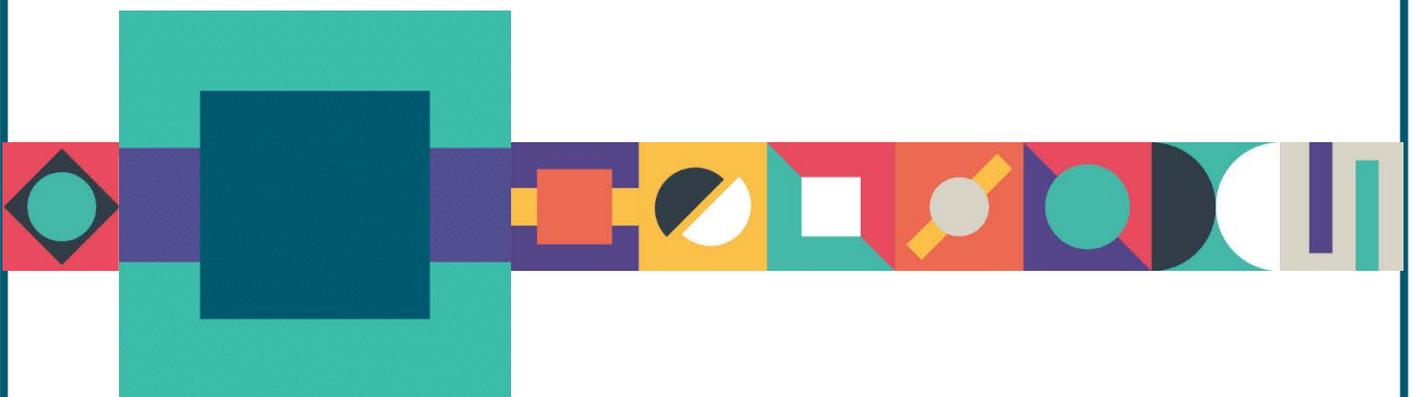


Fellowship

Applicant guidance notes



Contents

1. Introduction	3
2. The UK Professional Standards Framework 2011 (PSF).....	4
Higher Education and eligibility for Fellowship.....	5
3. Fellowship and Descriptor 2.....	6
4. Advance HE guidance available to support your application	7
5. Your Account of Professional Practice	8
5.1 Your Account of Professional Practice is a personal account.....	8
5.2 Context Statement.....	9
5.3 Structuring your Reflective Account of Practice (RAP)	11
5.4 RAP word limit	11
5.5 Reflect on your practice throughout your RAP	12
5.6 Refer to the evidence-base that informs and underpins your practice (D2.V)	12
5.7 Engagement in professional development (D1.VI).....	13
6. Evidencing the required PSF Dimensions for Descriptor 2	15
7. Evidencing the five Areas of Activity	17
Evidencing Area of Activity 1.....	17
Evidencing Area of Activity 2.....	19
Evidencing Area of Activity 3.....	21
Evidencing Area of Activity 4.....	23
Evidencing Area of Activity 5.....	24
8. Supporting Statements	27
Guidance for referees	27
9. Submitting your Fellowship application via MyAdvanceHE.....	28
Application submission process:.....	28
Payment for your application.....	28
If your institution is paying on your behalf	29
10. How will your application be reviewed?	30
How do the reviewers reach their judgement?	30
Possible review outcomes.....	30
How long will the review process take?	31
11. What if I have other questions?	32

1. Introduction

These guidance notes are for individuals wishing to make a **direct application to Advance HE for Fellowship**. If you are applying for Fellowship through an Advance HE accredited programme/scheme, then please refer to the guidance provided by your institution.

This document explains the requirements for Fellowship and provides guidance to support you to develop your application.

By applying to become a Fellow you will have the opportunity to:

- + Gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions;
- + Identify and celebrate your strengths and achievements through reflecting on your experience;
- + Benchmark your practice against professional standards and sector expectations;
- + Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development.

We recommend that prior to starting your application you use our free **online Fellowship Category Tool (FCT)**. Answering the online questions about your work in teaching and learning should:

- + help you to check that Fellowship is the best match for your current practice;
- + prompt your thinking about different aspects of your practice as you plan your application.

The **fee** for a direct application for Fellowship is on the Advance HE website and is subject to annual review.

2. The UK Professional Standards Framework 2011 (PSF)

The **UK Professional Standards Framework 2011 (PSF) for teaching and supporting learning in higher education** provides a general description of the main aspects of the role carried out by professionals that teach and/or support learning within the higher education environment. It is written from the perspective of the practitioner and can be used by individuals and institutions to recognise and benchmark teaching and learning support roles within higher education.

The PSF has two components: **Dimensions** and **Descriptors**.

The **Dimensions of the Framework** (p3, PSF) are a set of statements outlining the:

- + Five **Areas of Activity** that you undertake when teaching and/or supporting learning within higher education;
- + Six aspects of **Core Knowledge** that you need to carry out your learning and teaching activities at the appropriate higher education level;
- + Four **Professional Values** that should inform and underpin your teaching and/or support of learning practice.

The **PSF Descriptors (PSF, p4-7)** are a set of statements (referred to as Descriptor 'criteria') outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.

Advance HE operates the **Fellowship scheme** and aligns its fellowships to the PSF Descriptors as follows:

- + Descriptor 1 (D1) aligned to Associate Fellow
- + **Descriptor 2 (D2) aligned to Fellow**
- + Descriptor 3 (D3) aligned to Senior Fellow
- + Descriptor 4 (D4) aligned to Principal Fellow

An individual providing teaching and/or support for learning can be recognised by Advance HE depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focussed on **Fellowship (Descriptor 2)**.

Higher Education and eligibility for Fellowship

The PSF sets out the professional standards for **higher education**. All the experience and evidence included in your application **must** relate to teaching and/or support for learning practice related to higher education provision such as:

- + level 4 or above within the **Framework for Higher Education Qualifications (FHEQ)** in England, Wales and Northern Ireland, or **equivalent**;
- + level 7 or above within the **Scottish Credit and Qualifications Framework (SCQF)** in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or **equivalent**;
- + first cycle or above of the **Qualifications Framework in the European Higher Education Area** (QF-EHEA);
- + level 5 or above of the **Australian Qualifications Framework (AQF)** or **equivalent**;
- + level 5 or above of the **New Zealand Qualification Framework** or **equivalent**
- + other equivalent higher education frameworks;
- + activity focused on supporting students within a Higher Education context, providing the student(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above;
- + delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

In defining what constitutes HE teaching and learning within different international contexts, in order to determine eligibility for Fellowship, Advance HE uses **UK NARIC** (National Recognition Information Centre) information about international education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for Fellowship if they are an integral part of a programme defined as higher education within the context of the country of study. The definition of what constitutes HE has been further defined for staff in **UK and Australasia**. If you are unsure whether the examples of practice within your application meets the eligibility requirements above, contact Fellowship@advance-he.ac.uk

3. Fellowship and Descriptor 2

As explained above, Fellowship is awarded to higher education (HE) teaching and learning professionals that can demonstrate they meet the requirements of Descriptor 2 (D2). You will need to keep referring to the PSF (see Section 2) as you progress with your application and make associations between your practice, **specific** PSF Dimensions and Descriptor 2 (**PSF**, p5).

