**Referee statement and guidance – D3, Senior Fellow**

Two sides of A4 will normally suffice for this Fellowship category. This statement is in support of the following applicant:

|  |  |
| --- | --- |
| **Applicant name** |  |

|  |  |
| --- | --- |
| **Referee details** | |
| Name |  |
| Job Title |  |
| Department |  |
| Email Address |  |
| Capacity in which offering statement |  |
| Fellowship category (AFHEA, FHEA, SFHEA, PFHEA) |  |

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| --- |
| Please comment on the validity of the evidence claimed by the applicant, in relation to evidence of their commitment to teaching and/or supporting learning. |
|  |
| Please refer to the following, providing practical examples to support your comments   * applicant's experience and achievements in teaching, learning and assessment practice * contribution the applicant makes to the student experience within their area of practice (refer to research only if this directly informs their teaching) * applicant’s contribution to faculty or school objectives in teaching and learning and engagement in processes that support the enhancement of learning and teaching |
|  |
| *Any further comments* |

Signature: (electronic acceptable)

Date:

**Writing the supporting statement - advice for referees**

Thank you for agreeing to act as a referee and offering to provide a statement for an applicant seeking a claim for Senior Fellow through BCU’s Professional Standards Framework (PSF). The aim of the statement is to provide a review of the applicant’s experience and to support and supplement the applicant’s information. If possible, please comment on the applicant’s most recent role and responsibilities. When the applicant has sent you their completed application, please review this and provide your statement on this form. It is the applicant’s responsibility to collect the statement from you and advise you of the expected return date, to ensure this is submitted by the applicant on time. You should send this as an electronic copy to the applicant.

Your statement should primarily refer to the applicant's experience and achievements in teaching and learning; and to the applicant’s research record only where this directly informs their teaching. Base your statement on how the applicant meets the dimensions of the [UK Professional Standards Framework (UKPSF)](http://www.heacademy.ac.uk/ukpsf) at the relevant descriptor, using your knowledge of their work, their professional practice in teaching and supporting learning, and the context in which the applicant works. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. We may wish to contact you to clarify points in your reference.

Please provide practical examples to support your comments, for example, peer observation evidence of the applicant, innovative practices, and contribution to developments in teaching and learning and/or within the discipline. It is expected that the core knowledge and professional valuesof the UKPSF underpin the practice of those seeking recognition, so please provide examples of these, where appropriate.

**Senior Fellow (SFHEA, D3)**

Applicants for D3 should be able to provide evidence of:

I. Successful engagement across all five Areas of Activity

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

III. A commitment to all the Professional Values

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

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

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

VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

**The UKPSF Dimensions of Professional Practice**

