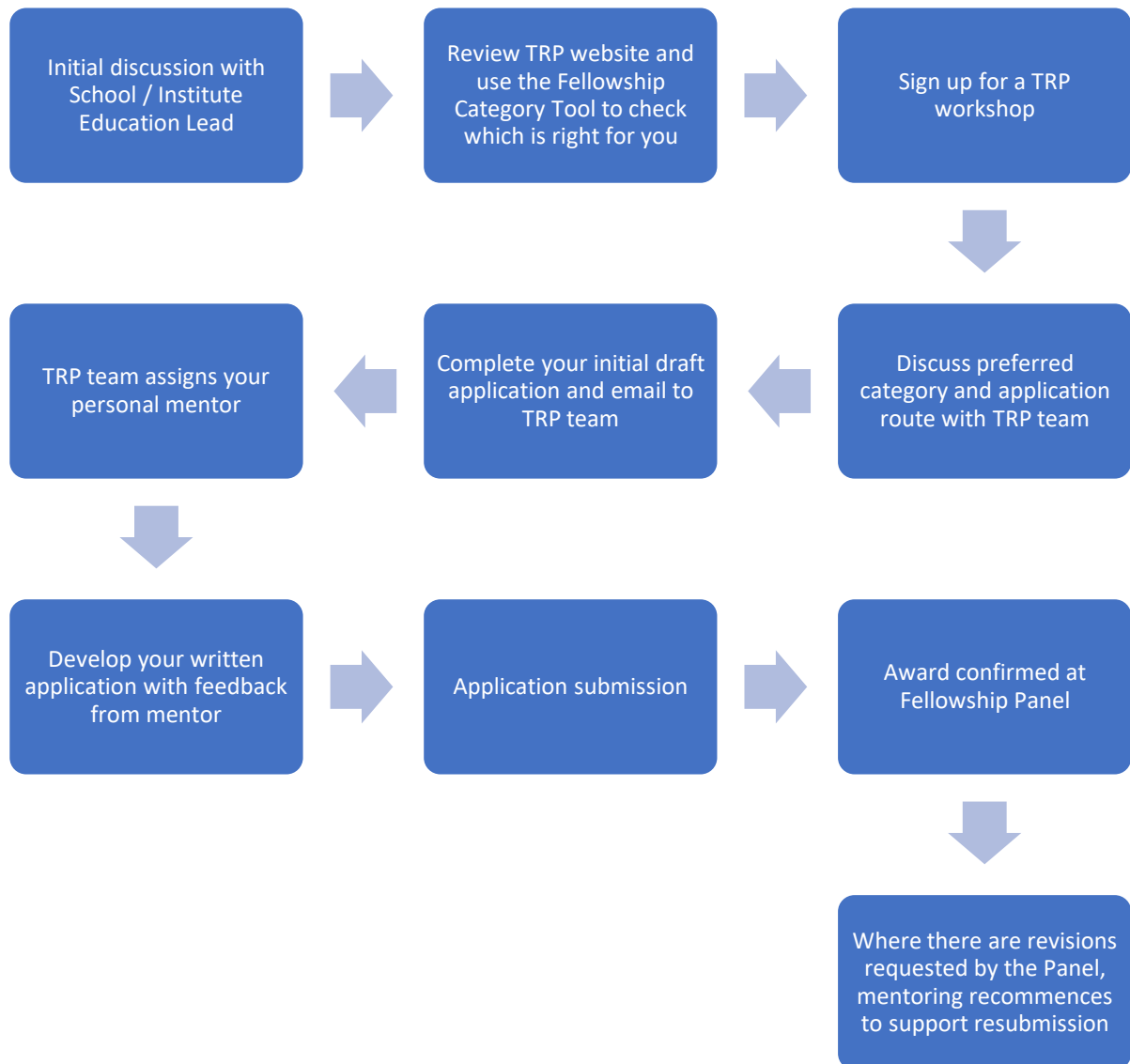
The Written Application Route

A description of the written application processes is presented below. This is followed by a description of the dialogue application process.

Written Application Process

A step-by-step description of the participant process for written application.

Figure 6: The Written Application Process



Written Application Requirements

There are two main elements to your application for Senior Fellowship (D3):

1. Account of Professional Practice (APP)

- A Context Statement (up to 300 words, which is not included in your overall word count)
- A Reflective Narrative. This must be written in the current QMUL HEA Senior Fellow D3 application form – in Word format.
The overall word count for the Senior Fellow Reflective Narrative is 6,000 words +/- 10% (excluding titles, sub-headings and references). This is your combined evidence across the whole claim, working to about 2000 words per section (excluding references).
- Word limit for the references list (up to 500 words).

2. Supporting Statements

The purpose of the Supporting Statements is to verify and endorse that you have represented your practice in a fair and genuine way throughout the application, in line with the requirements of AdvanceHE ([PSF 2023](#)) Descriptor 3.

