

AdvanceHE Fellowships

Flinders University L&T Symposium

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Australian Representative, HE Fellowship Programs Strategic Advisory Board

Acknowledgement of Country



Being an everyday scholar

Learn through communicating

Apply critical reflection not everyday data

Foster a sharing economy, learning from and sharing with each other

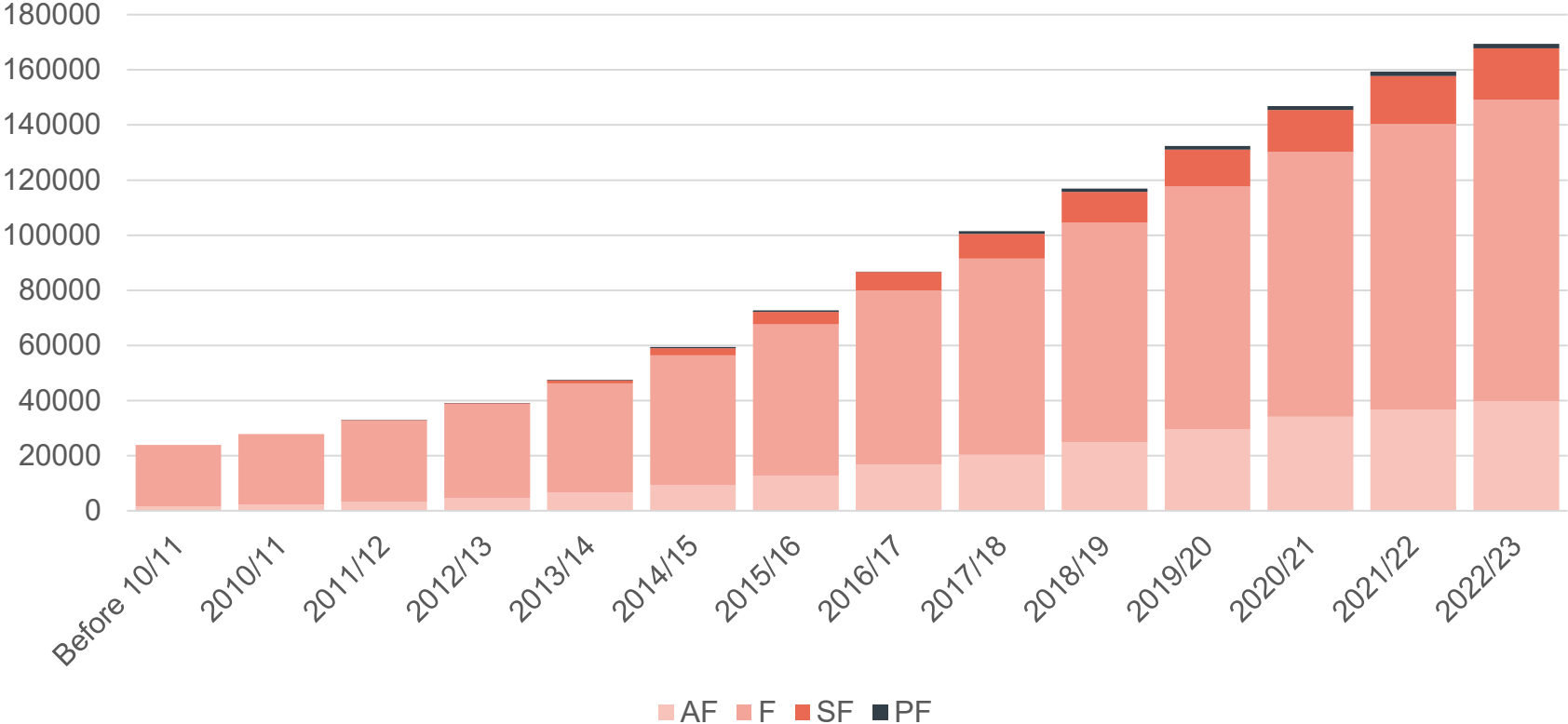
Engage in a sharing culture

Gathering data to inform your practice (Anne)

What are HEA Fellowships?

