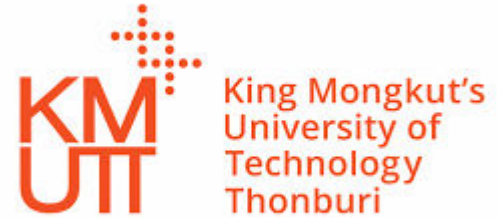# AdvanceHE

Introduction to Fellowship Workshop: SFHEA
13th December 2024

Dr Clara M.A. Davies, PFHEA

AdvanceHE Consultant

Aims of the workshop

- To introduce the **PSF 2023**
- To outline Fellowship (Descriptor 3, SFHEA)
- To explore the Dimensions (Vs, Ks & As)
- To consider how to structure your application
- To map examples of your practice onto the PSF
- To work towards a deadline

King Mongkut's University of Technology Thonburi

Introduction to Fellowship: Outline

❖ **Why** gain Fellowship? – Benefits

❖ **What** is the PSF 2023? - Descriptors & Fellowships

❖ **How** do I apply for SFHEA? - Direct Application

❖ **Which** examples from my practice can I use as Case Studies?

❖ **Getting started** – Mapping my practice onto PSF 2023

❖ **Who** should provide Supporting Statements

❖ **When** should I apply for SFHEA? - Timeframe

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Q & A

- Use the Chat function
- I can respond at points throughout
- There is a discussion activity
- There will also be time at the end to reply to questions

Why Fellowship? - Benefits

- Personal satisfaction

- Professional recognition

- Join a (global) community of ~200,000 Fellowship holders

- Consolidates your personal development

- Evidences your professional practice

- Demonstrates commitment to L&T role

- Provides a language to explain and justify your practice

- Desirable / essential in job specifications for lecturer roles in HE

- Often a condition of appointment and promotion

- Enables you to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA)

- Increasingly recognised by international institutions.

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Number of Fellows (as at 02/12/24)

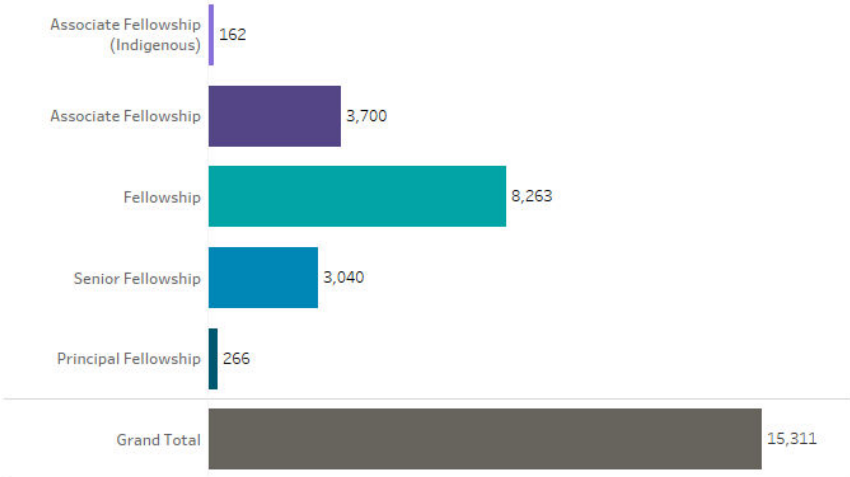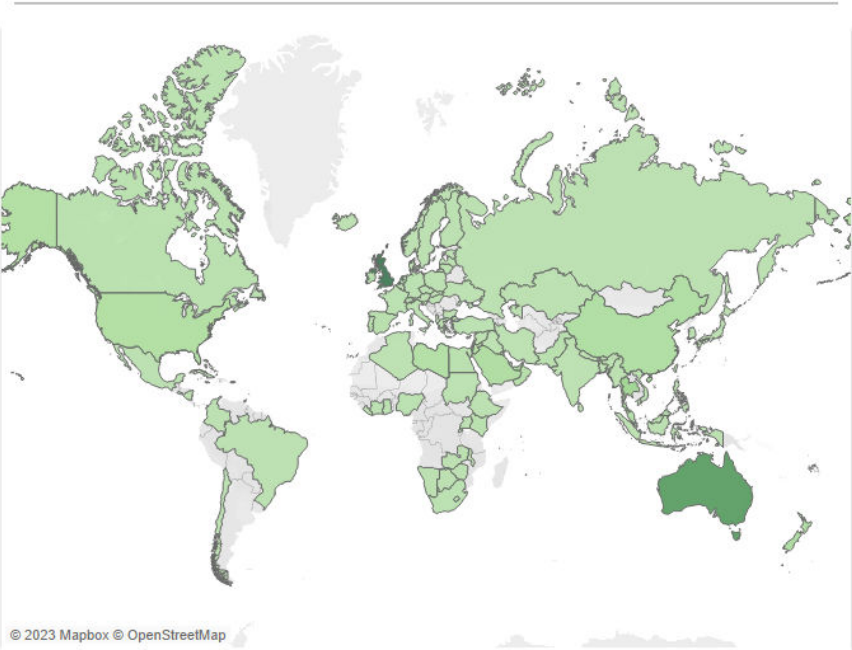| Category of Fellowship	Total
Associate Fellow	46,882
Associate Fellow (Indigenous)	214
Fellow	126,683
Senior Fellow	23,380
Principal Fellow	2,044
Total	198,741

