## **Referee 1/Referee 2\* Statement (\*Delete as appropriate)** **Senior Fellow**

**Referee Statement produced for:**

**Referee Details**

|  |  |
| --- | --- |
| Name |  |
| Job title |  |
| In what context do you know the applicant? | e.g PRE, Line Manager, Subject group leader etc |
| Dept & College / Institution |  |
| Email address |  |
| Telephone number |  |
| Fellowship category held | Senior Fellow/Principal Fellow (delete as appropriate) |
| Date of observation  **(Referee 1 only)** |  |
| Location of observation  **(Referee 1 only**) |  |
| Type of session observed  **(Referee 1 only)** |  |

|  |
| --- |
| **In what ways can you corroborate the practice evidenced in the applicant's submission?** For verbal/signed statements, please insert a link to your statement here. |
| **Are there any further comments you would like to add?** |

(approximately 500 words or 5mins verbal/signed in total)

**I confirm that I have seen the applicant's final submission**: Yes/No

## Guidance notes for referees, to support an application for Senior Fellow

**Full details can be found on Advance HE’s website:** [**Guidance for Referees – Senior Fellowship November 2024**](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Guidance%20for%20Referees%20-%20Senior%20Fellowship%20November%202024_1731598910.pdf)

### The Role of the Referee

You will have been asked by the applicant to take on this role as they feel you will be able to endorse what they are claiming in all, or part, of their submission for a category of Advance HE fellowship. In agreeing to act as a referee we will expect to see approximately 500 words (or about 5 mins on video) on the template provided, that endorses the claims made by the applicant. This is a qualitatively different role to that of referee for a job interview and you will need to return your statement to the applicant once you have completed it. As your statement forms part of their evidence, you should not be surprised if the applicant discusses your statement with you and possibly asks for an amendment or two! ! See the [guidance for referees](https://teaching.shu.ac.uk/talent/referees/) on the TALENT website for more information.

**You should ensure that you have read/seen the final version of the application which is to be submitted.** There is no harm looking at drafts, and perhaps preparing some preliminary notes, but your statement needs to be a corroboration of the full application as it will be submitted.

The claims the applicant will be making will relate to the descriptor criteria for D3 Senior Fellow and the dimensions of practice within the PSF 2023 and so it would be helpful to align your remarks to these (see below).

You may also comment on relevant characteristics of the individual’s practice (are they known for the quality of their learning resources/approachability/inclusive practice?). On the other hand, you do not need to comment on activities, interventions or practice that the applicant has **not** claimed in their submission.

One of the referees (Referee 1) will be asked by the applicant to observe them in practice as appropriate to the category of fellowship applied for and the role of the applicant. At D3 level this might involve observation of chairing a L&T related committee meeting, for example. See the [observation of practice applicant guidance](https://teaching.shu.ac.uk/talent/observation/) for further information

If you are the referee asked to act in this capacity, you should make sure that you are **either a Senior Fellow or Principal Fellow**. This observation is designed as a supportive peer process without any formal requirement for feedback or recording of outcomes to the TALENT scheme, although you may want to refer to it in your referee’s statement, if appropriate and relevant. You might also want to think of it simultaneously, as a way of fulfilling the requirement for annual PRE observation.

When approached by an individual to act as a referee try to ensure:

* That you have substantive knowledge of their practice over time and that you will be able to comment in reasonable depth on their practice or a specific aspect of their practice
* That the applicant has a clear timescale for submission so that you can produce the statement when required
* If you are being asked to observe practice, that this can take place to fit the timescale for submission.

**For more help with what is required from a referee statement, you might like to look at some exemplars that have been anonymised for your use.**

### ****Statement Formats****

**Should you wish to provide your statement in a verbal/signed format you are perfectly entitled to do so. Simply record your statement in any accessible format, insert the link in the space provided in the template and make sure that the rest of the form is also completed. Our suggested measure for equivalence is that 500 written words is equivalent to approx. 5mins verbal/signed.**

### ****How the statement will be used****

Your statement, in conjunction with other statements and the evidence presented in the submission, will be used to make a judgement about the practitioner’s alignment to the Descriptor criteria for Senior Fellow. Note that in borderline cases the statements could be particularly significant in the panel’s deliberations.

### Questions and further support

If you have any questions regarding the statement, formats, the internal recognition process for Senior Fellow, or if, for whatever reason, you feel unable to endorse the applicant in any way, please contact [talent@shu.ac.uk](mailto:talent@shu.ac.uk) for further support.

See the [TALENT website](https://teaching.shu.ac.uk/talent/) for more information on our internal scheme.

## Professional Standards Framework 2023

## Descriptor 3 - Senior Fellow

Individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

Individuals are able to evidence:

3.1 A sustained record of leading or influencing the practice of those who teach and/or support high quality learning

3.2 Practice that is effective, inclusive and integrates all Dimensions.

3.3 Practice that extends significantly beyond direct teaching and/or direct support for learning.

## Dimensions of Practice

### Professional Values

In your context show how you:

V1 respect individual learners and diverse groups of learners.

V2 promote engagement in learning and equity of opportunity for all to reach their potential.

V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.

V4 respond to the wider context in which higher education operates, recognising implications for practice.

V5 collaborate with others to enhance practice.

### Core Knowledge

In your context, apply knowledge of:

K1 how learners learn, generally and within specific subjects.

K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study.

K3 critical evaluation as a basis for effective practice.

K4 appropriate use of digital and/or other technologies, and resources for learning.

K5 requirements for quality assurance and enhancement, and their implications for practice.

### Areas of Activity

In your context, demonstrate that you:

A1 design and plan learning activities and/or programmes.

A2 teach and/or support learning through appropriate approaches and environments.

A3 assess and give feedback for learning.

A4 support and guide learners.

A5 enhance practice through own continuing professional development.