To achieve Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the six **Descriptor 2 (D2)** criteria, which are as follows:

- D2.I** Successful engagement across all **five Areas of Activity**
- D2.II** Appropriate knowledge and understanding across **all aspects of Core Knowledge**
- D2.III** A commitment to **all the Professional Values**
- D2.IV** Successful engagement in appropriate teaching practices related to the Areas of Activity
- D2.V** Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- D2.VI** Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

Fellowship is typically the appropriate category of Fellowship for you if you are able to demonstrate **broadly based** effectiveness in **substantive teaching and supporting learning role(s)**. Fellows (D2) are likely to be an established member of one or more academic and/or academic-related teams.

The Advance HE **Fellowship Category Tool** should support you to determine that Fellowship is the most appropriate category of Fellowship to suit your role and experience to date and the purpose of this guidance document is to support you in developing an application.

4. Advance HE guidance available to support your application

There are **two parts** to your direct application for Fellowship (Descriptor 2):

- + **written Account of Professional Practice**; Context Statement and Reflective Account of Practice (see Section 5)
- + **Supporting Statements from two referees (see Section 8)**

This Fellowship applicant guidance document should be read and used in conjunction with other Advance HE guidance documents; you will find these in the applicant 'pack' you downloaded or by following the web links below:

- + **UK Professional Standards Framework 2011** (PSF) for teaching and supporting learning in higher education (see Section 2);
- + **Dimensions of the Framework guidance** documents: a series of guidance documents written to suit individuals engaging with the PSF Dimensions in different contexts. These guidance documents provide examples to illustrate different ways in which individuals might evidence their engagement with the PSF Dimensions as appropriate to each PSF Descriptor (see Section 2). The guidance should help you to make meaningful links between your own practice and the different PSF Dimensions:
 - o Dimensions of the Framework
 - o Dimensions of the Framework: staff in learning support roles
 - o Dimensions of the Framework: doctoral supervisors
 - o Dimensions of the Framework: college-based higher education
 - o Dimensions of the Framework: music
 - o Dimensions of the Framework: Digital lens on the UKPSF

We recommend that you access the most appropriate version(s) to suit your professional context and use the guidance to help you plan what evidence of your practice you might include within your application to indicate where this practice aligns with different Dimensions;

- + **Fellow Application Template (in the applicant pack you downloaded)**; use this Word document template to **draft your application offline prior** to using our online application system to submit your application. The Fellowship template also enables you to share the final version of your application with your referees.

5. Your Account of Professional Practice

Fellowship is based on meeting Descriptor 2 (D2) of the PSF and your Account of Professional Practice is the core of your application. The Account of Professional Practice consists of a Context Statement (see Section 5.2) and a Reflective Account of Practice written against each of the five Areas of Activity.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Account of Practice (RAP)** should provide evidence that your professional practice meets the requirements of PSF **Descriptor 2**.

Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, in experience, disciplinary background, job role, institutional context, etc. Your Account of Professional Practice is a personal account and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice. Your Supporting Statements will verify that what you write about in your Account of Professional Practice represents your practice in a genuine way (see Section 8).

It is important to note that you focus on evidencing your effective practice to date in your application. You might briefly mention future plans as part of identifying what has worked well and any changes you plan to make in future; however, your application will be judged on whether your evidence of current and recent practice meets the requirements of Descriptor 2.

In your **Reflective Account of Practice (RAP)**, you should include appropriate rationale for the approaches you take and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your Reflective Account of Practice should be based around real examples from your practice and should make clear **what** you do, **why/how** you do it that way and **how you know** that this is **effective**.

Writing about 'why' you took each approach will enable you to include the 'evidence-base' that informs and underpins your practice within your RAP; (see Section 5.6). You also need to include the ways in which the professional development you have undertaken has influenced your personal practice (see Section 5.7).

Provide **selective** examples of practice in your RAP and ensure they have direct relevance to your claim for Fellowship. The quality of the examples of evidence is much more important than the quantity. Examples should be drawn from current and recent practice (within the last 3 years) and must relate to higher education teaching and/or supporting learning. If you reflect on any historic professional practice as part of your evidence, ensure that you focus on how this now impacts on your current practice.

5.1 Your Account of Professional Practice is a personal account

Think of your application as a 'claim'; you are making a claim that your work is effective and has a positive impact on student learning. Your application will be reviewed by two experienced peer reviewers and you need to show these reviewers that there is a clear rationale behind the way you work and the choices you make in your practice.

Write in the first person (use 'I') so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about you and your own personal practice and will not help your personal 'claim' against Descriptor 2. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Your application must be submitted in **English** (please refer to the Fellowship FAQ document for further information).

Please note that the Advance HE **online application system only accepts plain text**; it will remove any formatting from your text and **will not** accept diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.

5.2 Context Statement

A **Context Statement** (up to 300 words) is the first part of your Account of Professional Practice and you should **briefly** introduce yourself and **outline** your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Account of Practice (RAP) against the PSF Descriptor 2; this section provides the **background** to your RAP and is not 'assessed' against Descriptor 2.

In no more than 300 words your Context Statement should:

- + Provide a **brief** summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role. Do not include details about the history and prestige of the institution(s), as your Account of Professional Practice is about you and your practice;
- + Identify the students that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;
- + Identify any relevant work with colleagues/external groups/other organisations that you plan to include and discuss in your RAP;
- + Focus on your **current or recent practice**, which should be within the last 3 years. Please remember that your application for Fellowship is based on your **higher education practice**; if you also work in other teaching or learning roles outside of higher education you should not include this in your application (please refer to Section 2 for further information about eligibility for Fellowship).

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your RAP (i.e. it cannot be used to extend the word limit of your RAP).

The two examples below illustrate the types of information that are useful to include in the Context Statement to set the background to your practice:

Example 1:

I am a Lecturer in Geography within the School of Geography and the Environment at the University of X, a large modern university with a main campus in X. I also teach students at our international campus in Y during a three-week annual visit.

I first taught part-time while a Research Fellow at the University of Y for a year and then joined the University of X three years ago as a full time lecturer.

I teach at both undergraduate and postgraduate level across all year groups. At the start of this academic year I became the Module Leader for the Global Environmental Change module having previously been co-Module Leader for the Research Skills in Physical Geography module; both modules in the second year of the undergraduate programme.

My current teaching consists of:

- + Postgraduate: (2 modules listed)
- + Undergraduate: (5 modules listed)

I lecture to groups of around 80 undergraduate and 30 postgraduate students weekly. I also undertake weekly seminars with groups of 10-15 students and act as a personal tutor to 8 undergraduate students. In addition, I am currently supervising 2 PhD students.