174 institutions currently accredited - 145 in UK and 29 internationally (inc. 14 in Australasia)

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Number of non-UK countries we have Fellows working in:

106

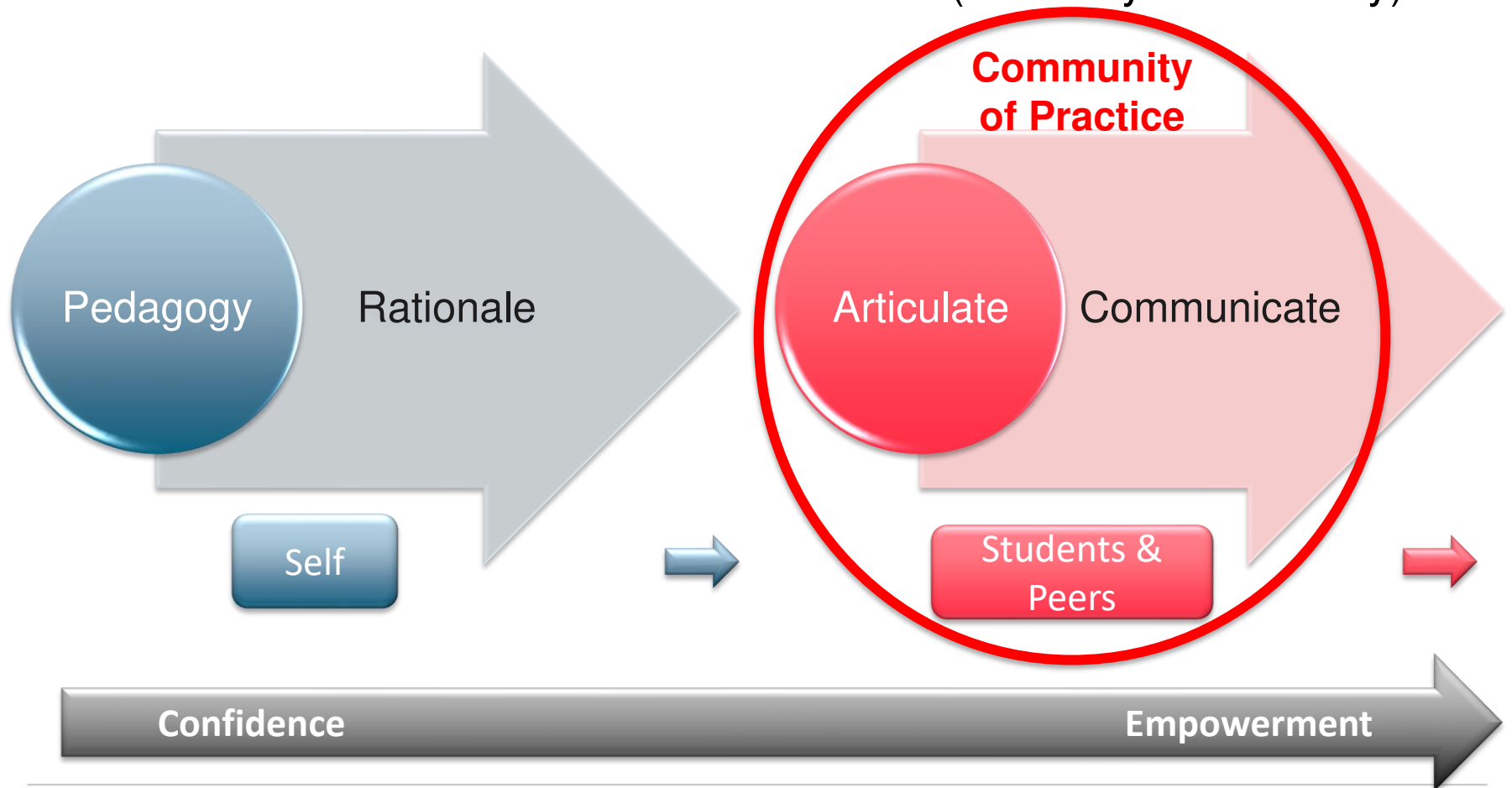© 2023 Mapbox © OpenStreetMap

Associate Fellowship (Indigenous) 162

Associate Fellowship 3,700

Fellowship 8,263

Senior Fellowship 3,040

Principal Fellowship 266

Grand Total 15,311

	AF (Indigen..	AF	F	SF	PF	Grand Total
Grand Total	162	3,700	8,263	3,040	266	15,311
Australia	162	2,177	2,624	1,769	161	6,780
Thailand		86	848	316	3	1,253
United Arab Emirates		106	783	99	7	995
Bahrain		136	489	82	8	713
Peoples Republic of China	1	124	501	78	3	706
New Zealand		185	277	144	13	619
Saudi Arabia		25	492	72	15	604

Impact on thinking and practice

Your own identity as a Teacher

Ability to share and disseminate with others (internally & externally)