You are required to submit two supporting statements verifying that the application presents a fair and honest reflection of the participant’s practice in line PSF 2023 Descriptor 3, one from your Head of School/Institute or their nominee, and one from an experienced educator. Your application is incomplete without these.

See Appendix C – Supporting Statement Guidance/Template for details.

Table 1: Table summarising the requirements for Senior Fellowship (D3) Written Application

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
SFHEA	Account of Professional Practice (APP), including: <ul style="list-style-type: none"> - Context Statement (up to 300 words) - Reflective Narrative (6000 words +/- 10%.) - References (500 words max) 	Two Supporting Statements verifying that the application presents a fair and honest reflection of the participant’s practice in line with PSF 2023 Descriptor 3.	Two (SFHEA or PFHEA)

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Narrative and two Case Studies** should between them provide evidence that your professional practice meets the requirements of PSF 2023 **Descriptor 3**.

The award of Senior Fellowship is based on **evidence of your effective and inclusive practice**; 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 recent practice (typically over the last 3-5 years) meets the requirements of Descriptor 3.

For Descriptor 3, the examples you select to write about need to demonstrate how your practice supports high quality learning **through leading/ influencing** the teaching and/or learning support practices of others (eg. colleagues, peers, and mentees).

Context Statement

A **Context Statement** (up to 300 words) is the first part of your Account of Professional Practice (APP) 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 Narrative and Case Studies against the PSF 2023 Descriptor 3; this section provides the **background** to your Reflective Narrative and Case Studies 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 influence and leading the practices of others; for example, support, supervision, management, mentoring, etc.
- focus on your **current and recent practice**, which should be able to demonstrate your **sustained impact** at Descriptor 3, typically over the last 3-5 years;
- remember that your application for Senior Fellowship is based on your **higher education practice**.

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 **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your Reflective Narrative and Case Studies (i.e. it cannot be used to extend the 6,000-word limit for these elements).

The Reflective Narrative and Case Studies

The overall word limit for the **Reflective Narrative and two Case Studies is 6,000 words**. You are also allocated **up to 500 words** for your Reference List. You can choose how to spread the balance of the 6,000-word limit across your Reflective Narrative and Case Studies; we recommend that you should aim to use around 2,000 words in the Reflective Narrative and around 2,000 words in each Case Study.

For Senior Fellowship (D3) you need to show a '**sustained record**' of **leading or influencing (D3.1)**; focus on identifying appropriate examples of your recent practice, typically from the last 3-5 years. If you need to refer back to practice from more than 5 years ago, you need to ensure that you focus on how this now influences your current practice. You will also need to show that your practice is **effective, inclusive and integrates all Dimensions (D3.2)**. For **D3.3** your evidence will need to show that your **practice extends significantly** beyond direct teaching and/or direct support for learning.

Within your Reflective Narrative and Case Studies provide **selective** examples of your practice and ensure they have direct relevance to your claim for Senior Fellowship and make a strong case against Descriptor 3. The quality of the examples of evidence is much more important than the quantity.

Reflect on your practice

Developing your Reflective Narrative and Case Studies requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on high quality student learning via your work in leading and/or influencing the learning and teaching practices of others. You should include appropriate rationale for the approaches you took and evidence the effectiveness of your practice; use examples from your practice to make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**.

You should avoid long descriptions of what you 'did' and take a **reflective** stance so that it is clear what you did, how/why you did it that way, how you know this was effective and what you will do in future as a result.

Writing about the 'why you did it that way' will enable you to provide **evidence for V3**: use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.

A **simple reflective model** for you to use throughout your Reflective Narrative could be to clearly explain:

- **what** you did (be selective with the examples you choose to include)
- **why** you did it in this way; clearly explain your approach and justify your choices and decisions (e.g. use of an appropriate evidence-informed approach to suit your context, etc.)
- **how** you carried out this approach (e.g. including any specific challenges or practical issues you had to overcome)
- how you **evaluated the effectiveness** of what you did (explain the kinds of 'information' you used to review and evaluate your work, including the impact this had on student learning via your influence on colleagues' practices)

what changes you made as a result of evaluating your effectiveness; for example, developing your evidence-base (V3) or engaging in professional development (A5), etc. and applying learning from this to enhance your practice (use examples to illustrate).

Reference list

You will need to refer to your evidence-base within your Reflective Narrative and Case Studies to explain how/why you have chosen the approaches you have taken. V3 asks for evidence of your use of scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for your effective practice. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession or service area, the ways in which you influence your peers' practice, the context/expectations of the institution in which you work, etc.

You should cite/refer to the 'evidence-base' you use to inform your practice where appropriate in the text. 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 author or journal article to plan your curriculum redevelopment in a certain way.