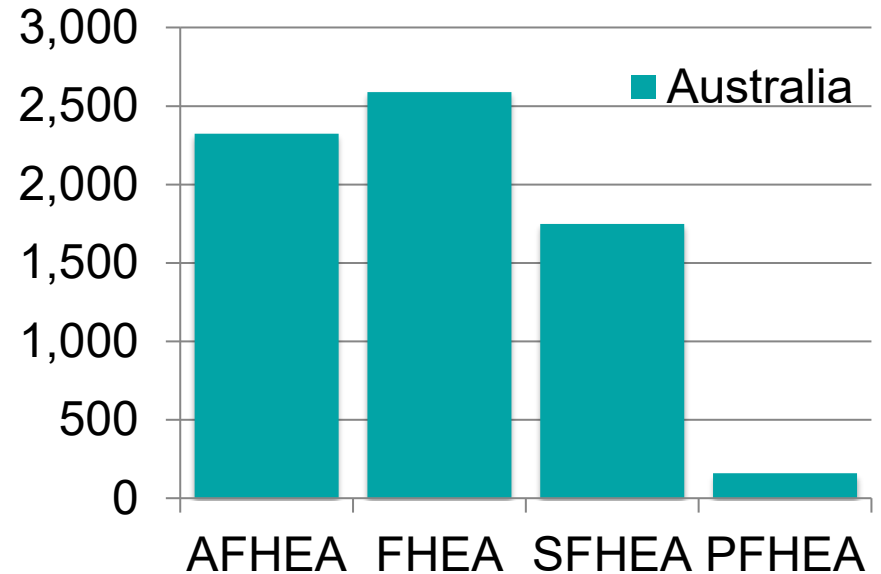
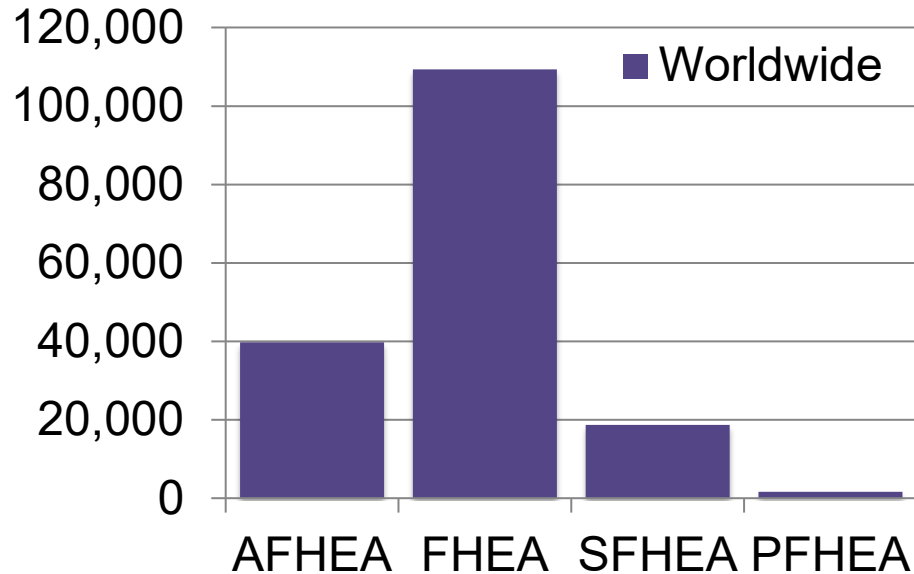
Awarded on the basis of a successful and effective demonstration of the relevant descriptor of the Professional Standards Framework (2023)

Number of Fellows across the world



Data as at 9 July 2021

The Fellowship Community



Data as at 9 July 2021

What's in it for applicants?