We are currently in the process of redesigning our undergraduate curriculum and I am leading on the development and validation of two new second year modules.

Example 2:

I am a Clinical Nurse Educator, with a specialist background in Accident and Emergency (A and E) medicine. I remain a Registered Nurse, practising in my clinical setting, but also am a member of the Clinical Faculty at the University of X as part of my role.

For the last three years I have been teaching undergraduate (UG) nursing students from all three year groups at the University across a variety of modules.

My teaching currently includes theory based lectures to groups of around 90 students and small group teaching to between 10-20 students. The small group teaching involves practical sessions in a purpose-built simulation suite; this emulates real situations, as well as the routine procedures, that students will face working in the hospital. I have also been involved in creating video and film based learning materials and e-learning resources.

In my faculty role I am involved in all aspects of teaching and learning, including curriculum design and development. Within my work at the teaching hospital I oversee nursing students' clinical practice and act as a mentor. I also support the professional development of my fellow nurses.

5.3 Structuring your Reflective Account of Practice (RAP)

The written **Reflective Account of Practice (RAP)** is structured into two sections; you write about your practice in relation to **each of the five PSF Areas of Activity** (see Sections 6 and 7 below for further guidance).

As well as covering all five Areas of Activity, to address Descriptor 2 you also need to make sure that across the five sections of the APP you include evidence that you are effectively using all six aspects of **Core Knowledge** and that the four **Professional Values** inform your practice.

You will see that Sections 6 and 7 below keep referring to the Advance HE **Dimensions of the Framework guidance** as this guidance should really help you to make appropriate links between your practice and the PSF Dimensions and to identify relevant evidence to include in your application.

As you provide evidence against the Dimensions, you should highlight this where applicable. One way to do this is to refer to the Dimension in your text, e.g. (V2) or (K1) etc. Ensure that you only link to the **most relevant Dimensions** in each case (e.g. one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this will not demonstrate your *meaningful* engagement with the Dimensions.

When deciding which examples of practice you are going to use in each Area of Activity (A1-5) it is important that you don't rely on the same examples as this is unlikely to provide *sufficient* evidence that your practice meets all the requirements of Descriptor 2. However, select your examples carefully as too many examples will restrict your ability to demonstrate your successful and effective practice against each Area of Activity in order to make a strong 'claim' against Descriptor 2.

Within the limited words available you will not be able to write about everything you do and must be selective about the examples you choose to write about. Select examples that best exemplify your work in each chosen Area of Activity and which also allow you to demonstrate the specific elements of the Core Knowledge and Professional Values required (see Section 5.4 below related to the RAP word limit).

5.4 RAP word limit

The overall word limit for the Fellow APP is **3,000 words plus citations (500 words); overall maximum 3,500 words**. Please note that the Advance HE online system will not exceed this limit.

Although you can choose how to spread the balance of the word limit across your APP, we recommend that you should aim to use around 600 words in each of the five sections plus citations.

5.5 Reflect on your practice throughout your RAP

Developing your RAP requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing your RAP, you should avoid long descriptions of what you 'do' and take a **reflective** stance so that it is clear what you do, how/why you do it that way, how you know this is effective and what you will do in future as a result.

A **reflective model** for you to use throughout your RAP could be to clearly explain:

- + **What** you do (be selective with the examples you choose to include – see Section 5.3);
- + **Why** you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.);
- + **How** you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);
- + How you **evaluate the effectiveness** of what you do (explain the kinds of 'information' you use to review and evaluate your work including the impact this has on your students' learning);
- + **What changes** you have made as a result of evaluating your effectiveness (for example, you might have revised the assessment strategy for a module in response to student/peer feedback and then evaluated the effectiveness of the change you implemented);
- + How you ensure that you **continue to develop and enhance** your practice; for example, engaging in peer review, developing your evidence-base (D2.V) or engaging in professional development (D2.VI), etc. and applying this learning to enhance your practice (use examples to illustrate).

5.6 Refer to the evidence-base that informs and underpins your practice (D2.V)

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application (D2.V) to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

As you will be writing about your approach to teaching and learning in your APP, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your APP. For example, you might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or your discipline (your 'professional knowledge' base). Where you do cite a reference, it has to be apparent how this has influenced your practice (i.e. the citation is not just 'dropped in'). For example, you could explain how you were inspired by a particular text or journal article to plan your learning environment in a certain way.

Where you cite in the text of your APP, you need to include the full reference in a list at the end of the relevant section of your APP. Your word limit includes up to 500 words for your reference list. We ask you to provide a full list of all the references you directly cite so that

reviewers are clear about which sources have influenced your approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of your practice. Please note that the online application system can only accept plain text (i.e. footnotes will not be accepted).

This short **excerpt** from a Fellowship application illustrates how the applicant **uses their evidence-base to inform their practice (D2.V)** and demonstrates this in their application:

As part of my plan to 'flip learning' (Bergmann and Sams, 2012) (A1) in one of my modules, I had created pre-session materials hosted on our Virtual Learning Environment (VLE) (K4); but from the VLE analytics I could see that there was poor student engagement with these materials. This resulted in a variety of issues in the face-to-face sessions. Inspired by an article I read (Iwamoto *et al*, 2017), I developed a series of quizzes and short e-tests to create a more engaging VLE environment and to provide formative feedback to support learning (V3, A4). VLE analytics indicated that this change resulted in a substantial increase in student pre-session engagement and student feedback reported that they found these activities to be motivational and fun (K5). Flipped learning is now working much better in this module and I am able to spend session time focussing on extending understanding of the subject through group discussion and problem-solving activities (K3).

Reference List for excerpt:

- Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. Washington DC: *International Society for Technology in Education*, 120-190
- Iwamoto, D., Hargis, J., Taitano, E. and Vuong, K. (2017). Analyzing the efficacy of the testing effect using Kahoot on student performance. *Turkish Online Journal of Distance Education*. (2) 7, 80-93

5.7 Engagement in professional development activity related to teaching, learning, and assessment responsibilities (D1.VI)

Engagement in ongoing professional learning is integral to your role as an educator. Your APP should reflect your engagement in ongoing professional development relevant to your teaching and learning role and responsibilities and make clear how the learning you have taken from this development has been applied to and/or enhanced your practice. Evidence of your engagement in professional development activities is required for addressing D2.VI and Dimensions V3 and A5 for example.

You may attend formal events such as courses/workshops/symposia/conferences but 'professional development' activities can also include formal/informal learning opportunities. For example, learning from colleagues (e.g. peer review/ mentoring/ curriculum development/ blogs, etc.), from students (students as partners work/ focus groups/ action research, etc.), from scholarly theory, experience in the profession/industry, etc.