Where you cite in the text of your Reflective Narrative and Case Studies, you need to include the full information in the 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. Where you cite a reference in your application (e.g. Martins, 2023), this will contribute to the overall wordcount. The word limit for the Reference List is 500 words.

To submit your written application

Use the current Written application form, and Supporting Statement template which can be downloaded from the [TRP website](#), where the submission deadlines are also published.

Submit your full application (using the current forms) ie. your written Account of Professional Practice (APP) together with two Supporting Statements (using the current form) [via the Microsoft Form](#) to the **Panel** by the submission deadline.

Extensions of submission deadlines are normally not possible. Instead, we recommend that applicants submit at the next available deadline as published on our website. Submissions received after a deadline will normally be considered at the next panel.

Dialogic Application Route

Dialogic Application Process

A step-by-step description of the participant process for dialogic application.

Figure 7: The Dialogic Application Process



The dialogic process combines the provision of evidence of practice around the PSF2023 (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue. The purpose of the Professional Dialogue (PD) is to explore in more depth the evidence the applicant has provided as part of their e-Portfolio. It enables reviewers to be assured that you have clearly met the Descriptor 3 and appropriate/relevant dimensions of the PSF2023 for the category of Senior Fellowship.

Dialogic Application Requirements

Table 2: A summary of the requirements for Senior Fellowship (D3) Dialogic Application

Category of Fellowship	e-Portfolio	Assessed Professional Dialogue	Authentication of Practice	Reviewers of Practice
SFHEA	E-portfolio, including: - Context Statement (up to 300 words) - Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 10 slides max, plus up to 2 slides for references) - Collection of 8-10 artefacts (up to 150 words each) aligned to D3, with artefacts where relevant.	45 minutes	Two Supporting Statements	Two (SFHEA or PFHEA)

Having attended a briefing session and decided to apply for Senior Fellow, you must attend a workshop/retreat that supports you to develop an e-Portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 3 of the ([PSF 2023](#)) and to develop a presentation narrating your experience. These activities should evidence your sustained leadership and influence of others' HE practice over the past 3-5 years. The examples developed within your application must be based on your authentic experience (rather than being simply future facing) that is effective and inclusive.

The portfolio that will be assessed should include:

- Context Statement (up to 300 words)
- Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 10 slides max, plus up to 2 slides for references)
- Collection of 8-10max pieces of supporting evidence of up to 150 words each (where relevant you may also include artefacts)
- Two Supporting Statements.

These should be organised to evidence your experience in relation to Descriptor 3 of the PSF 2023. The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

Developing Your E-Portfolio

The portfolio that will be assessed should include:

- Context Statement (up to 300 words)
- Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 10 slides max, plus up to 2 slides for references)

- Collection of 8-10max pieces of supporting evidence of up to 150 words each (where relevant you may also include artefacts)
- Two Supporting Statements.

These should be organised to evidence your experience in relation to Descriptor 3 of the PSF 2023. The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The Narrated presentation is a pitch against the Descriptor (D3) and the pieces of Supporting evidence are examples provided as evidence of your effective and inclusive practice. The Professional Dialogue is anchored in the list of Supporting evidence that are used and pitched in the Narrated presentation. Please see illustration in the figure below:

Figure showing how the elements of evidence within the portfolio articulate



Context Statement

Use the space provided in Senior Fellow (D3) application form to write your Context Statement (up to 300 words). A **Context Statement** (up to 300 words) is the first part of your Account of Professional Practice (APP), 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 e-Portfolio against the PSF 2023 Descriptor 3; this section provides the **background** to your e-Portfolio 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 influence and leading the practices of others; for example, support, supervision, management, mentoring, etc.
- focus on your **current and recent practice**, which should be able to demonstrate your **sustained impact** at Descriptor 3, typically over the last 3-5 years;
- remember that your application for Senior Fellowship is based on your **higher education practice**.

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 **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your e-Portfolio.

Narrated presentation (up to 10 slides max)

Prepare up to 10 PowerPoint slides (plus up to 2 slides for references) covering all sections of your application. Your narrated presentation must be delivered over 15 minutes illustrating a breadth of practice. Your presentation must highlight situations where you worked with others (colleagues) using your skills, knowledge, and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas in HE. It must pitch against the broad category requirements and your context.

Where appropriate, your presentation must indicate the rationale for your practice, the evidence of your practice, and a reflection on the impact of your professional practice. Take a reflective stance so that it is clear what you did, how/why you did it that way, and how you know your approaches were effective. Where relevant, you must also indicate what you will do in future as a result.

Keep the content of each slide as clear and concise as possible. Ensure that your slides are suitably designed and well formatted. The volume, pace and speed of narration must be at an appropriate level throughout your PowerPoint presentation.

Besides the cover slide, we recommend:

- Introductory slide x1 slide.
- Reflective commentary x2 slides.
- Case study 1 x3 slides.
- Case study 2 x3 slides.
- Up to 2 slides for references.