- Formal recognition as a professional educator in HE
- International benchmarking of practice
- Identify your expertise with post-nominals (AFHEA, FHEA, SFHEA)
- Membership of a global community of fellows
- Professional development opportunity for reflection and scholarly thinking about your practice
- Opportunity to articulate your practice and link to scholarship
- Opportunity to demonstrate leadership and support others in your institution going forward
- Impact on career development
- Increase in confidence

What's in it for mentors?

- Supporting colleagues with the process, and positioning their practice within the PSF – a shared language around what professional practice in HE is about
- Learning from others' practice
- The opportunity to send the message that teaching is important
- Helping others to be more scholarly in their practice
- Demonstrating your own leadership in T&L (useful for your own recognition)

What's in it for Institutions?

- Demonstrates commitment to professionalism in T&L in HE
- Access to AdvanceHE resources and funding
- A way to raise the status of teaching compared with research (Cashmore et al, 2013)
- Greater collaboration and understanding across disciplines through mentorship during fellowship development



I thought applying for Associate Fellowship would be a valuable opportunity to critically reflect on my teaching practices during a challenging teaching year.

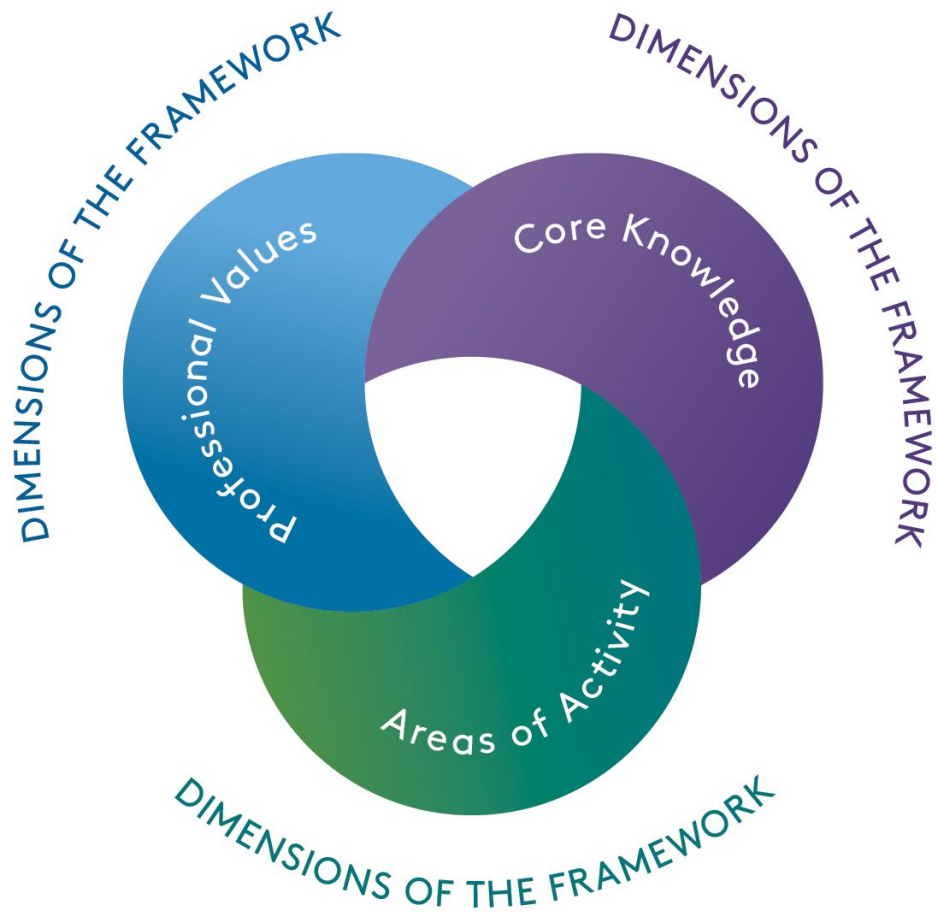
Reading and responding to the PSF and detailing my teaching and learning activities allowed me to take a step back from being in a classroom (or online) and think about *how* I teach and design learning activities.