Pedagogy — Rationale

Self

Community of Practice

Articulate — Communicate

Students & Peers

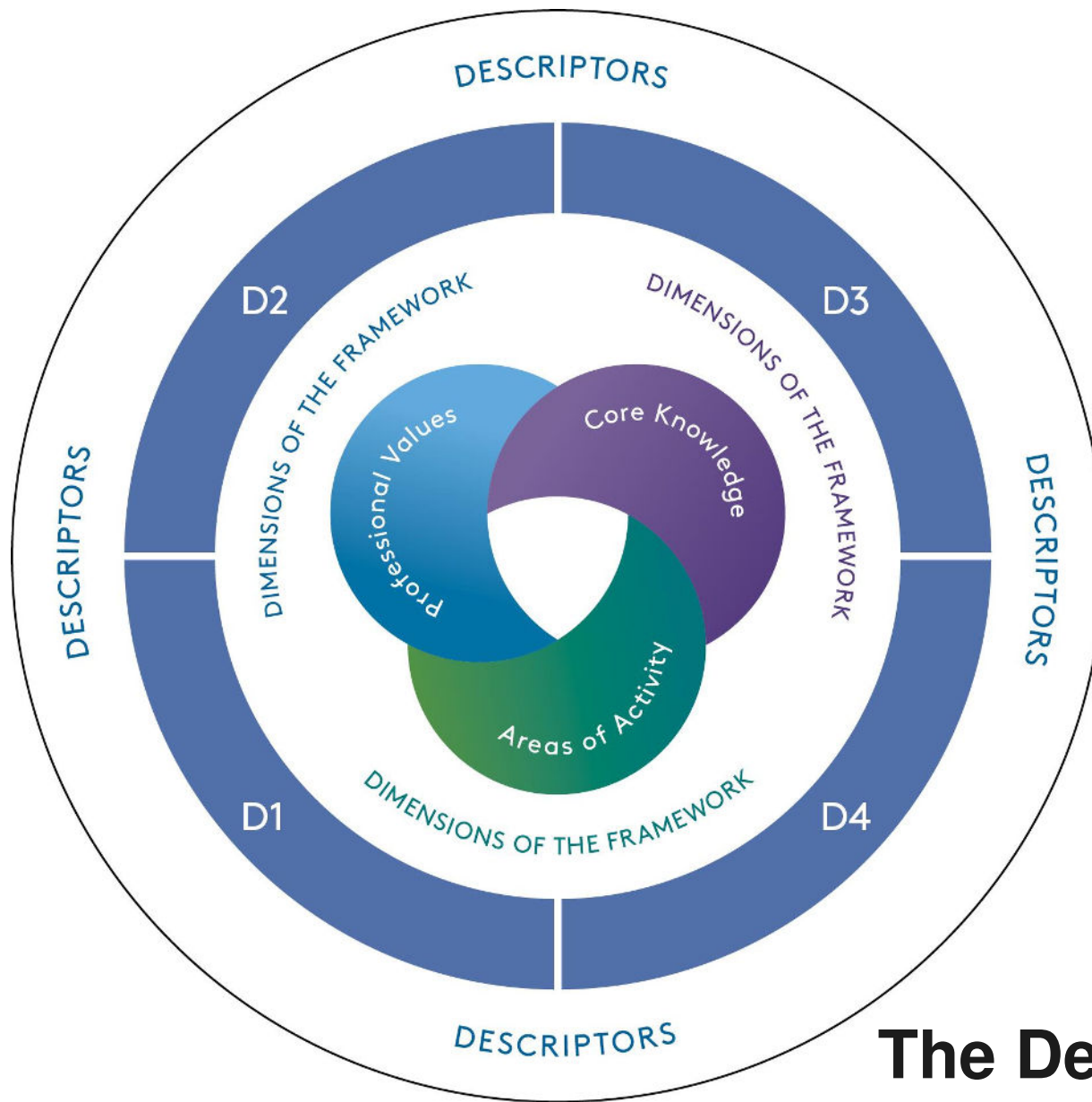**Confidence** ————————————————————————— **Empowerment**

