

**Advance HE Recognition - Professional Dialogue Guidance**

**Senior Fellow (SFHEA) (D3)**

Ahead of your presentation date, you should prepare a single Microsoft Word document, consisting of the following sections (explored in full in the rest of this guidance):

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# **Important information prior to completing your application**

This document should be read in conjunction with the 2019 UK Professional Standards Framework which can be found on the UTA website and the MMU Senior Fellow Application Form. For reference, these standards are also attached at the [end of this document.](#_Professional_Standards_Framework)

In order to meet the requirements for Senior Fellow, you must demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You should be able to provide evidence of:

1. Successful engagement across all five Areas of Activity;
2. Successful engagement in appropriate teaching and practices related to the Areas of Activity;
3. Appropriate knowledge and understanding across all aspects of Core Knowledge;
4. A commitment to all Professional Values;
5. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice;
6. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices;
7. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning.

**Submission instructions**

All applications must be submitted to UTA via the PSF Recognition upload form. You can submit your claim at the following web address: <https://utaresources.mmu.ac.uk/psfsubmission>.

The UTA will review your application and a member of the reviewing team will then contact you as soon as possible to arrange a mutually convenient time for the professional dialogue.

# **1. Career Biography**

Provide a brief summary of your career including details of relevant roles, institutions and qualifications and the values which underpin your practice.

Include in this section any relevant activities, past or current, that are external to the institution, such as external examining.

This section can be formatted as you wish (paragraphs, bulleted lists, etc) and should not exceed 250 words.

# **2: Record of Professional Activity**

The professional activity grid enables you to demonstrate engagement with the dimensions of practice of the 2019 UK Professional Standards Framework Dimensions of Practice. For reference, these standards are also attached at the [end of this document.](#_Professional_Standards_Framework)

The grid should identify key activities that link to the overarching D3:vii in relation to your influence on colleagues’ practice and ensure that all dimensions of practice are also met. It should cover all dimensions of practice and a reasonable range of leadership/ mentorship activities. Generally, there is an expectation to demonstrate appropriate practice over an extended period of time (2-5 years).

Please focus mainly on **current roles and responsibilities** together with key activities of the last 2-5 years. You may include key activities from further back if they provide evidence of a key career development and still influence your practice. Ensure you incorporate examples of teaching-focused CPD within the grid.

The grid should be sufficiently detailed but should not be excessive. Please ensure the grid does not exceed 4 pages in length.

**For each example chosen:**

* Select key examples that explicitly demonstrate your profile of sustained engagement with all Dimensions of Practice.
* In the space provided (Column 3), briefly explain any associated leadership and mentorship activities linked to your examples of professional activity; you do not need to do this for all activities included but ensure you clearly demonstrate your leadership and mentorship role.
* Include precise dates / time period for the activity – avoid using phrases such as ‘on-going’.

Table 1 overleaf shows some examples of SFHEA Professional Activities linked to the UKPSF.

**Table 1: Example SFHEA Record of Professional Activity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Examples of professional activity** | **Sustained engagement with the Dimensions of Practice** | | | Organisation/ leadership/ management of specific aspects of teaching and learning provision inc. successful coordination / support / supervision / management / mentorship of others. | **Dates** |
| **AA1-5** | **CK (1-6)** | **PV (1-4)** |
| Led the Programme review of an undergraduate programme | A1-A5 | K1-K6 | V1-V4 | Leadership and co-ordination of programme team (20 staff). 12 unit leaders through curriculum development workshops and 1:1 / small team mentorship | 2016, 2018, 2021 |
| Led the development of a new postgraduate degree programme | A1-A5 | K1-K6 | V1-V4 | Worked with HoD and other specialist staff to create the programme documentation for a new MSc | 2020 |
| Led a team to redesign the VLE areas for all programmes within the department to offer online and blended approach to the curriculum for a programme teams | A1,A2, A4 | K1, K2, K4 | V1, V3 | Team coordination across several units and leadership of workshops and planning meetings | 2019-21 |
| Mentorship of new academic staff | A5 |  |  | Regular mentorship of new colleagues on average 2-3 per year | 2016 - present |
| Core text book publication;  reference | A1, A4 | K1 | V3, V4 | Subject specific core text book that is a leader in the field and used by institutions world wide | 2018 - present |
| Completion of MA in HE | A1-A5 | K1-K5 | V1-4 | Developed theoretical and practical knowledge | 2020 |
| *Add more rows as required* |  |  |  |  |  |

# **3. Supporting Advocate Statements**

Your application must be accompanied by two references, called advocate statements. The purpose of the statements is to:

* Validate the applicant’s engagement with the activities defined by Descriptor 3 (Advance HE Fellow);
* Validate the applicant’s engagement with the required dimensions of practice as defined by the UK PSF;
* Validate the applicant’s teaching, learning and assessment practice linked to the UK PSF Descriptor 3;
* Validate the experience claimed by the applicant in the experience grid, the written application, or presentation.