Emma, AFHEA

Sessional staff member in School of Arts

What does the research say?

- A framework to use across all areas of teaching
- Recognition for practice
- Reflection on the “why” of your practice
- Being part of a community



Professional Values

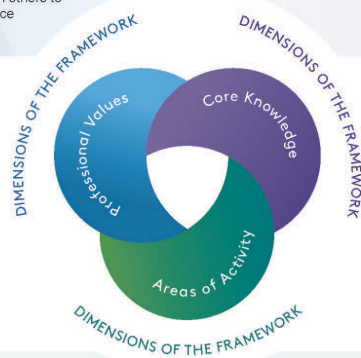
In your context, show how you:

- 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

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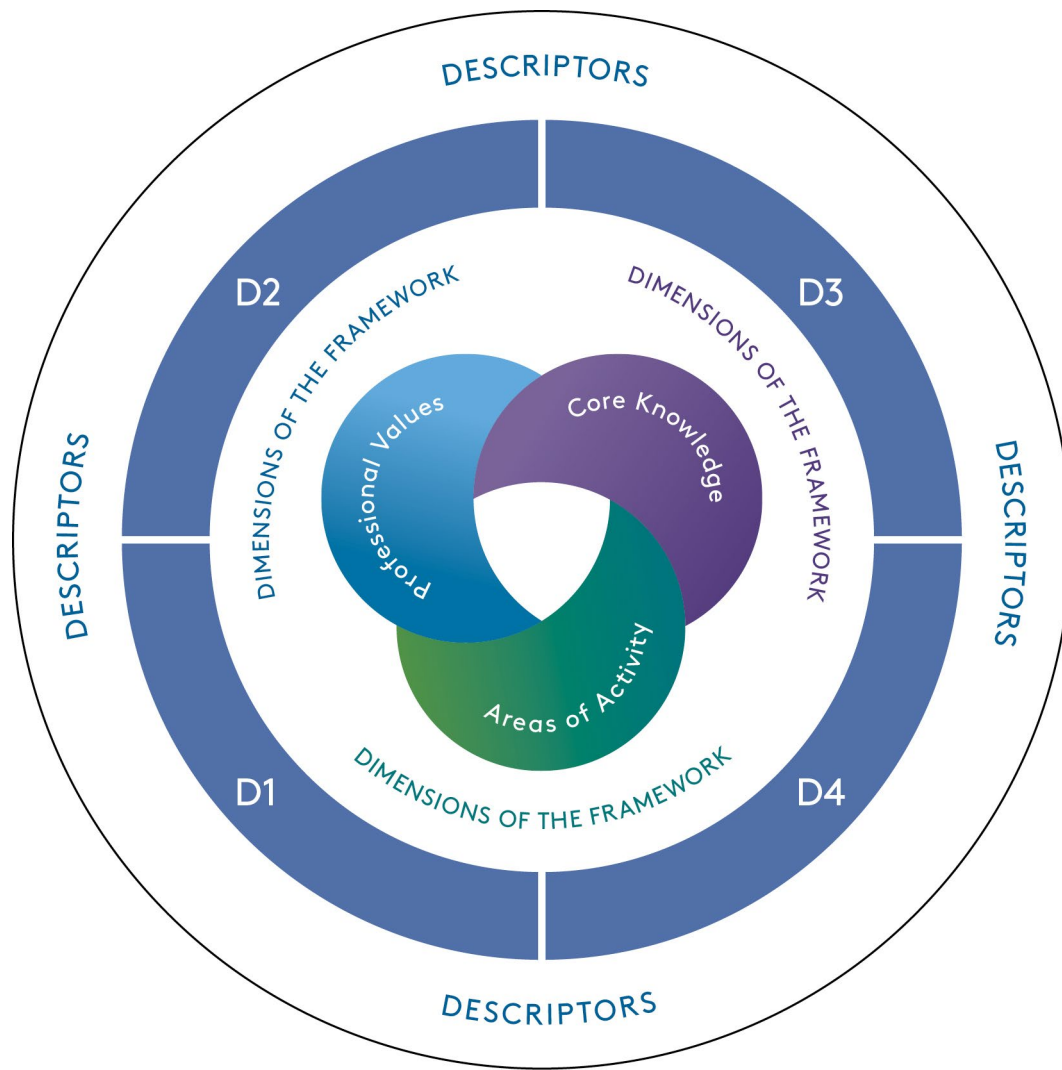