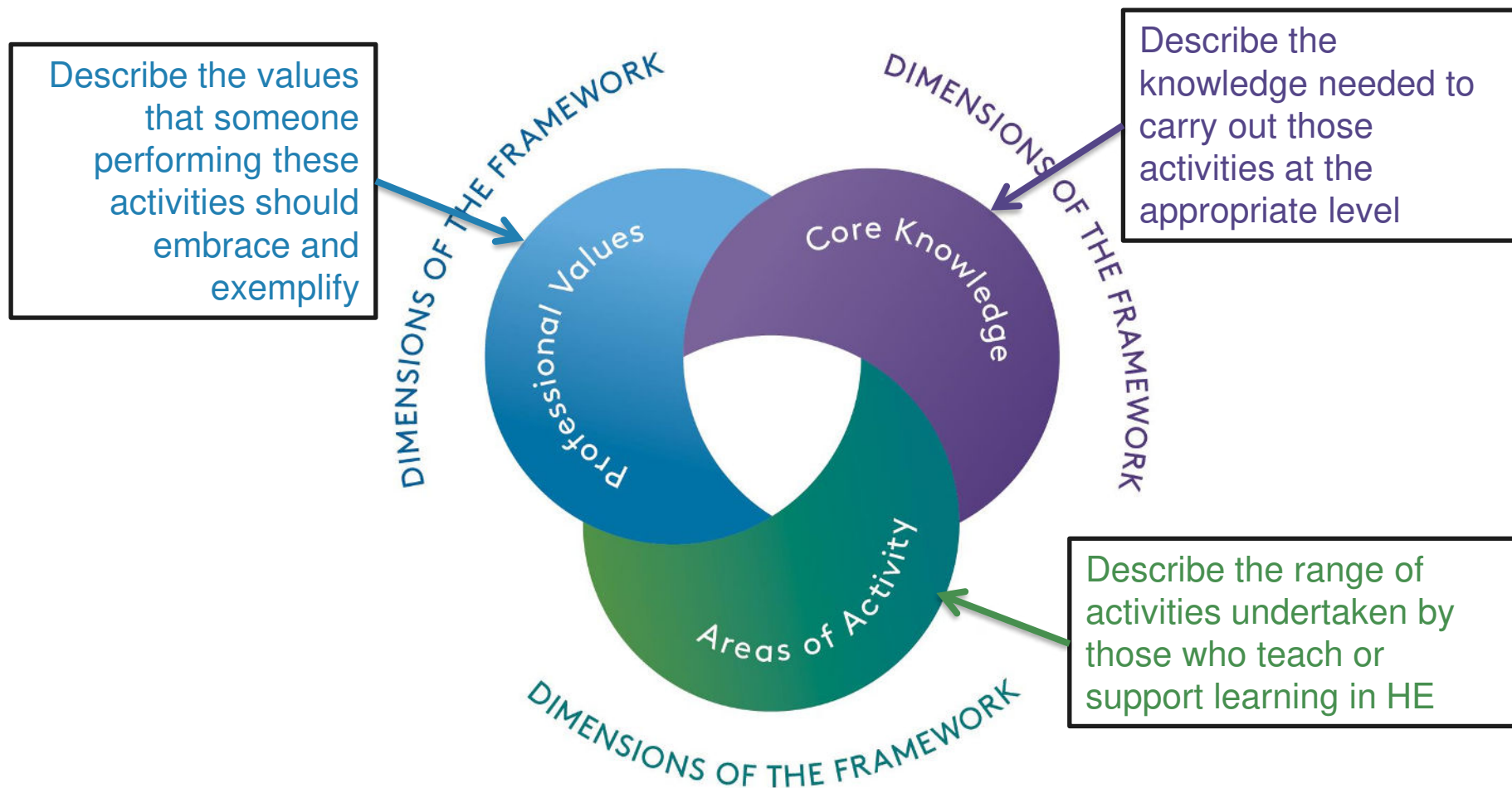**Advance**HE

What is the PSF?

- Professional Standards Framework for Teaching and Supporting Learning in HE 2023

- Launched January 2023

- The Framework has two components:
    - **The Dimensions**
    - **The Descriptors**

Professional Standards
Framework for teaching
and supporting learning
in higher education 2023

**AdvanceHE

https://www.advance-he.ac.uk/teaching-and-learning/psf

**AdvanceHE

The Descriptors

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Describe the values that someone performing these activities should embrace and exemplify

Describe the knowledge needed to carry out those activities at the appropriate level

DIMENSIONS OF THE FRAMEWORK

DIMENSIONS OF THE FRAMEWORK

Professional Values

Core Knowledge

Areas of Activity

DIMENSIONS OF THE FRAMEWORK

Describe the range of activities undertaken by those who teach or support learning in HE

The Dimensions

•'**Advance**HE

PSF 2023 Dimensions in Detail
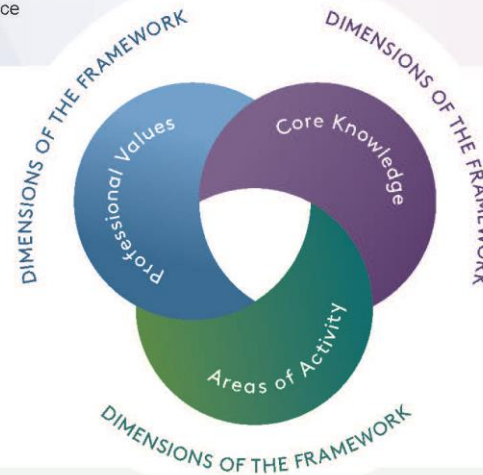
Professional Values

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

DIMENSIONS OF THE FRAMEWORK

Professional Values • Core Knowledge • Areas of Activity

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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Eligibility for Fellowship

- To apply for Fellowship, you must able to evidence L&T practice in **Higher Education (HE)** i.e.:
  - This is teaching at (or equivalent to) level 4 or above within the Framework for Higher Education Qualifications (FHEQ) England and Wales;

- Since January 2018 eligibility for Fellowship has been widened to include:
  - Foundation Year programmes;
  - Pre-sessional English courses
  - Professional CPD programmes - e.g. GP training

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Which category of HEA Fellowship is right for you?

The Fellowship Category Tool has been designed to assist you in selecting the category of Fellowship that is the closest match to your current practice.

The tool consists of a set of statements that are aligned to the UK Professional Standards Framework (UK PSF) and its different Descriptors and Dimensions. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education. You will be asked about the range of activities you undertake in your practice.