An example to illustrate how you might integrate evidence of D2.VI into your application:

As a lecturer in Criminology, you explain how you remain up to date with your discipline (K1) and have used in depth analysis of contemporary events to stimulate knowledge and critical thinking about criminology and criminal justice in your learners (K2, V4). You also discuss why and how, after a workshop you attended about developing a student-centred approach and reading a paper by Bovill *et al* (2011), you planned a series of activities that require an active and participatory role (V2). You discuss the impact this has made on your learners and any changes you implemented after you carried out a mid-module student survey to evaluate the effectiveness of these activities (K5).

Reference List for excerpt:

Bovill, C., Cook-Sather, A. and Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers, *International Journal for Academic Development*, 16 (2), 133-145. Available at DOI: [10.1080/1360144X.2011.568690](https://doi.org/10.1080/1360144X.2011.568690)

6. Evidencing the required PSF Dimensions for Descriptor 2

Although the RAP for Fellowship (D2) applications is structured around each of the five Areas of Activity (A1-5), this does not mean that the Areas of Activity are more important than the Core Knowledge or Professional Values PSF Dimensions; the Dimensions will be **inter-dependent and integrated** within your professional practice; put simply, the Areas of Activity are what you do, the Core Knowledge is what you need to know to effectively carry out this work and the Professional Values should inform and underpin your work.

Across the 3,000 words of your APP, as well as evidencing each of the five Areas of Activity (A1-5), you need to ensure that you also evidence all six aspects of Core Knowledge (K1-6) and all four Professional Values (V1-4) as required for Descriptor 2.

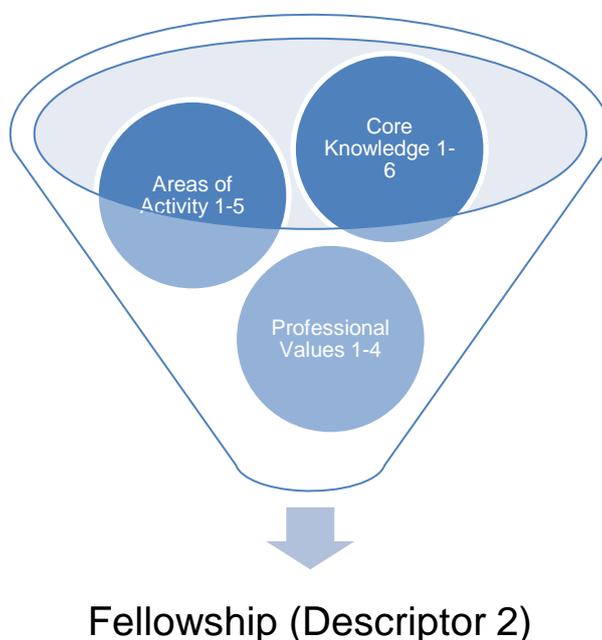


Figure 1: Illustrating how the PSF Dimensions are integrated within Descriptor 2

Example to illustrate how the Dimensions are inter-dependent and integrated:

Designing and planning your sessions for a module successfully (A1) requires you to use the appropriate level of subject knowledge (K1) and select appropriate teaching and learning methods (K2). You also need to consider the needs of individuals within your student group (V1) and plan appropriately so that your students will all have opportunity to fully engage in the learning activities you are planning and be appropriately supported to undertake the module assessment (V2).

The **Dimensions of the Framework guidance** provides you with some typical examples to help you to identify where you use PSF Core Knowledge and Professional Values within your practice. In each of the five Areas of Activity, choose to evidence the aspects of the Core Knowledge and Professional Values that are particularly relevant to your work in that Area; ensuring that across the five Areas of Activity you have demonstrated your engagement with all six aspects of Core Knowledge and the four Professional Values.

Example to illustrate how Professional Values might inform planning for teaching a module (A1):

Stefan is aware of the diversity of his first year undergraduate groups, partly as a result of his department's involvement in outreach initiatives to widen participation by under-represented groups in the discipline area. He also has a high proportion of international students. In planning his teaching for the first semester, he considers the differences in previous educational background that his new students may have on their arrival at university (V2).

Stefan draws on the work of Verenikina (2008) and uses a variety of strategies to promote inclusive learning and support the diverse range of learners in his group (A4, V3). He uses online activities such as forums to promote peer-learning through collaboration and support the development of language skills for second language students (K4). He includes activities based on real-life examples from diverse contexts that encourage students to make valued contributions to the group through drawing on their previous experiences (K1, V1). He takes care to scaffold the learning to develop increasing independence throughout the module and provides early formative assessment to build confidence and feed-forward into future assessment tasks (K2, A3).

Reference List for excerpt:

Verenikina, I. (2008) Scaffolding and learning; its role in nurturing new learners. *University of Wollongong Research Online*. Available at <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1043&context=edupapers> (accessed 27/02/20)

Section 7 below focuses on each of the five Areas of Activity. After each Area of Activity, an example is provided to further support you to understand how you might evidence the required PSF Dimensions when writing against that Area of Activity in an application for Fellowship (Descriptor 2).

7. Evidencing the five Areas of Activity

Your application for Fellowship is structured around each of the five Areas of Activity. Deciding which examples of your practice to include under each Area of Activity is an important stage in planning and developing your application. You might like to map out your likely evidence against each Area of Activity so that you can balance your evidence across your APP to make a strong 'claim' against Descriptor 2.

The guidance below further explains each of the Areas of Activity. As you consider each Area of Activity below, you should also refer closely to the **Dimensions of the Framework** guidance document(s) as you consider what examples of practice you might choose to write about.

Remember that across the five Areas of Activity you must also evidence all Core Knowledge (K1-6) and all four Professional Values (V1-4) as well as demonstrate your effective engagement with scholarship (D2.V) and professional development (D2.VI).

Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study

Area of Activity 1 refers to what you do to design and plan learning activities, whether face-to-face or in a virtual learning environment.

The focus of Area of Activity 1 (A1) is the preparation you do for your engagement with learners. The focus is therefore not on your actual teaching practice or the learning environment, which are covered by A2 and A4 (although there may be overlaps between A1 and these Dimensions). Although Area of Activity 1 is all about design and planning of learning activities, you will need to demonstrate that your planning and design has been effective; i.e. you are reflecting on the effectiveness of practice that has taken place and not practice that you have planned for the future.

The evidence of designing and planning learning activities will vary depending on the context of your work and there are many different types of evidence against Area of Activity 1 that Fellows might evidence. The **Dimensions of the Framework** guidance will provide you with a range of typical examples that applicants use as evidence against Descriptor 2. Depending on your role and context you may be designing and planning learning activities, sessions, modules, courses and/or programmes.

Different factors will affect the way you plan and prepare your learning activities, for example; the HE level of the students, the learning outcomes for a module/ programme of study or learning support activity. You need to show that you understand that what you have planned is appropriate for your learner/s. In all cases, your design and planning should reflect your knowledge and understanding of relevant Core Knowledge and be informed by appropriate Professional Values and your evidence base.