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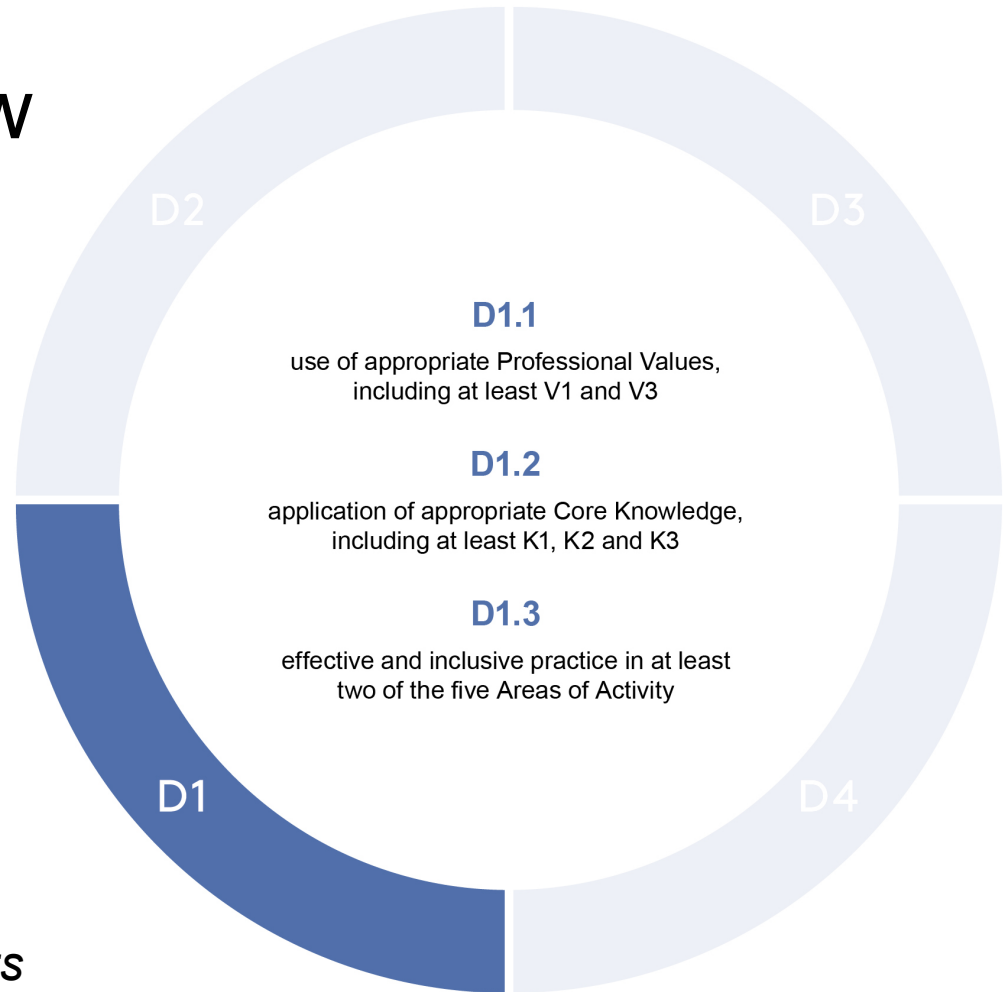
D1: Associate Fellow

suitable for individuals whose practice enables them to **evidence some Dimensions.**

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Primarily influencing students



D2: Fellow

suitable for individuals whose **practice with learners has breadth and depth**, enabling them to **evidence all Dimensions**.