Your Advocate should be an experienced colleague, such as your line manager, who is able to comment, knowledgeably, and from **first-hand experience**, on your current role and any other relevant activities you have recently undertaken. They should align the statement directly with the UKPSF and Descriptor 3. Your referee should read your application prior to completing your statement.

Ideally, your advocate should be an Advance HE Senior or Principal Fellow, i.e. familiar with the requirements of the UK PSF. If you have difficulty identifying a suitable advocate please contact [utacpd@mmu.ac.uk](mailto:utacpd@mmu.ac.uk).

You will need to provide your advocate with the advocate statement proforma to complete (this proforma is held within the application form document). Please share this guidance document with your advocate, bringing the [Advance HE PSF Requirements for SFHEA](#_Professional_Standards_Framework) to their attention.

It is your responsibility to collect the advocacy statement and submit it with your application.

## **Guidance Notes for PSF Advocates**

Please share the following guidance with your advocates:

Thank you for agreeing to take on the role of advocate for a submission for Senior Fellowship of the Higher Education Academy (HEA), now subsumed by Advance HE. Your time and effort is greatly appreciated.

Manchester Metropolitan’s Professional Recognition Framework is designed to enable staff involved in teaching and supporting learning to have their work recognised in one of four Descriptors (categories) of HEA Fellowship: D1 (Associate Fellow), D2 (Fellow), D3 (Senior Fellow) or D4 (Principal Fellow). Your role as an advocate is to confirm that the practice detailed in the individual’s submission is a true record of their work at the appropriate Descriptor level.

You have been approached because you know their work in detail and can verify the account given. Furthermore, by providing the Advocate Statement you are confirming that you support the participant's claim for Fellowship in their chosen Descriptor category. The participant will let you know the category they are submitting for and when they intend to submit. In order to prepare your statement, you should have sight of the applicant’s application document. The form of these can vary across the different levels of Fellowship.

The Advocate Statement Form is at the end of the completed application document. Please check that the claim provides an accurate picture of the participant’s experience and achievements in teaching and supporting learning. Your verification of the facts presented ensures the recognition process is fair and equitable.

Please write a paragraph of 350 – 500 words, validating the claims made. If appropriate, you can amplify relevant aspects of the applicant’s work, from your own perspective as e.g. line manager, team leader etc, providing practical examples to support your comments where possible. You may choose to make reference to particular dimensions on the framework (A1, A2 etc) but this is not necessary. You should however check that the dimensions underpin the individual’s practice in teaching and supporting learning, and that the individual meets each clause of the Descriptor relating to the category of fellowship they are submitting for. Please Email your completed form to the participant to include as part of their submission. Once again, many thanks for your support.

**The MMU PSF Leads – March 2023**

# **4: Supporting evidence**

Supporting evidence can provide validation of impact evidence mentioned within the commentary. It does not provide additional evidence that is not referred to in the main application.

This documentation should not exceed four sides of A4 paper.

**It can include:**

1. Evidence to support your engagement with peer observation of practice and any dialogue with your mentor. This may include:

* peer observation paperwork and feedback forms
* action plans

1. Any evidence you wish to attach to provide supporting evidence of the impact of your teaching and supporting learning practice:

* Student feedback
* Peer feedback (other than peer observation)
* ISS/NSS data
* Excerpts from external examiner reports, committee minutes
* Testimonials
* Teacher awards

1. A list of education-based publications/conference presentations

**Please ensure that you maintain confidentiality and anonymity of students and colleagues when attaching this evidence.**

## **5.Role of Mentor**

**Working with an experienced Senior or Principal Fellow is mandatory for the professional dialogue route and essential for success at SFHEA level. You must engage in at least 2 practice dialogue meetings with your mentor.**

Youshould identify and approach a suitably mentor as early as possible. A list of current faculty-based mentors can be found here: <https://www.mmu.ac.uk/about-us/professional-services/uta/prof-recognition-career-development/advance-he-recognition>

Through dialogue, the mentor will support you in completing your application, acting as a critical friend. Identify a mentor as soon as possible. UTA has produced some guidance specifically for colleagues mentoring people choosing the Dialogue route for SFHEA. This is accessible at the following link: <https://utaresources.mmu.ac.uk/dialogue_route_sfaf/>

If there is not a suitable mentor available locally a UTA colleague will act as your mentor.

