**Supporter’s Template: Supporting an Application to the Swansea Application Route**

**Senior Fellow**

The Swansea Application Route (SAR) aligns to the dimensions of The UK Professional Standards Framework and focuses on Descriptor 3: An individual working in this category demonstrates a thorough understanding of learning, teaching and assessment issues. The following sections will enable you to provide a supporting statement which corroborates the applicant’s ability to meet the requirements for D3. Please see the Guidance Notes for further details. Thank you for agreeing to provide a statement.

Before starting to write[[1]](#footnote-2) your statement you should read the guidance notes and also have access to the applicant’s submission (it may be in draft) or be able to discuss it with the applicant. Please note that where the applicant’s submission is borderline, your statement may provide information and additional evidence of the applicant’s effective practice, commensurate with the category of Senior Fellowship they are seeking, which enables the assessors to reach a Proceed decision.

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| --- | --- |
| **1.** Applicant’s Name: |  |
| **2**. Supporter’s Details (Your details) |
| **a**. Name |  |
| **b**. Job Title |  |
| **c.** Organisation |  |
| **d**. Email address |  |
| **e.** Your HEA fellowship category (if any) |  |
| **f.** In what capacity have you known the applicant and for how long: |  |
| **3a**. To the best of your knowledge about the applicant’s practice, are you content to corroborate the account of practice. |
|  | Yes |
|  | Partially – **summarise below on what aspects of the application you are able to corroborate** |
|  | No – **expand below on why you are unable to** |
| **b.** Reasons for partial/non-corroboration (Once completed, you do not need to complete the rest of the form) |
|  |
| **4.** On what grounds are you able to corroborate the applicant’s account? **Select all that apply** |
|  | I am or have been the applicant’s line manager |
|  | I have directly observed their practice |
|  | I am aware of the reported impact of the applicant’s practice from colleagues |
|  | I have reviewed their student feedback |
|  | Other – specify |
| **5.** From your experience of the applicant please comment on **3 examples** from the applicant's practice to demonstrate that they successfully meet the HEA Senior Fellow Criteria. Please refer to how the applicant's practice has demonstrated alignment to the UKPSF where appropriate in your examples (expand boxes as required). |
| HEA Senior Fellow Criteria Reminder:D3 I Successful engagement in all five Areas of ActivityD3 II Appropriate knowledge and understanding across all aspects of Core KnowledgeD3 III A commitment to all the Professional ValuesD3 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 CPD related to teaching, learning, assessment and, where appropriate, related Professional PracticesD3 VII Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/ or teams) in relation to teaching and learning (key to this descriptor) |
| **You should comment on at least one example of the person’s impact in leading/supporting others in learning, teaching and assessment – see the SFHEA criteria, in particular D3. VII** “Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/ or teams) in relation to teaching and learning” |
| **Example 1:**  |
| **Example 2:** |
| **Example 3:** |
| Any other comments you would like to make: |

|  |  |
| --- | --- |
| Supporters’ Signature (write below): | Date: |
|  |  |

**Following section is for reference only.**

**Please remove the following text when including this supporting statement with your application.**

**The UK Professional Standards Framework** [**http://www.heacademy.ac.uk/ukpsf**](http://www.heacademy.ac.uk/ukpsf)

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

**Descriptor 3** is intended to relate to staff with a track record of sustained and substantive teaching and supporting learning role(s) covering all of the Areas of Activity, Core Knowledge and Professional Values. Descriptor 3 also brings in a strong educational leadership (which may not necessarily be managerial) dimension evidenced through their impact and influence on the teaching and learning practices of others. An individual working in this category demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. The descriptor is in Section 5 above.

The **DIMENSIONS OF PRACTICE** - these are a set of statements outlining the:

**Areas of Activity undertaken by teachers and supporters of learning within HE**

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

A3 Assess and give feedback to learners

A4 Develop effective learning environments and approaches to student support and guidance

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**Core Knowledge that is needed to carry out those activities at the appropriate level**

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional Values that someone performing these activities should embrace and exemplify**

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

**Acknowledgements**

With appreciation to Vicky Davies, PFHEA at Ulster University for sharing their template on which this template and guidance is based.

1. If providing a video or audio reference, you must structure your comments using the specific headings outlined in this template and address the guidance and requirement to provide verification contact details as outlined in the Supporting Statements Guidance. [↑](#footnote-ref-2)