Write about:

1. The main ways in which you design and plan learning activities/ sessions/ modules/ units/ courses (as appropriate to your practice);
2. The reasons for your choice of:
 - a. subject material;
 - b. approaches/ methods used;
 - c. learning activities/technologies/resources included in your plan.
3. How you make choices to facilitate learning to suit the needs of your learners and the learning aims/ level/ subject area/ curriculum, etc.;
4. How and where you have incorporated relevant Core Knowledge and Professional Values within the examples of your practice you discuss;
5. How effectively your design and planning has resulted in a good learning experience for your all students.

The example below is included to help you to understand how practice related to Area of Activity 1 might be evidenced and link to engagement with other Dimensions.

An example to support thinking about A1: Re-designing a module

Sara uses an example of how she redesigned a module as part of her evidence towards A1.

In this example, Sara focuses on a research methods module she redesigned. She starts by briefly describing the context; including the subject area, level of study and the reasons for the need to redesign the module. Sara discusses how she decided on the approach to take and how she consulted with other colleagues and students during the development to ensure that she had considered how learning on the module would develop the research skills required for study on the programme and best meet the needs of the students.

Sara explains how the design was influenced by learning gained from an event she attended and two journal articles on pedagogy within the discipline that she found particularly useful. She decided to use a problem based learning approach involving a series of workshops, with each one focused on a particular challenge within the discipline (A5, K2, V3). She used her previous experience in industry to provide some of the case study examples for the workshops (K2, V4).

Sara discusses how she ensured that the module design was appropriate for the level of study in the discipline and fit with the university's quality framework (K6). Finally, she discusses how she evaluated the module to consider the impact on students' learning and why she chose to evaluate it in this way (K5). She identifies what had worked well and some elements that she plans to change in the future.

Evidencing Area of Activity 2: Teaching and/or support learning

This Area of Activity is about your direct engagement and interaction with learners whether in groups or individually, face to face or remotely. Depending on the context in which you teach and/or support learning, your practice might be based in formal, timetabled sessions or it might be outside of scheduled classes and more informal in nature.

Depending on the nature of your practice, your evidence for Area of Activity 2 could include teaching or support for learning activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching or mentoring, online learning and the use of virtual learning environments, etc. The [Dimensions of the Framework](#) guidance gives some typical examples of teaching and/or support for learning activities evidenced by Fellows.

The examples you choose to include in your application should demonstrate your awareness of different approaches and methods of teaching and/or support for learning appropriate to your context and explain how you chose the most appropriate approach to meet the needs of your learners and the achievement of the learning aims.

Write about:

1. The main ways in which you teach and/or support learners;
2. The activities or techniques you use and the rationale for this choice. How your teaching/support for learning is influenced by your student group(s) and the learning aims/objectives?
3. Why you think your teaching and learning activities/techniques have been successful in supporting student learning. Are there any changes you plan to make in future and why?
4. How you incorporate other Dimensions of the Framework such as:
 - + relevant Core Knowledge that you used;
 - + relevant Professional Values that you used to inform your practice.

The example below is included to help you to understand how practice related to Area of Activity 2 might be evidenced and link to engagement with other Dimensions.

An example to support thinking about A2: Teaching across different levels and groups of students

Mitsuki is a lecturer in Management Sciences, having previously worked in a commercial business role.

Mitsuki begins by outlining a range of types of teaching she does in her discipline, and explains the particular relevance for students at different stages in their studies (K2), drawing on the literature on learning in the discipline to explain the different approaches she takes (K3, V3). Mitsuki understands that she needs to evidence a 'broad understanding of effective approaches to teaching and learning support' for Descriptor 2 and so she provides several examples of her teaching, bringing in evidence of different Core Knowledge and Professional Values. She then critically reflects on two different examples in more depth.

One example involves the interactive lectures Mitsuki has developed to support a large cohort on an introductory management course. She outlines the challenges she first encountered when teaching large groups and explains how she now engages the students, using interactive methods she read about in two articles from a management education journal (K2, V3, D2.V). She briefly describes she uses these methods and the impact this has made on the students' learning (K2, K3). She mentions some short videos she has created on key concepts in the subject area (K1), which her students report finding useful to watch before lectures to support their understanding of complex information (K4). Mitsuki consulted one of the University's disability advisors when she developed the videos to make them as inclusive as possible (V1, V2, D2.V1). She then discusses the impact she has already seen on student learning from her evaluation of this approach (K5).

A second example focuses on Mitsuki's workshop-style sessions in her MBA teaching, where she uses case study scenarios based on her previous experience working in the business field (K2) and from some collaborative research she is engaged in with a major employer (V3, K1). She addresses A5 and D2.VI by explaining how the learning she has taken from these contexts has influenced her teaching practice. She discusses the diverse range of students in her group and explains how she plans activities and manages the learning environment to ensure that everyone is able to fully participate (V1). She also considers the relevance of the teaching and case studies to the participants' employment prospects and potential future roles as managers (V4).

Evidencing Area of Activity 3: Assess and give feedback to learners

Area of Activity 3 requires you to think about how you use assessment and feedback to promote and support learning. Area of Activity 3 does not require the summative marking of student work for academic credit but can relate to informal formative assessment of learners within the HE setting.

You may use formative and/or summative, formal and/or informal assessment methods. Your feedback could be delivered face-to-face, written, or using electronic means such as podcasts and social media. As assessment and feedback are not always 'formal' and 'summative', where relevant to your practice you might include work with research students, colleagues and peers and activities relating to learners in learning support contexts; however, they must relate to HE provision.

As a Fellow you will need show that you understand the important role that assessment and feedback plays in supporting your students' learning and demonstrate your effective use of assessment and feedback/feed-forward approaches. You should explain how you choose the most appropriate approach for the achievement of your learning aims and use criteria to make informed, formative and/or summative judgements about learners' work, providing constructive, supportive and actionable feedback.

Depending on the nature of your practice, your evidence for Area of Activity 3 could be drawn from a wide range of activities such as teaching sessions, one to one tutorials, practical work, examinations, assignment marking, presentations, live performance, group work, diagnostic assessment in learning support activities, online tests, etc. The [Dimensions of the Framework](#) guidance gives further examples of the types of activities where you might assess and give feedback to learners. This guidance also provides some typical examples of the ways in which Fellows evidence how they assess and feedback to students in their applications.

Write about:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose these particular approaches and methods;
3. How you ensure your assessment is reliable and the standards you apply are appropriate;
4. How you give feedback to learners and ensure that it supports and improves their understanding of the subject, their performance and/or their development as learners;
5. How you incorporate other Dimensions of the Framework for example:
 - + relevant Core Knowledge that you used;
 - + relevant Professional Values that inform your practice; for example, how you ensure that your assessment and feedback practices are fair and accessible to all your students.

