

A Quick Guide to Applying for Senior Fellowship (D3)



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To become a Senior Fellow, you will need to submit a written application that provides evidence of effectiveness in your professional role that is commensurate with Descriptor 3 (D3) of the UKPSF (see www.heacademy.ac.uk/ukpsf for the full UKPSF). You will need to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating, for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. In order to do this, you are likely to be a lead member of an established academic team.

It is also likely you will have a considerable level of expertise developed over time in supporting high quality student learning. Descriptor 3 recognises extended good practice both within the classroom or learning environment, and in supporting the student learning experience in a wider context. This would normally include evidence of effective and significant impact on students, colleagues and on the institution. Evidence of a wider sphere of influence than the classroom or student group is required. A relatively limited experience of course and/or module management for example, or of mentoring new staff, will not be sufficient.

Descriptor 3 incorporates all the requirements of Descriptor 2 and can therefore be viewed as building on Descriptor 2. Descriptor 3 addresses experienced teachers and others who demonstrate leadership in their teaching and learning practices and related activities. You need evidence of wider impact, sustained success and influence. For example, if you have developed and led on: substantial programmes of teaching and learning; led School, cross- or inter-institutional teaching and learning focused projects; provided leadership within disciplinary-based communities; or have led consultancy for major pieces of pedagogic work in subject associations and professional bodies.

In relation to 'mentoring' this is normally understood to mean in this context, providing support, challenge and guidance to less experienced members of staff or colleagues in order to help them develop themselves and in particular, the teaching and learning aspects of their professional practice. This may *or may not* have taken place within the formal umbrella of a School/University mentoring scheme.

Applicants are expected to keep up-to-date with recent research and developments in learning and teaching. Although we don't expect you to be an educational research specialist, you will be expected to reference to an informed contemporary and scholarly literature base in your application and demonstrate how that literature informs and underpins your practice. The following texts are a good place to start:

1. Biggs, J. & Tang, C. (2011) *Teaching for quality learning at university*. (4th Ed.) Maidenhead: SRHE and OU Press
2. Fry, H., Ketteridge, S. & Marshall, S. (2014) *A handbook for teaching and learning in higher education: enhancing academic practice*. (4th Ed.) Abingdon: Routledge
3. Ashwin, P. *et al* (2015) *Reflective teaching in higher education*. Bloomsbury Academic

You are also strongly encouraged to draw on literature for teaching in your own discipline.

Steps to take to get started on applying and through to submission for D3

1. Start early! A first task is to list all the things you do in your role relating to the Dimensions of the Framework (ie the Areas of Activity, Core Knowledge, and Professional Values). You use the grid on the application to record these, but do keep this concise and to the point.
2. Use the resources on the PASSPoRT webpages. You'll also find the proforma there for your application and the full e-PASSPoRT Handbook that gives more detailed information on all aspects of the Scheme. The webpages include panel dates and deadlines for submissions.

3. Next, start to think about the two case studies:
 - **Case Study 1** should either focus on your interaction with students, perhaps implementing something innovative: OR if you no longer teach regularly, focus on an innovation you have led that has improved the student experience and that can clearly demonstrate your engagement with ALL the Dimensions of the Framework eg introducing and leading on a new assessment process across a range of modules
 - **Case Study 2** should focus on an area of teaching and learning in which you can fully demonstrate leadership and mentoring of others eg where you have led the team through a change of practice that has needed you to coordinate a number of staff, leading on the re-approval of a course, or taking a team through large-scale change.
4. Start to collect evidence needed to support your application. Keeping a reflective diary where you record key activities that have involved you in leading a team is a useful activity. Keep notes too, from your scholarly reading. Other good evidence to support your application could include:
 - Testimonials from colleagues within your team that verify your effective leadership and/or mentorship
 - Feedback from students about the positive innovations you have led, from their perspectives and experiences
 - Course data to support the impact of the innovations
 - Feedback from external people that support the positive impact of your leadership
5. Buddy up with a colleague or group of colleagues who are in the same position so you can support each other through the process. If your group wants a bespoke workshop or dedicated input, contact me (christine.smith@uos.ac.uk) and I will be happy to assist this.
6. Work with your mentor and ask them to advise and guide you. For example, draft your case studies and let your mentor look at the plan. Mentors for Descriptor 3 have all undergone training, as well as successfully applying themselves for Senior or Principal Fellowship so they understand what's needed in the application and the processes involved.
7. Don't forget to include about your ongoing CPD activity and how you stay current in your teaching and learning practices. Remember too, to critically reflect on your own learning and development in all aspect, including what you have learned from leading and/or mentoring others in their development of their teaching and learning.
8. Identify and talk to your referees to get agreement to provide a reference. Remember, they need to be at least Senior Fellows themselves to give you a reference. They also must be able to verify your practice as aligned with the relevant evidence to fully meet Descriptor 3, so it's important they read your application and provide a reference that corroborates and comments upon your key claims especially in relation to Case Study 2 (on your leadership).
9. When you have written your parts of the D3 application proforma, gained and inserted your two referees statements, and checked through the application for completeness, then you will submit your application via the e-PASSPoRT portal in Brightspace. The D3 application proforma explains how to do this.
10. Your submission will be checked for completeness and then sent out to three reviewers for their assessment of the sufficiency of your application in meeting the requirements of Descriptor 3 in all aspects (D3i-vii). Figure 5 in the e-PASSPoRT Handbook illustrates the review process. You will hear the result shortly after the panel meeting. Good luck!