The mentor will:

* Support you in identifying a suitable focus for your reflective commentary.
* Participate in dialogue to support you in developing your reflective commentary.
* Read a draft of the application and give feedback.

# **6. Dialogue Content: Critical Reflective Conversation**

**Critical Commentary: Demonstration of Professional and Developmental Activities**

* “Can you discuss how you influence the practice of your peers in curriculum design, delivery and innovation through mentoring, management and co-ordination?”
* **40 Minutes conversation**

Once you have assembled the above documentation, you need to work alongside your mentor to prepare for your professional dialogue. You must complete two practice dialogues with your mentor to ensure you are able to, through professional discussion, make a clear claim to support your engagement with Descriptor 3: Senior Fellow, as set out in the 2019 UKPSF.

The dialogue should therefore “Demonstrate a **thorough understanding** of effective approaches to teaching and learning support as a key contribution to high quality student learning”. Senior Fellow claims must have the themes of leading, influencing, coaching others throughout, so ensure that this is present in your discussions.

Claimants must provide evidence of engagement with all of the following descriptors:

1. Successful engagement with all AAs.
2. Appropriate knowledge and understanding across all aspects of Core Knowledge.
3. A commitment to all PVs.
4. Successful engagement in appropriate teaching practices related to the AAs.
5. Successful incorporation of subject and pedagogical research and/or scholarship, as part of an integrated approach to academic practice.
6. Successful engagement in CPD in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic and professional practice.
7. Successful co-ordination, support, supervision, management, and/or mentoring of others in relation to teaching and learning.

**D3.VII is the key requirement for SFHEA applicants and should ideally be embedded across the application. The demonstration of a sphere of influence that incorporates an influence on the practice of colleagues must be demonstrated by all SFHEA applicants**

**Assessment of the Professional Dialogue**

The final dialogic conversation will be conducted over MS Teams in recognition of Manchester Met’s current flexible working model. A face-to-face dialogue can also be arranged. Please discuss your preference with the lead reviewer.

The dialogue will be carried out by a review team consisting of 2 members of the Dialogic assessment team who are SFHEA/PFHEA (not including your mentor) and are experienced in conducting dialogic assessment.

This will be audio recorded for assessment and quality review purposes only. The team will then review your whole application (portfolio and dialogue) against the Descriptors for SFHEA. You will get the outcome and feedback within 4 weeks of the dialogue taking place.

The structure of your dialogue will be flexible, but will always start with the lead reviewer asking you the following question:

“Can you discuss how you influence the practice of your peers in curriculum design, deliver and innovation through mentoring, management and co-ordination?”

You will then be expected to lead the dialogue and demonstrate a reflective critical commentary evidencing engagement with all the requirements of Descriptor 3 (D3): SFHEA. The dialogue will act as a space to explore, affirm and recognise your practice linked to Descriptor 3.

The assessors will assist you in focussing on the appropriate activities but will generally expect that you to lead the conversation as much as possible. They may prompt you to discuss certain activities to ensure you cover all descriptors in sufficient depth.

## **Guidance on engaging with the Dialogue**

* Introduce yourself, the context of your practice and activities to be focussed on in the conversation.
* Take ownership for your activities, discussing the active role **you** played in them, incorporating examples from your practice (Speak in terms of ‘I’, not ‘we’).
* Critically reflect on and explore you case studies, detail the decision process behind your actions and the evidence (research, theory or policy) which underpinned this practice. Show us the ‘how’ and ‘why’ of your practice.
* Relate your discussion to the evidence, scholarly activity and/or research that has informed/shaped your engagement with this activity.
* Focus on current practice. If you discuss earlier practice, demonstrate how this still supports your current activities.
* Ensure you provide evidence of impact in the student experience – include concrete examples in your discussion and in the supporting evidence section.
* Ensure you integrate, within the dialogue, evidence of sustained engagement with all the Descriptors for D3: SFHEA. This normally is viewed as of 2-5 years.
* Ensure somewhere in the dialogue you integrate evidence your ongoing CPD (D3.vi) in relation to your professional area and teaching and learning practice.
* Avoid activities that focus solely on quality and/or administrative processes as these may not easily demonstrate the required impact on teaching and learning.