By using the tool to consider your current practice, your choice of statements should help to inform which category of Fellowship is most appropriate for you. There are no 'right' or 'wrong' answers and you should select the option which best reflects your professional practice.

When you have completed all of the sections which usually takes **10-20 minutes**, you will be shown your results and a PDF report summarising your responses **will be sent to the email address you provide**. This will be useful as you start to put your application together for Fellowship or to reflect on your on-going professional development and career aspirations.
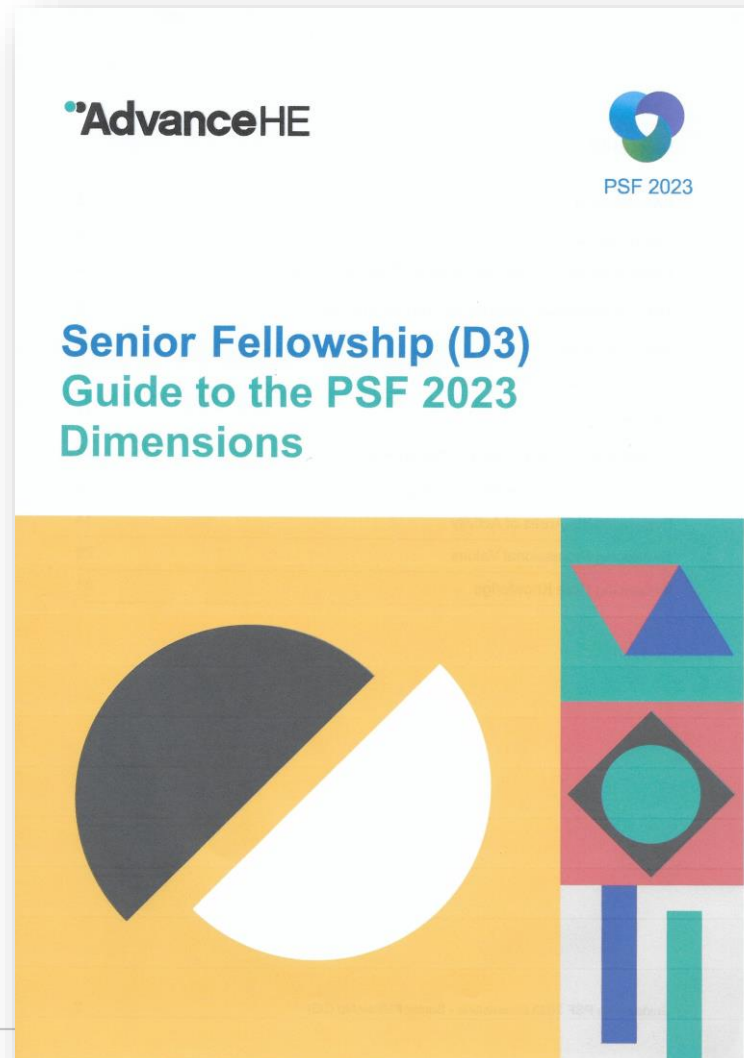
https://www.advance-he.ac.uk/form/fellowship-decision-tool-2023

••AdvanceHE   ▶

How do I apply for SFHEA?