Effectiveness of practice in teaching and/or support of **high-quality** learning is demonstrated through evidence of:



Primarily influencing students



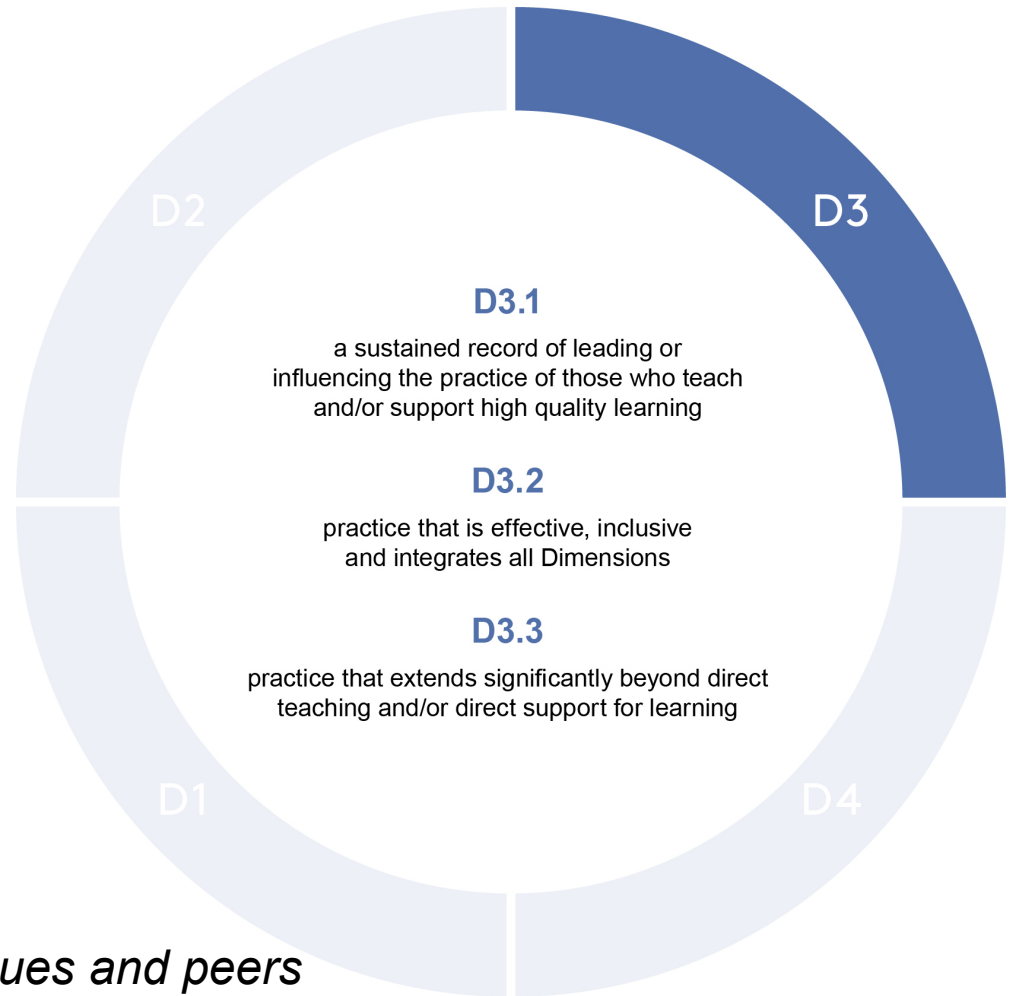
D3: Senior Fellow

suitable for 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



Primarily influencing colleagues and peers



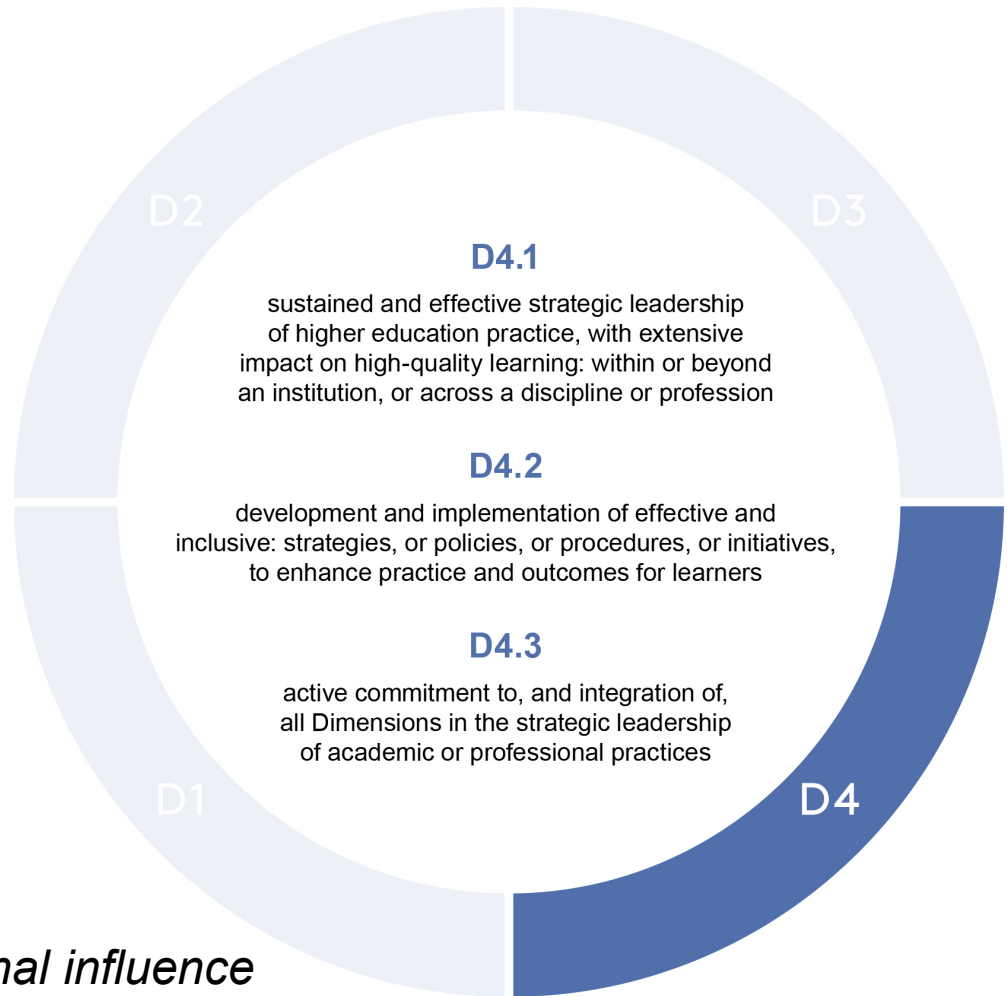
D4: Principal Fellow

suitable for **highly experienced individuals** whose practice involves a **sustained record of effectiveness** in **strategic leadership** of high-quality learning. **Their impact is extensive.**

Individuals are able to evidence:



Primarily strategic, institutional influence



The fellowship decision tool

- <https://www.advance-he.ac.uk/form/fellowship-decision-tool-2023>

Q1. Design and plan learning activities and/or programmes

Choose **ONE** statement below that most closely matches your involvement in designing and planning learning activities/programmes:

- I lead the development of frameworks, and/or standards that demonstrate a sustained and/or extensive impact on high quality learning.
- I develop and implement evidence-informed strategies, policies, procedures or initiatives to enhance practice and outcomes for learners.
- I design modules/courses and/or sequences of learning activities.
- I plan teaching, guidance, training or support sessions for small groups/individual learners.
- I design and plan a wide range of learning activities and resources in higher education.
- I influence the practice of colleagues in their design, planning and critical review of programmes of study and/or schemes of teaching and learning.