Supporting evidence 8-10 pieces max.

Each supporting evidence will be a document (entry of 150 each) that indicates a specific aspect of learning and teaching provision that you have contributed to or carried out within the past 5 years. Each entry must indicate a specific aspect of learning and teaching provision that you have led or influenced within the past 3-5 years. This entry may be supported or not by an artefact. Your supporting evidence must indicate how you have lead or influenced of those who teach and/or support high-quality learning in HE aligned to Descriptor 3 of the ([PSF 2023](#)), why you took that approach and the impact (what happened).

Table 4: Examples of supporting evidence that can be include in e-Portfolio

Descriptor	Supporting evidence (entry)	Example of artefacts
D3	I led and supported colleagues to integrate computing design in our school's flagship digital marketing and software engineering course. The training consisted of 3 hours 3 days a week for 3 weeks. Using the departmental Summer School approach, I trained my colleagues using online tools, hands on labs and practice knowledge checks that covered all the technical skills required. Drawing on my experience with my previous work in UK HE and the industry, I supported my colleagues in creating an online course aligned with both academic and industry standards. This enabled my colleagues to pass the web certification exams so that they could also teach the various modules of the course. Leading my colleagues, we have now trained the highest number of students in Europe in Axis Web Systems cloud technologies. My training approach and contents are now certified and recommended as core format for elite training in the sector.	<ul style="list-style-type: none">• Course manual• Professional Certificate

Your supporting evidence must indicate how you have led, supported, mentored, or coordinated the work of others and incorporate research, scholarship and/or professional practice. You also may include relevant references to literature in this section.

Two Supporting Statements

You need to provide Supporting Statements (reference letters) from two referees. Your two Supporting Statements must verify that your application presents a fair and honest reflection of your practice in line with PSF 2023 Descriptor 3. They should authenticate your practice in relation to your **leading or influencing of** those who teach and/or

support high-quality learning. Your application is incomplete without these. Please see Appendix C for the D3 (SFHEA) Supporting Statement template for further guidance.

Submission of e-Portfolio

Use the current Dialogic application form and supporting statement form which can be downloaded from the [TRP website](#), where the submission deadlines are also published.

The link to your **e-Portfolio (MS Teams Folder)** including the Context Statement, list of supporting evidence (and artefacts) and narrated presentation together with your two Supporting Statements must be submitted [via the Microsoft Form](#) to the **Panel** by the submission deadline.

Extensions of submission deadlines are normally not possible. Instead, we recommend that applicants submit at the next available deadline as published on our website. Submissions received after a deadline will normally be considered at the next panel.

Preparing for the Professional Dialogue

The Professional Dialogue (PD) is a reviewing process designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for Senior Fellowship (D3).

You must attend a Professional Dialogue with two Reviewers, approximately 3 weeks after submission deadline (arranged by TRP) to assess your application during a 45-minute meeting (in-person or online).

1. Ensure that you are familiar with the requirements for fellowship, particularly the Descriptor 3 of the [PSF 2023](#) against which the application is to be assessed.
2. Ensure that you are familiar with the evidence that you have provided as part of your e-Portfolio. (This should clearly show how your evidence supports your claim for Senior Fellowship).
3. Ensure that the relevant information and materials including supporting evidence and narrated presentation meet the word / time length limits. These materials provide an overview of your practice. As part of the review process, Reviewers will listen to the presentation to orientate themselves regarding the content of the e-Portfolio.
4. The TRP Administrator will invite you to attend the Professional Dialogue, which is the final part of the review (assessment) process.

What to expect during the Professional Dialogue

1. The PD will begin with introductions. Reviewers will then begin to ask you open questions based on the requirements for Senior Fellowship.
2. Expect the Reviewers to ask questions about the evidence you have provided as part of your e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
3. The Reviewers will explore the relevant dimensions holistically - the discussion of the e-Portfolio will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship for which you are applying.
5. You are encouraged not to answer with a simple yes/no answer – the Reviewers will require you to expand on issues in more depth.
6. Reviewers will consider not only what you have done (evidence provided in the e-Portfolio) but also what has influenced your practice, how this has impacted on your practice and any areas of further interest that this evoked.
7. You need to be prepared to mention people/events/research/CPD opportunities that have influenced your professional practice. For example, you may have

changed your practice in response to attending a workshop – why/how did this influence your practice and what has been the impact of the change?

8. The reviewers will judge the e-Portfolio and professional dialogue elements together and then make a final judgement.
9. The dialogue is recorded for quality assurance purposes and in accordance with current GDPR requirements.
10. You will not be told the outcome of the application during the PD, but this will be communicated in writing to you within two weeks of the Panel meeting (as published on the [TRP website](#)).