Guidance Documents

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Guidance Documents

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PSF 2023

**Senior Fellowship (D3)
Guide to the PSF 2023
Dimensions**

There is also a Guide to the Dimensions

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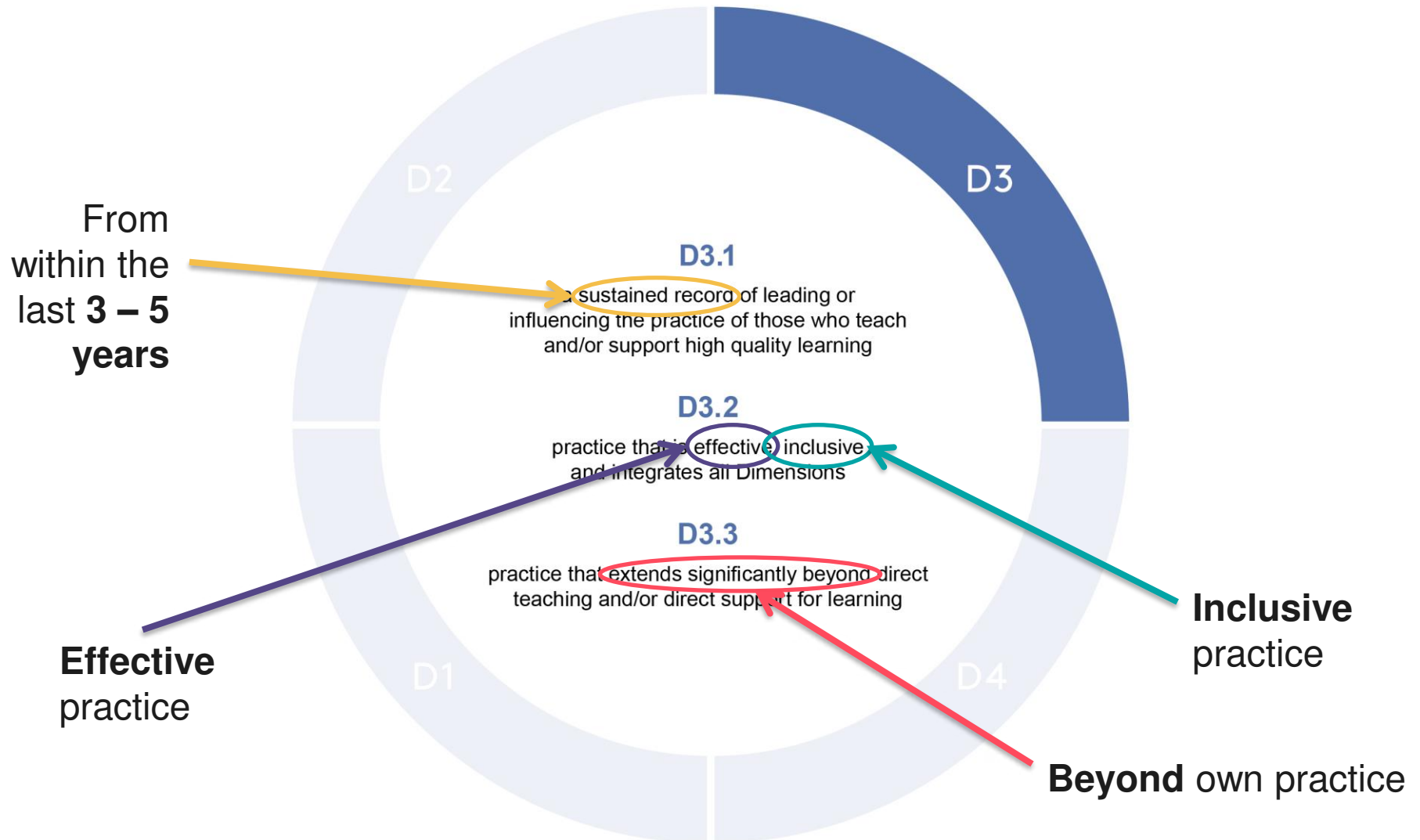# Descriptor 3: Senior Fellow (SFHEA) in detail …

Descriptor 3

- D3 is 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:

D2

D3

D3.1

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

D3.2

practice that is effective, inclusive and integrates all Dimensions

D3.3

practice that extends significantly beyond direct teaching and/or direct support for learning

D1

D4

Senior Fellow – Descriptor 3 Criteria

D3

D2

D1

D4

D3.1

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

D3.2

practice that is effective, inclusive and integrates all Dimensions

D3.3

practice that extends significantly beyond direct teaching and/or direct support for learning

From within the last **3 – 5 years**

Effective practice

Inclusive practice

Beyond own practice

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Criterion D3.3: practice that extends **significantly beyond direct teaching** and/or direct support for learning.