The example below is included to help you to understand how practice related to Area of Activity 3 might be evidenced and link to engagement with other Dimensions:

An example to support thinking about A3: Assessing and feeding back to learners in a Support Services role

Sefa is an experienced member of the learning support team working in disability services. She starts by discussing the diagnostic approaches she uses with students to assess their learning support needs and how she works with them to develop individualised study plans, drawing her professional knowledge about current best practice (K1, K3, V2).

She then discusses working with a module leader who was concerned about whether their assessment approaches were inclusive. Sefa refers to selected literature on inclusivity and assessment that has influenced her practice (D2.V, V3) and identifies some of the challenges this particular discipline poses for students with particular learning support needs (V1, V2, K2); specifically in relation to assessment and feedback. She refers to an article about learning in this discipline (K3, V3, D2.V), discussing how this relates to assessment in particular, and identifies what she has learnt from her previous experience of supporting students in this type of discipline (A5, V3). Sefa explains how she worked with the lecturer to develop material to support the students with the module assessment via the VLE site for the module (K4). Throughout this explanation, Sefa provides explicit information about what her personal role was within this collaboration with the module leader.

In a different example, Sefa discusses how she has worked with a number of students from the Psychology department who are providing volunteer support for students via a website developed within the Student Services department. Sefa mentors them while they work with the department and assesses their work on the site (K4), giving formative feedback that identifies some areas for further development. The students use this experience of volunteering work as part of a project for a third year module; a formal report that reflects on the experience, incorporating Sefa's feedback, is the final summative assessment. She also explains how she carefully constructs her feedback to the students to enable them to relate their experience in this context to their possible future careers (V4).

Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance

Area of Activity 4 is about how you effectively use formal and/or informal learning environments to facilitate learning and how you meet the needs of your learners for educational support and guidance. Area of Activity 4 therefore consists of **two elements**: the **learning environment** (formal and/or informal) and **student support/guidance**; both academic and pastoral aspects of your work.

It includes how you:

- + utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs. The 'learning environment' includes the physical environment (e.g. lecture theatre, online platform, workplace, etc.). It can also include the learning 'culture'; for example, context, discipline, institutional culture, ways of behaving, ways of interacting, ethos, etc. Use examples from your practice that evidence your contribution to the learning environment that ensured it was effective for your learners;
- + work with learners, possibly in collaboration with other support services, to ensure that your learners can access and use a broad range of learning opportunities. Support might include activities such as personal and academic tutoring, supporting additional learning needs, one-to-one advice, counselling, developing practice to meet the individual needs of learners and supporting diverse learning communities.

The examples you might use will be personal to your practice and depend on the physical and virtual environments in which you teach and/or support learners, the nature of the subject or discipline and the types of learner/s. The emphasis should be on your understanding of the importance of the learning environment/s, acknowledging the different ways of learning that take place in them; environments could include physical and virtual learning spaces, visual, written and practice-based learning, etc. Learning activities might refer to differentiated support to ensure equity of opportunity and appropriate level of challenge, one-to-one advice, counselling, supporting learners with specific learning needs, etc.

The **Dimensions of the Framework** guidance gives some typical examples of how Fellows evidence Area of Activity 4.

Write about:

1. The main types of learning environments/spaces in which you practice and how the different environments impact on your learners (and on you);
2. What you do to develop an effective learning environment for your learners and why;
3. What kinds of support and guidance you give to your learners (formal and/or informal);
4. Why you choose these particular approaches/strategies and how well they have worked in the examples you discuss. How you ensure your practice is inclusive;
5. How you incorporate other Dimensions of the Framework, for example:
 - + Relevant Core Knowledge you used and why;
 - + Relevant Professional Values that inform your practice.

The example below is included to help you to understand how practice related to Area of Activity 4 might be evidenced and link to engagement with other Dimensions:

An example to support thinking about A4: lecturer working in an applied health discipline running an extra-curricular event for students

Jack works in the School of Applied Health Sciences and uses an example of an interdisciplinary event he organised as part of his evidence for A4.

As a lecturer in this field, Jack considers it a priority to ensure that students get an opportunity for inter-professional learning. He briefly explains the type and nature of inter-professional learning in this context and how the literature identifies its importance for these specific students (K2, V4). Outside the normal curriculum, Jack worked with two colleagues last year to run an inter-professional learning conference for students and staff. Applied health practitioners and members of the local patient advisory board also attended. Jack describes his specific role in the team; co-ordinating student participation and collecting/ curating a set of resources to be used by staff and students after the event (K1 and K2).

Following the conference, Jack uploaded the resources from the event onto the VLE for students to access (K4, K2). He worked with the University's careers service to provide explicit links from these resources to support career planning for the students (V2). He identifies that a key purpose of the event was to provide an opportunity for students to engage with practitioners from a range of fields and discusses how this learning environment presented unique opportunities for participants (K2, K3). Jack explains how he evaluated the impact the event made on student learning (K5) and what he personally learnt, including about the challenges faced by some students in attending events that are not formally timetabled; he identifies what he will do differently next time. (V3, A5).

Influenced by a recent paper on the employment of new graduates in the applied health science field, Jack used some of the resources drawn from the conference in a workshop with students planning their future careers (K2, V4). He invited a specialist career tutor (for health scientists) to contribute and encouraged students to make individual appointments with the careers service after the session. Based on very positive feedback from students, he has now incorporated this activity into the annual delivery of his module.

Evidencing Area of Activity 5: Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Being a professional HE educator involves keeping up to date with the context in which HE is operating, the evolving needs of students, advances in the discipline, current research and scholarship, technological advances, innovations in pedagogy, etc.; a commitment to ongoing professional learning is key to the role. Area of Activity 5 is about how you maintain and develop your capability to perform your teaching and learning support roles. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development.

You should discuss your ongoing engagement in formal or informal professional learning and the positive ways in which this learning has impacted on your practice and how you know this (through evaluation of your practice).

Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods. The [Dimensions of the Framework](#) guidance includes some typical examples of professional development that Fellows refer to in their applications.

Activities you undertake as part of a group or team are valued as much as individual activities, but you will need to explain how these activities have impacted on your own practice.

Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity.

Explain the ways in which you gather information and evaluate your own practice to ensure that you are delivering a high quality learning experience and that the students are learning from the process.

Write about:

1. How you engage with and use your ongoing professional learning activities to enhance your practice;
2. How you incorporate subject and pedagogic research and/or scholarship within your practice;
3. How you gather information and evaluate the effectiveness of your own professional practice;
4. How you incorporate other Dimensions of the Framework for example:
 - + relevant Core Knowledge that you use;
 - + relevant Professional Values that inform your practice.

The example below is included to help you to understand how practice related to Area of Activity 5 might be evidenced and link to engagement with other Dimensions:

An example to support thinking about A5: professional development in supporting Masters and PhD students

Angus has a broad range of teaching activities, with the majority of them at postgraduate level supporting Masters and PhD students; he explains that this has been the main focus for his recent Continuing Professional Development (CPD).