Review of applications (Written and Dialogic)

Your application will be reviewed by two independent Reviewers as part of a peer review process. All the Reviewers are trained and are selected for their experience and understanding of PSF2023, as well as for their knowledge and experience of learning and teaching in higher education. The QMUL AdvanceHE Reviewer pool includes education specialists and practitioners from across the faculties and the higher education sector.

The Reviewers will look for evidence of a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Your evidence should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and accreditors will seek evidence from across your application.

QMUL AdvanceHE 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 PSF2023 and Senior Fellowship (D3).

How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 3 criteria, and the Supporting Statements will be used to confirm the details of the application. All applications are reviewed by Reviewers with the appropriate Fellowship (SFHEA or PFHEA). Guidance notes and review grids for our Reviewers are provided, explaining how they are expected to make professional judgements on Fellowship applications.

Each Reviewer will review your application and will apply the Descriptor 3 criteria to reach an initial independent judgement. The Reviewers will be looking for evidence that your practice meets the requirements of Descriptor 3 and will check that the two Supporting Statements provide appropriate endorsement for your application. They will review your application against each of the Descriptor 3 criteria.

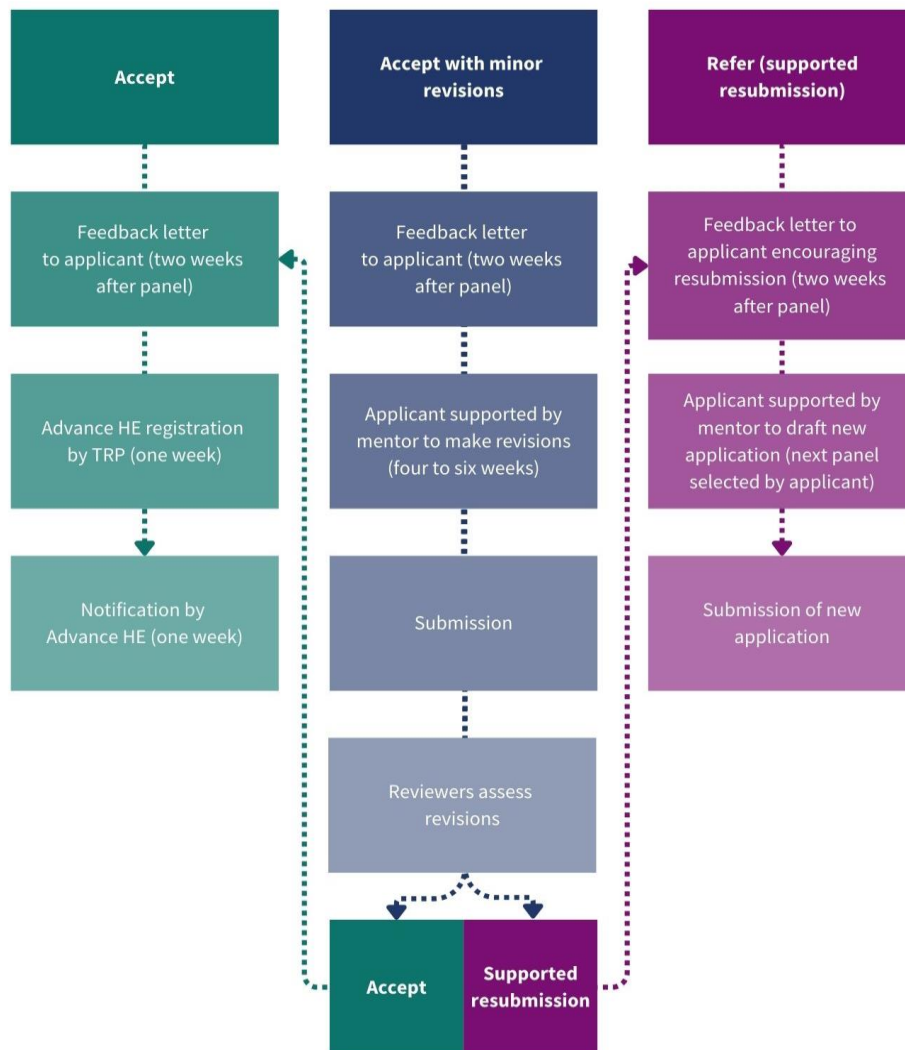
In the case of written applications, the two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. For dialogic applications, after independent review of the e-Portfolio and the Professional Dialogue, Reviewers will subsequently reach a combined award decision by consensus.

If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application, and a majority will be taken as is the judgement of the application. The External Reviewer moderates a sample of the award decisions prior to their presentation to the Panel Meetings, where they are ratified after discussion by the Panel.

Possible Review Outcomes

Figure 9: A summary of the possible outcomes of review and timelines

Assessment outcomes and timelines



Award

If the reviewer panel’s judgement is that your application meets the requirements of Descriptor 3 then you will be awarded Senior Fellowship. You will receive a congratulatory email. After that you will also receive an email from AdvanceHE after the TRP has registered you. This email from AdvanceHE will explain how to download your Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal SFHEA.