Things to note

- You don't need to progress through the categories one at a time – choose the one that is appropriate for your practice, the scope and sphere of your influence
- You don't need to be a manager or in a formal leadership role to achieve Senior Fellow, however, you must be able to demonstrate influence on the practice of your colleagues and peers
- You don't have to be an award winner to achieve fellowship, we encourage you to be excellent, but the focus of fellowship is being **effective**
- Fellowship is for everyone who supports T&L in higher education, not just academics. This includes support staff, librarians, learning technologists, research supervisors, sessional staff, professional staff

Your application

- Context statement
- Reflective account of practice
 - Separated for each area of activity for AF/F
 - Integrated for SF
 - 2 case studies (SF only)
- 2 supporting statements
- 1200 words AF; 3000 words F; 6000 words SF

AF	Associate Fellow	Fellow	Senior Fellow	Principal Fellow
Context statement	200 words	500 words	300 words	500 words (+ leadership statement)
Reflective narrative	1400 words	3000 words	2000 words	
Record of Educational impact				250 words 10 activities
Case studies			4000 words 2 case studies	7000 words 3 or 4 case studies
References	200 words	500 words	500 words	500 words
Supporting statements	1	2	2	3 advocate statements
Timeline	3 years	3 years	3-5 years	5-7 years

Context Statements

- helps the assessor understand the nature of your work and the context of your practice
- provides background to the application and is not 'assessed'.

Context Statements

- a brief summary of your experience, including the context in which you work (Australia, Flinders, faculty, discipline), your current role and responsibilities ***Assume the assessor is not from Australia***
- identify your learners (number, level of study, undergraduate, postgraduate, HDR, colleagues) programme(s)/unit(s) of study, discipline/specialist area of work
- focus on current or recent practice, but give a **very brief** overview of overall career
- should not be linked to the PSF

Reflective Narrative

- Evidence that your practice meets the requirements of the PSF
- Personal, specific and individual
- **reflection–action–reflection** a continuous process of self-evaluation
- Current and recent practice, not future looking
- **What** you do, **how** you do it, **why** you do it, **how you know** it is effective, **what changes you have made** as a result of evaluation, how you ensure you **continue to develop** and enhance this practice

Reflective Writing

- Quite different from writing for publication, promotions or awards
- Based on **subjective experience** and requires self-awareness
- Use “I”, not “we”. The application is not about your course/unit, the university or even your students. It is about **you**

Case studies

- For SFHEA and PFHEA only
- In depth case studies outlining contributions you have made to T&L in HE which demonstrate how you have organised, led and/or managed specific aspects (SFHEA) or have had strategic influence on T&L(PFHEA)
- Should demonstrate how you have had a significant impact upon others (whether individuals and/or teams), in relation to learning and teaching (SFHEA)

Supporting statements

- 2 statements of peer recognition of your practice.
- Not the same as for a job application reference
- Doesn't have to hold a fellowship
- Should have worked closely with you, had first hand knowledge of your work
- Confirm you application presents a fair and accurate reflection of your practice
- Endorse your claim, can not add to it

CHALLENGE

what you did

how you did it

why you did it (who or what informed your choices?)

how you know it was effective,

what changes you have made as a result of evaluation,

how you ensure you **continue to develop** and enhance this practice

Useful Resources

<https://www.advance-he.ac.uk/knowledge-hub/psf-2023-associate-fellowship-applicant-pack>

<https://www.advance-he.ac.uk/knowledge-hub/psf-2023-fellowship-applicant-pack>

<https://www.advance-he.ac.uk/knowledge-hub/psf-2023-senior-fellowship-applicant-pack>

<https://www.advance-he.ac.uk/knowledge-hub/psf-2023-principal-fellowship-applicant-pack>

Questions?