Topics to demonstrate sustained engagement with the dimensions of practice could consist of:

* An example of innovative practice in teaching, learning and assessment, and / or
* An example of an activity within your teaching role that has clearly enhanced the student experience.

Topics to demonstrate appropriate engagement with D3.vii

* An example of curriculum development where you have led a team of staff eg: developing a new programme for validation.
* Sustained mentorship of a number of colleagues to achieve a change that has had an impact on teaching and learning practice and the student experience. Ensure there is sufficiency of mentorship over a period of time. (1 or 2 episodes of mentorship would not be sufficient.)
* The introduction of a new teaching and learning or assessment activity including mentorship/leadership of others that has then had a direct impact on the student experience.

Ensure you incorporate evidence of impact within your discussion. This could include:

* Mentee, peer, senior staff/ line manager feedback on your role as a leader/mentor of others.
* Student/colleague/peer feedback on the examples chosen and what you have learned from this.
* Quality indicators such as student results, NSS/ISS scores.
* Feedback from external examiners, validation panel reports etc.

**Evidence of scholarship underpinning your practice**

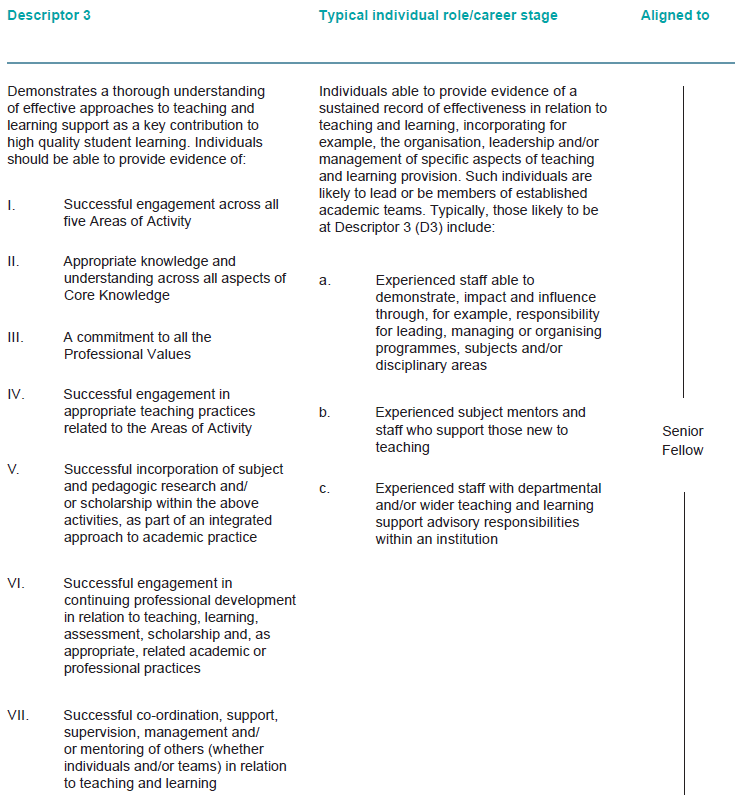
There is an expectation that in this part of the application you evidence appropriate scholarship to underpin your teaching and learning practice. If you need to develop/update this area of your practice, the following are good sources:

* Ashton, S., & Stone, R. (2017). *An AZ of creative teaching in higher education*. Sage.
* Bates, B. (2019). *Learning Theories Simplified:... and how to apply them to teaching*. SAGE Publications Limited.
* The Journal of Further and Higher Education: <https://www.tandfonline.com/toc/cjfh20/current>
* Studies in Higher Education: <https://www.tandfonline.com/toc/cshe20/current>

# **Professional Standards Framework for SFHEA Level**

Information below is taken from the Advance HE UK Professional Standards Framework, published in 2019.

**Senior Fellowship of the HEA requirements**



**Professional Standards Dimensions**