Accept with minor revisions

Should your application be judged as providing insufficient clarity of evidence for meeting Descriptor 3, then you will be provided with feedback from the Reviewers as an Accept with minor revisions. This feedback will indicate which of the Descriptor 3 criteria your application has been met and explain how your application needs to be strengthened to provide clear evidence of the remaining Descriptor 3 criteria. This applies similarly to the Reflective Narrative (Written Route) and the e-Portfolio (Dialogic Route). In the case of the Dialogic Route, revisions would be a short piece of written narrative (up to 200 words) clarifying the evidence for meeting Descriptor.

You will be offered **one** opportunity to resubmit minor revisions within four-six weeks. In this instance, you will be asked to highlight or present 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 (Refer).

Refer (Supported resubmission)

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 3 then the judgement is Refer leading to supported resubmission. In this instance also, feedback will be provided that explain the Refer judgement and a suggestion of supported resubmission. You will be offered the opportunity to resubmit your application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP. If your application is referred again you will be provided with support to re-apply at a future date, normally after at least 6 months from the latest submission.

Notification of outcome and feedback

Normally applicants will be notified of the decision within 10 working days after the panel meeting date. You will receive a carefully worded outcome letter written by the Chair of the panel that includes appropriate feedback from the panel meeting. Applicants receive further support from the TRP in making the amendments requested by the panel. The TRP team will be available to provide you with further support in making any amendments requested by the panel, if needed.

Appeals

Applicants (participants) can request a review of a panel decision through our appeal process, outlined below. Please note that disagreement with the judgment of reviewers and the panel decision is not a valid ground for appeal. Appeals can only be considered when made on grounds of a procedural error. You are strongly advised to talk to the Teaching Recognition Programme Manager before submitting a formal appeal.

Applicants wishing to make an appeal on grounds of process should write to the Queen Mary Academy Head of Education Enhancement and Innovation (gma.trp@gmul.ac.uk) stating the grounds for appeal. The Head of Education Enhancement and Innovation will review the process and communicate the outcome of the appeal to the applicant.

If the applicant is not satisfied with the outcome, the matter will be referred to the Director of Governance and Legal Services, who will undertake a final review of the case. Once a final decision has been reached, there will not be grounds for further appeals in the submission.

Quality Assurance Process

TRP will normally maintain an archive of written applications/ oral recordings, outcomes and feedback to applicants for a minimum period of three years.

As part of the quality assurance process, referees are asked to confirm that they (referees) have written the supporting statement themselves and that the information they have provided has been written specifically for this applicant. The TRP may check references for individual authenticity by means of review using Turnitin software. Individuals may be contacted to confirm the authenticity of their supporting statement if there is any doubt. In alignment with AdvanceHE policy all supporting statements should be dated within 6 months of the submission date.

In addition, the TRP team may check applications for authenticity using Turnitin software if there are any indicators of plagiarism or unauthorized text use / manipulation. You can make ethical use of generative AI to assist you in developing your application for example, for revising your notes, undertaking research or preparing drafts. However, please note that all final submissions must be your own original work.

If you choose to use generative AI to support the preparation of your application, you must provide a written acknowledge of its use, detailing how its use has contributed to the development of your application.

GDPR

To facilitate sampling for internal and external review and moderation, applications are stored online within a secure Microsoft Sharepoint Site, accessible only to TR Team members and Reviewers as needed. Following the implementation of GDPR and the Data Protection Act 2019, you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to AdvanceHE. This is to trigger your fellowship registration and certificate being recorded on their Myacademy database <https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

AdvanceHE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision. By submitting your Reflective Narrative/portfolio you are confirming you agree to this data sharing.

Contact the Teaching Recognition Team

You can contact the Teaching Recognition Programme Team by email gma.trp@qmul.ac.uk with general enquires and to submit your application.

Roxana Jilcu

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: r.jilcu@qmul.ac.uk

Web: <https://www.qmul.ac.uk/queenmaryacademy/>

Dr Maxwell Addo

Teaching Recognition Programme Manager

Email: m.addo@qmul.ac.uk.

Web: <https://www.qmul.ac.uk/queenmaryacademy/>

For background information including submission deadlines and the current application and supporting statement templates (which can be downloaded) please see website via the link provided below:

<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

Appendix A – Written Application Template

Queen Mary Academy Teaching Recognition Programme Written Application for Advance HE Senior Fellowship (D3)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of mentor (if applicable)
Do you already hold fellowship of the HEA in either of these categories?	Associate Fellow Yes <input type="checkbox"/> No <input type="checkbox"/> Fellow Yes <input type="checkbox"/> No <input type="checkbox"/>
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Do you have a QMUL contract (eligibility requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that you have provided two supporting statements. Your application is incomplete without this.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that the application is within the +/- 10% margin of the 6000-word limit. The word limit does not include references.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your anonymised application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Senior Fellowship Application

Guidance

For Senior Fellowship you should complete the three sections below: The Reflective Commentary and two Case Studies below. Evidence of successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning should be evident throughout, as this is the distinguishing feature of Senior Fellowship.