Angus discusses attending a training programme for supervisors, and explains what he learnt and how he has changed aspects of his practice as a result (D2.VI). As part of this programme he read literature on supervising, and refers to this as having influenced his practice, discussing specific examples of the different methods he now employs to support student learning at this level (K2, V3). He also explains how he now supports a diverse range of postgraduate students with more confidence; for example, explaining, how he has adapted elements of his supervisory practice to support students with learning disabilities more effectively (V1, V2).

Angus also identifies what he has learnt from his peers/colleagues about supporting students at postgraduate level, and how this has shaped his practice. He provides an example of observing a fellow supervisor's practice, which was very effective in assisting students who were losing track of their topic; Angus then successfully adopted a similar approach with his own students (K2, K3). Angus also discusses attending a seminar presentation with some of his students; this seminar focused on new findings in his discipline and he subsequently used this as an extended learning discussion with his students (K1).

Angus has recently developed a new module for the Masters programme which uses a blended learning approach. This approach was initially new to Angus, so he worked with a member of the e-learning team. Angus discusses what he learnt from working with this colleague and from reading literature related to online teaching (V3, D2.V). He identifies how this impacted on his design and delivery of the module (K4, A1, K1). He then considers the potential future CPD he might undertake to develop further online support in other areas of his teaching, for example with his PhD students.

8. Supporting Statements

Your application for Fellowship must be endorsed by Supporting Statements from **two referees**. These will be used to confirm that your application presents a fair and accurate reflection of your Higher Education practice.

The **two Supporting Statements endorse** your claim and will not contribute towards the outcome of the review process; i.e. the reviewers will need to see sufficient evidence of effective practice in your Account of Professional Practice to meet Descriptor 2 for them to award Fellowship.

Your two referees should work, or have recently worked, closely with you and have first-hand knowledge of your practice so that they are in a position to comment on and endorse your application. Please note that Supporting Statements should reflect professional relationships; i.e. not be from family members or based on personal friendships.

Referees will be expected to have current or recent experience of working in Higher Education and will normally hold one of the four categories of Fellowship, although this is not essential. All referees need to be familiar with the PSF.

It is important that you read the Supporting Statements your referees provide as they may refer to aspects of your practice that could strengthen your application; if this is the case then you could revise parts of your application and ask your referees to check that they are happy to endorse the changes you have made before you submit. When you have received your Supporting Statements, save them so that they are ready for uploading in [MyAdvanceHE](#).

Guidance for referees

Provide your referees with a copy of the **Fellowship Supporting Statement Guidance** and the **Supporting Statement template**; both of these documents will be in the [applicant pack](#) you downloaded.

In their Supporting Statement, each referee will need to confirm that you have represented your practice accurately and fairly. Therefore, your referees need to **be provided with the final version of your application** to enable them to provide an effective reference. In their Supporting Statement each referee will confirm that in their professional opinion, you demonstrate the requirements of Descriptor 2 and should be awarded Fellowship.

Referees will be asked to confirm that they have written the supporting statement themselves and that the information they provide has been written specifically for your application. They are asked to save their Supporting Statement as a **pdf file** and send it to you so that you can upload these with your application.

Advance HE reserves the right to contact your referees for clarification so please ensure that both Supporting Statements include verifiable contact details (e.g. name, job title, email address, institution). As part of Advance HE's ongoing quality assurance process, Advance HE routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some referees will be contacted to confirm that the Supporting Statement submitted by the applicant through the online MyAdvanceHE application is the same statement that they have prepared and completed. If the professional integrity of the Supporting Statement is in question, the statement will not be accepted which may result in the application being unsuccessful.

9. Submitting your Fellowship application via MyAdvanceHE

Once you have finalised your application offline using the Fellowship application template and you have your two Supporting Statements, you are ready to submit your application.

Your application is submitted via the **Advance HE online submission process** in your **MyAdvanceHE** account. The screens in the online system guide you through the process and your application will be saved as you progress so you can save sections and return to finally submit it at a later date. Full guidance with screenshots is available on the Fellowship Applications page of **MyAdvanceHE**.

Application submission process:

1. Check you can sign into your Advance HE's **MyAdvanceHE** account/create an account ready to apply;
2. Prepare and write your APP in the Fellowship application template offline;
3. Obtain two Supporting Statements from appropriate referees; have these ready to upload as pdf files;
4. When you have all your application documents and payment arrangements ready to progress, follow these steps to submit your application for review:
 - 4.1 Sign in to your **MyAdvanceHE** account;
 - 4.2 Choose the tab for 'Fellowship';
 - 4.3 Click on the link to 'Fellowship applications';
5. Select '**new Fellowship application**' from the menu and follow the instructions which will take you through to the online template to complete;
6. Choose how your application will be paid for from the options:
 - 6.1 I'll pay myself;
 - 6.2 My Organisation is paying;
 - 6.3 My Organisation has paid in advance (this is only for applicants who have been notified by their institution that they have been include in the pre-payment of a number of applications purchased as part of a contract with Advance HE).
7. Copy and paste the text from the final version of your offline application template onto this online application template;
8. Upload your Supporting Statements;
9. Pay the fee requested.

Payment for your application

When you upload your application and choose to submit, you will be asked to pay the application fee. Once the fee is paid, your application will be allocated to the next available review panel.

Payment is required by debit or credit card when you submit your application in **MyAdvanceHE**. You can pay this yourself at the time you submit or, if you are receiving financial support from your institution, there is an option for someone else to pay on your behalf (please see below).

The **fee** for a direct application for Fellowship is on the Advance HE website and is subject to annual review. Employees of **Advance HE Member institutions** will be charged a subsidised rate. If you are unsure of your institution's Advance HE membership status, please check the list of Advance HE member institutions on the **Advance HE website**. If you are still unsure, please contact Advance HE's fellowship team, fellowship@advance-he.ac.uk

Please note that if an Advance HE Member institution chooses to make participation in an institutional Advance HE accredited programme or scheme contractual, any individual wishing to apply directly to Advance HE should choose 'self-employment' as their employment status and use a personal email address. They will be required to pay a full fee for the application; i.e. the fee will not be subsidised by the institutional membership.

If your institution is paying on your behalf

If your institution is paying for your application, you will need to have selected that option when you started to complete the online application form. You can copy a payment link from **MyAdvanceHE** and forward it to the individual at your organisation responsible for making the payment. They simply follow the link to pay online with a credit or debit card.

If your organisation is unable to pay by card, Advance HE can raise an invoice for them to pay by bank transfer. For payment by this method your organisation will need to provide you with an electronic copy of a Purchase Order, which you upload to **MyAdvanceHE**, in the Invoices area of the My Profile section.

