**Queen Mary Academy HEA Teaching Recognition Programme**

**Application for Senior Fellowship (D3) of the Higher   
Education Academy (Advance HE)**

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| **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 UKPSF and your drafting process, shared a draft to get feedback.** | **Yes☐ No ☐**  **Name of mentor (if applicable)** |
| **Do you already hold fellowship of the HEA in either of these categories?** | **Associate Fellow Yes☐ No ☐**  **Fellow Yes☐ No ☐** |
| **Queen Mary email address:**  **(e.g., mail to:** [**xyz@qmul.ac.uk**](file:///\\fs1.qm.ds.qmul.ac.uk\prs-tli\ACADEMIC%20PRACTICE\TEACHING%20RECOGNITION\APPLICATION%20TEMPLATES\NEW%20TEMPLATES\xyz@qmul.ac.uk)**)** |  |
| **University username: (e.g., abc123)** |  |
| **Are you an employee of:** |  |
| 1. **QMUL** |  |
| 1. **NHS** |  |
| **Please confirm that the application is within the +/- 10% margin of the 6000-word limit. The word limit does not include references.** | **Yes☐ No ☐** |
| **Are you happy for your 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☐ No ☐** |
| **Are you happy for your name to be included on our website if your application is successful?** | **Yes No** |
| **Would you like your feedback letter to be copied to your mentor?** | **Yes☐ No ☐** |

**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**](https://www.advance-he.ac.uk/form/fellowship-decision-tool) will help you to determine whether Senior Fellowship (Descriptor 3) is the most appropriate category of Fellowship for you at this point;
* The [**UK Professional Standards Framework**](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf) (UKPSF) – the award of HEA Fellowship is based on the criteria of Descriptor 3 (UKPSF, 2011, p.6) being evidenced;
* The [**Dimensions of the Framework guidance**](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) and,
* The **Guidance for Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/>

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

**Your application should make explicit reference to specific dimensions of the UK 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](mailto: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 UKPSF. 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 focus on the education, training, employment, roles, and experience which have contributed to your professional development as a teacher, mentor, facilitator of learning and leader in relation to teaching and learning.

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| Write your commentary here … |

**Case Studies**

Two reflective case studies focusing on particular contributions or experiences where you have:

* demonstrated your sustained effectiveness in relation to learning and teaching
* And had a significant impact upon the coordination, support, supervision, management and/or mentoring of others, in relation to learning and teaching.

**Case Study 1**

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| Write your case study account here … |

**Case Study 2**

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| --- |
| Write your case study account here … |

**The criteria for Descriptor 3**

· D3.1 Successful engagement across all five Areas of Activity.

· D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge.

· D3.III A commitment to all the Professional Values.

· D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.

· D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

· D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

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

**The Dimensions of the UK Professional Standards Framework**

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