Your application for Fellowship consists of a **6,000 word (+/- 10% margin) reflective account shared across all three sections**. There is no stipulation as to how you divide the required word count (6000) between these sections. **The word limit does not include references**.

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application.

References to professional and scholarly literature such as citations to publications, journals, books, websites may be included in each section or listed immediately after Case Study 2.

Before you start to use this template, you will need to refer to the following documents/guidance if you have not already done so:

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Senior Fellowship (Descriptor 3) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework](#) 2023 (PSF 2023) – the award of HEA Fellowship is based on the criteria of Descriptor 3 (PSF, 2023, p.9) being evidenced;
- The [Dimensions of the Framework guidance](#) and,
- The **Guidance for Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF** as you draft your application to ensure that you are writing to meet the requirements of PSF Descriptor 3.

Your application should make explicit reference to specific dimensions of the Professional Standards Framework. These are included at the end of this form.

A Context Statement (up to 300 words) is the first part of your Account of Professional Practice and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. **This section provides the background to your APP and is not 'assessed' against Descriptor 3 and does not contribute to your word count.**

Further guidance on applying for Fellowship can be obtained by contacting qma.trp@qmul.ac.uk

Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. Focus on your current or recent practice, which should be within the last 5 years. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your APP (i.e. it cannot be used to extend the word limit of your APP).

Write your Context statement here:

Reflective Commentary

This section should provide an overview of your practice over the last 3 to 5 years using short examples to illustrate the effectiveness of your leadership and influence.

Write your commentary here ...

Case Studies

Two reflective case studies focusing on particular contributions or experiences which evidence your

- comprehensive understanding and effective practice
- leading or influencing those who teach and/or support high-quality learning

Case Study 1

Write your case study account here ...

Case Study 2

Write your case study account here ...

References

Enter your citations/references (500 words total) here:

The criteria for Descriptor 3

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

The Dimensions of the Professional Standards Framework

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

Appendix B – Dialogic Application Template

Queen Mary Academy Teaching Recognition Programme Dialogic Application for Advance HE Senior Fellowship (D3)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of mentor (if applicable)
Do you already hold fellowship of the HEA in either of these categories?	Associate Fellow Yes <input type="checkbox"/> No <input type="checkbox"/> Fellow Yes <input type="checkbox"/> No <input type="checkbox"/>
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Do you have a QMUL contract (eligibility requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that you have provided two supporting statements. Your application is incomplete without this.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that your e-portfolio complies with the published requirements, i.e. 1. Context statement (no more than 300 words) 2. Supporting evidence (no more than 10 entries, with no more than 150 words per entry) 3. Narrated presentation (no more than 15 minutes, and no more than 10 slides + 2 slides for references)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your anonymised application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Senior Fellowship Application

Guidance

Your dialogic application for Senior Fellowship consists of an e-Portfolio that includes a Context Statement, Narrated presentation, Collection of up to 8-10 Supporting evidence (artefacts) and two Supporting Statements.

This Word document is provided for you to compose part of your application:

1. Context Statement (up to 300 words)
2. Collection of 8-10max supporting evidence (each must be an entry of 150 words max) aligned to D3. Where relevant, include an artefact relating to the supporting evidence.
3. You are required to submit your narrated presentation that is delivered over 15 minutes illustrating a breadth of practice (up to 10 slides max, plus 2 slides for references) in a separate document.

Before you start to use this template, you will need to refer to the following documents/guidance if you have not already done so:

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Senior Fellowship (Descriptor 3) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework](#) 2023 (PSF 2023) – the award of HEA Fellowship is based on the criteria of Descriptor 3 (PSF, 2023, p.9) being evidenced;
- The [Dimensions of the Framework guidance](#) and,
- The **Guidance for Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF** as you draft your application to ensure that you are writing to meet the requirements of PSF Descriptor 3.

Your application should make explicit reference to specific dimensions of the Professional Standards Framework. These are included at the end of this form.

A Context Statement (up to 300 words) is the first part of your application, and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. **This section provides the background to your application and is not 'assessed' against Descriptor 3.**

Further guidance on applying for Fellowship can be obtained by contacting gma.trp@qmul.ac.uk

3. Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. Focus on your current or recent practice, which should be within the last 5 years. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your e-Portfolio (i.e. it cannot be used to extend the word limit of your e-Portfolio).