Some institutions pre-pay for multiple applications in advance. If your institution has pre-paid for your application in this way, the contact at your institution should notify Advance HE when you are ready to submit. This will enable the Advance HE team to confirm payment and allocate your application for review.

10. How will your application be reviewed?

Your application will be reviewed by two independent reviewers (called a 'panel') as part of a peer review process.

Reviewers are selected for their experience of external review and their understanding of the PSF, as well as for their knowledge and experience of learning and teaching in higher education, including in international settings. The Advance HE reviewer pool includes education specialists and practitioners from a range of disciplines across the higher education sector.

Advance HE reviewers undertake an annual cycle of professional development and regular standardisation activities to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the PSF and fellowship.

How do the reviewers reach their judgement?

The reviewers will be looking for evidence that your practice meets the requirements of Descriptor 2 across your RAP and will check that the two Supporting Statements provide appropriate endorsement for your application. They will assess your application against each of the Descriptor 2 criteria.

Each reviewer will read your application and will apply the Descriptor 2 criteria to reach an initial independent judgement. The two reviewers then reach a combined consensus judgement.

Guidance notes and review grids for our reviewers are provided, explaining how they are expected to make professional judgements on Fellowship applications.

Possible review outcomes

Award

If the reviewers' consensus judgement is that your application meets the requirements of Descriptor 2 then you will be awarded Fellowship. You will receive a congratulatory email which will explain how to download your Fellowship certificate from within your **MyAdvanceHE** account. You will also be entitled to use the post-nominal FHEA.

Refer

Should your application be judged as providing insufficient evidence for meeting Descriptor 2, then you will be provided with feedback from the reviewers in a **Panel Outcome and Feedback template**. This feedback will indicate which of the six Descriptor 2 criteria your application has met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 2 criteria.

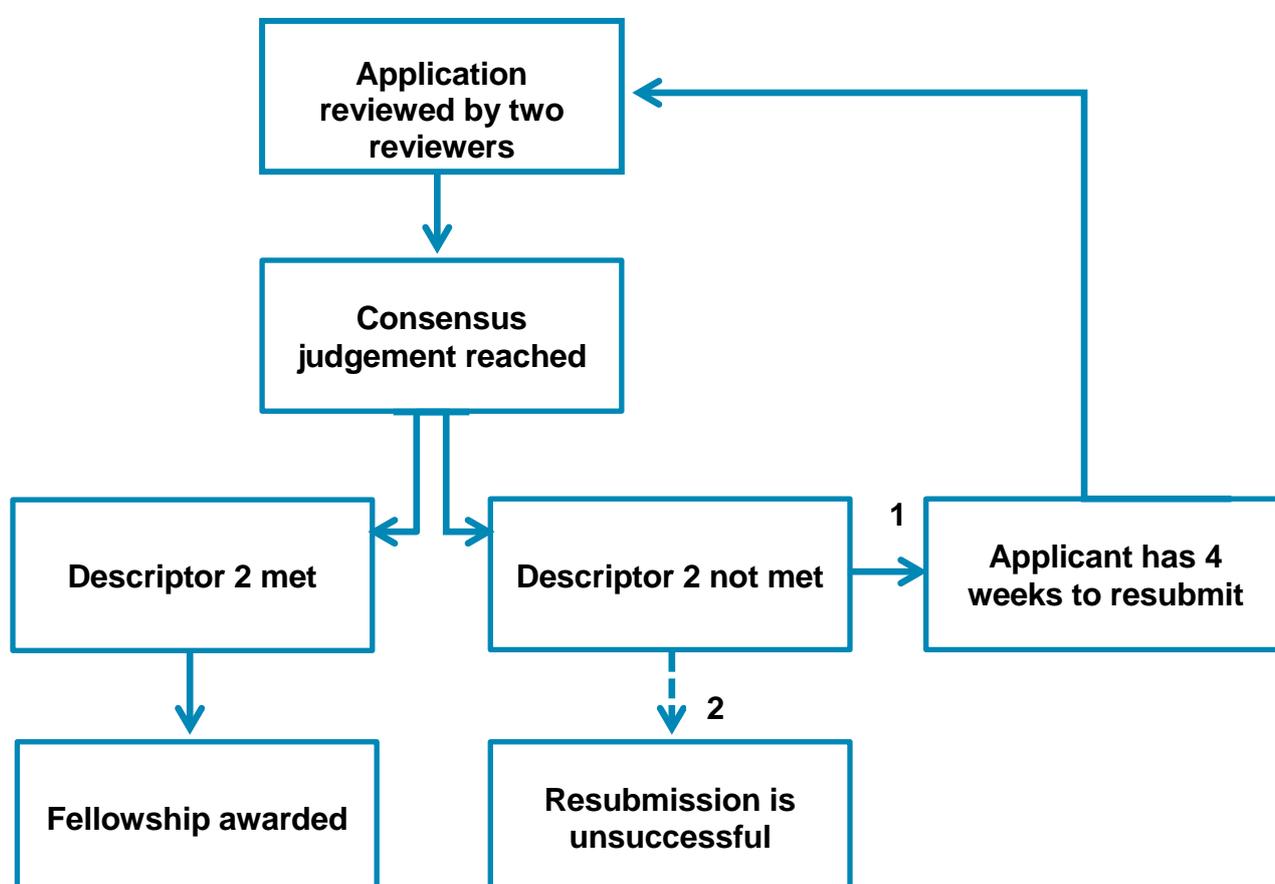
You will be offered **one** opportunity to resubmit within four weeks, without further charge. In this instance, you will be provided with a template for your resubmission and asked to highlight any changes you make to your original application. Once you submit your revised application,

the same reviewers will make a final judgement to either award Fellowship or that the application is unsuccessful.

Unsuccessful

If the reviewers judge that despite revisions, the resubmission does not fully meet the requirements of Descriptor 2 then the final judgement is 'unsuccessful'. In this instance, further feedback in **Section 4 of the Panel Outcome and Feedback template** will explain the unsuccessful judgement. This is the end of the review process; any future application would incur a full fee. Please note that any appeal would need to be related to Advance HE process not being adhered to and not the review outcome.

Figure 2: Fellowship application review process. '1' indicates first resubmission process; '2' indicates 'unsuccessful' outcome for resubmission



How long will the review process take?

An application for Fellowship can be made at any time during the year. The length of time it will take to process your application is dependent on the dates of our review panels. Advance HE holds regular review panels each month to accommodate demand and typically you will be notified about the outcome of your application within 10-12 weeks. You can check the status of your application by logging into "Fellowship" in [MyAdvanceHE](#).

11. What if I have other questions?

If you have further questions or require further assistance, in the first instance please see our Frequently Asked Questions in your Information Pack. Alternatively, please email fellowship@advance-he.ac.uk and one of our team will be able to assist you. You can also call us on (+44) 01904 717500.



Contact us

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<https://www.advance-he.ac.uk/fellowship>

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