Write your Context statement here:

2. Supporting Evidence

List 8-10 pieces of supporting evidence. Each piece of supporting evidence must be an entry of up to 150 words aligned to D3. Where relevant you may also wish to include artefacts relating to the supporting evidence. Each entry must indicate a specific aspect of your effective and inclusive practice within the past 3-5 years.

No.	Evidence (150 words per entry maximum)	Artefact attached (this is optional)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3. Narrated Presentation

Please add your narrated presentation to your e-portfolio (MS Teams Folder)

References

Enter your citations/references (500 words total) here:

The criteria for Descriptor 3

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

The Dimensions of the Professional Standards Framework

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

Appendix C – Supporting Statement Guidance/Template

Queen Mary Academy Teaching Recognition Programme Supporting Statement for Advance HE Senior Fellowship (D3)

Thank you for agreeing to provide a supporting statement for a colleague who is applying for recognition of the quality of their teaching and/or support of learning against the criteria of the Professional Standards Framework ([PSF](#)) at Senior Fellowship category. This guidance and the associated template have been designed to help you structure your supporting statement to provide the information required by the Teaching Recognition Programme (TRP). A template is provided for you at the end of this document to complete your supporting statement.

What is the function of the supporting statement?

Please note that the statement supporting an application for Senior Fellowship is not the same as a job application reference. The award of Senior Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in higher education (HE).

During the Fellowship review process the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's higher education practice.

The two Supporting Statements should verify that the application presents a fair and honest reflection of the participant's practice in line with PSF 2023 Descriptor 3.

Are you the right person to provide a supporting statement for the applicant?

You 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.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to verify and endorse the applicant's comprehensive understanding and effective practice that provides a basis from which they lead or influence those who teach and/or support high-quality learning within their context. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 3 criteria of the **Professional Standards Framework** (PSF).

The application for Senior Fellowship (SFHEA) is based on current and recent HE practice (usually within the last 3-5 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that supporting statements for applications for Fellow should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

What is required of the applicant?

The applicant needs to provide two supporting statements together with their written application (written route), or their portfolio of evidence (dialogic route) which you should have reviewed.

The two supporting statements should verify that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 3. The applicant needs to supply one statement from the Head of School/Institute or nominee, and one from an experienced educator.

Requirements of Descriptor 3 (Senior Fellowship) of the Professional Standards Framework

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions

Professional Values

In your context, show how you:

- V1 Respect individual learners and diverse groups of learners
- V2 Promote engagement in learning and equity of opportunity for all to reach their potential
- V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4 Respond to the wider context in which higher education operates, recognising implications for practice
- V5 Collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1 How learners learn, generally and within specific subjects
- K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3 Critical evaluation as a basis for effective practice
- K4 Appropriate use of digital and/or other technologies, and resources for learning
- K5 Requirements for quality assurance and enhancement, and their implications for practice

Areas of Activity

In your context, demonstrate that you:

- A1 Design and plan learning activities and/or programmes
- A2 Teach and/or support learning through appropriate approaches and environments
- A3 Assess and give feedback for learning
- A4 Support and guide learners

A5 Enhance practice through own continuing professional development

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

Therefore, for the award of Senior Fellow, the applicant must demonstrate that their HE practice evidences all Areas of Activity, aspects of Core Knowledge and Professional Values of the PSF.

Format of the supporting statement

A template is provided below for you to complete your supporting statement. There is no specified format for the statement, and we are not expecting it to be long (we suggest approx. 400 words). Its main purpose is to confirm and support the application.

It would be helpful if you could link your comments to aspects of the PSF in your supporting statement. In addition, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent (within the past five years) Higher Education (HE) practice
- if you have experience of the applicant's leadership and influencing of those who teach and/or support learning, please draw on examples from this
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their discipline as appropriate
- your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow

After completing your supporting statement

Once you have completed the supporting statement template, please return it (pdf version) to the applicant. The applicant will submit the supporting statement together with their application.

Quality Assurance Process

As part of the process, you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant. The TRP may check the references for individual authenticity by means of review using Turnitin. In addition to the use of anti-plagiarism software, some individuals may be contacted to confirm that the supporting statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted. Again, thank you for providing this supporting statement. The template starts on the next page.

Supporting Statement Template – Senior Fellow

Name of applicant	
Your name (Referee)	
Your Institute/School/other	
Your Job Title	
Your email address	
Your Advance Fellowship Status (if appropriate)	
Your relationship to Applicant	
How long have you worked with the applicant? (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p>Date:</p>

Supporting Statement

Please provide your statement to support the applicant's submission for Advance HE Senior Fellowship in the following section. We suggest approximately 400 words. One side of A4 will normally be sufficient for this category of Fellowship.

Contact us:

Queen Mary Academy

Queen Mary University of London

Mile End Road

E1 4NS

Email: gma.trp@qmul.ac.uk

Web: <https://www.qmul.ac.uk/queenmaryacademy/>