Senior Fellows impact HE learning through leading and influencing **others'** teaching and/or support for learning practices:
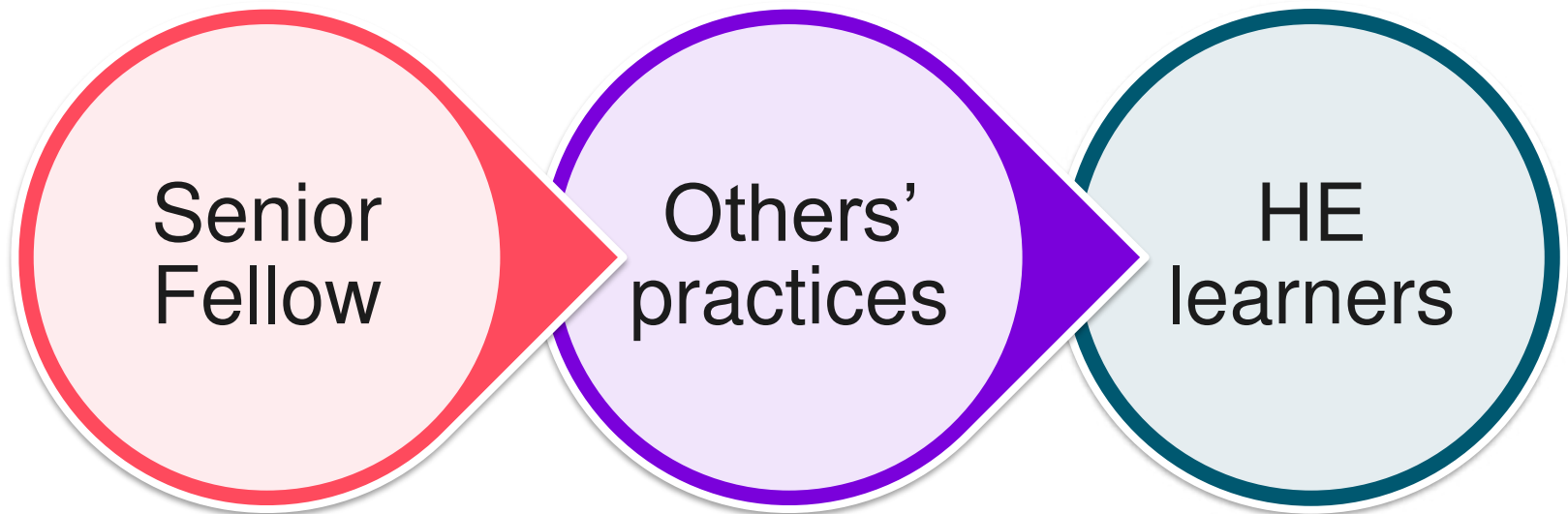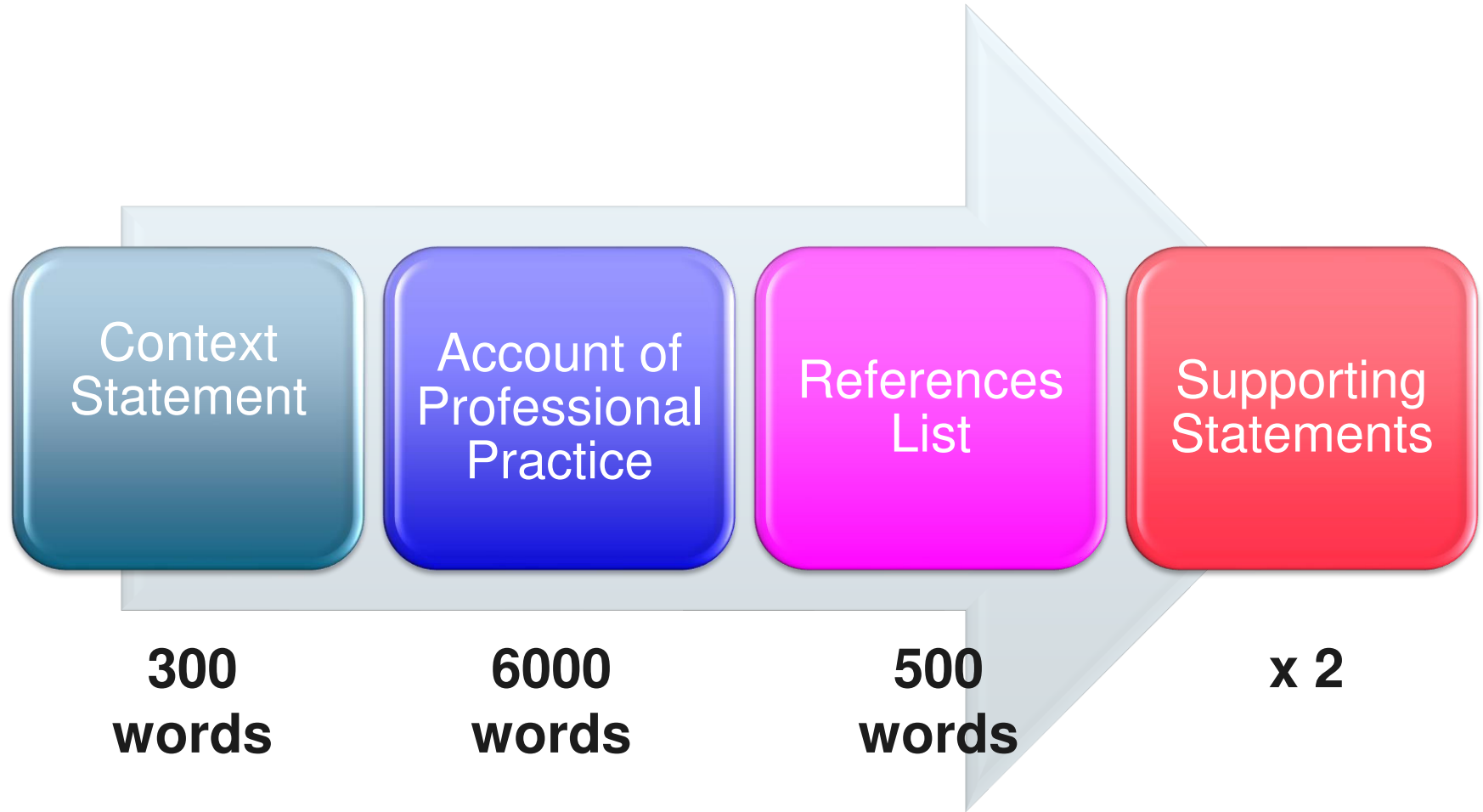
'Others' might, for example, be:

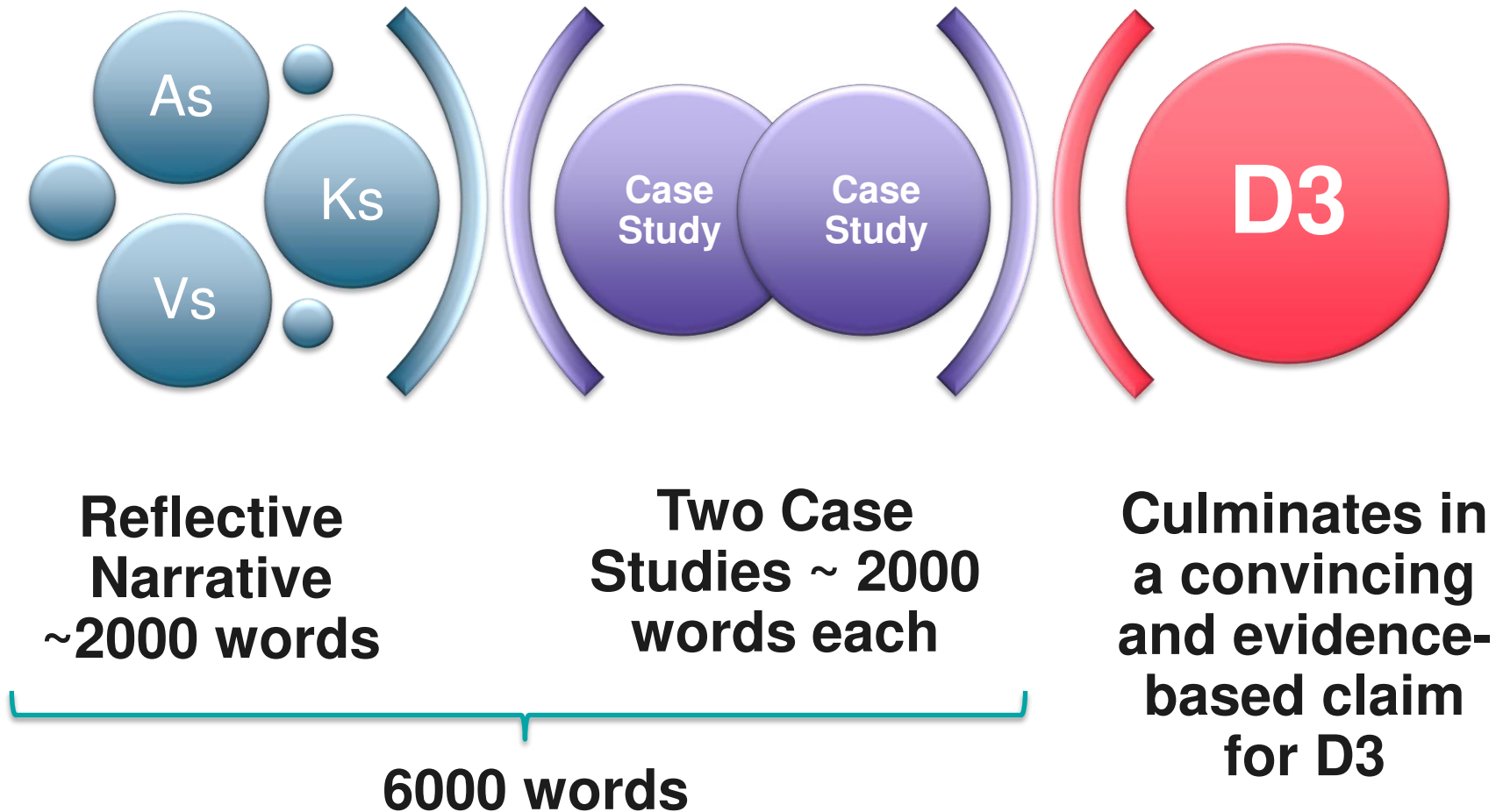Leading and influencing may be through **formal or informal** roles –

- colleagues within your own team whom you influence e.g. through being a programme leader, line manager, discipline lead, departmental head, project lead
- colleagues who work in other teams across the institution
- mentees e.g. new or junior staff
- fellow committee members
- colleagues at other institutions e.g. though being an external examiner
- those within own disciplinary field or professional body
- individuals from industry or practice settings related to HE L&T e.g. co-ordinating placement learning

SFHEA Application - Structure

Context Statement

Account of Professional Practice

References List

Supporting Statements

300 words

6000 words

500 words

x 2

Structuring your SFHEA (D3) Account of Professional Practice

As Ks Vs

Case Study   Case Study

D3

Reflective Narrative ~2000 words

Two Case Studies ~ 2000 words each

Culminates in a convincing and evidence-based claim for D3

6000 words

SFHEA (D3) – Potential Case Studies

Case Studies

Manage Quality
- Co-ordinate marking and feedback practices
- Lead course review processes
- Manage Quality Assurance e.g. TQF/AUN-QA

Quality Enhancement
- Lead L&T development projects
- Promote innovation
- Manage peer observation

Develop Staff
- Induction and training
- Mentoring new tutors

Academic Leadership
- Lead curriculum design
- Implement change
- Develop local policies and practices

Subject Advocate
- Promote profile of subject area
- Regional, national and international activities
- Links with employers

Group Activity – 20 minutes

- In groups – what examples from your practice could you use to demonstrate the D3 criteria
  - leading and influencing the practice of others
  - having impact beyond your own direct teaching practice

- Use Padlet to record your ideas:

- https://padlet.com/daviesclara1/examples-of-your-practice-to-case-study-for-d3-5jtubr5kz7ggda8t

- **Plenary -** was there anything you were unsure about?

Planning grid for Descriptor 3

	What examples from my practice that typify D3 could I use	What Professional Values, Core Knowledge & Areas of Activity could these demonstrate	How can I demonstrate the effectiveness and impact of this work?	What evidence do I need to gather to support my claim?
CASE STUDY 1				
CASE STUDY 2				

D3 criteria need to pervade throughout the application not just be the cherry on the top

Lets look in more detail at the Dimensions of the Framework (Vs, Ks and As)
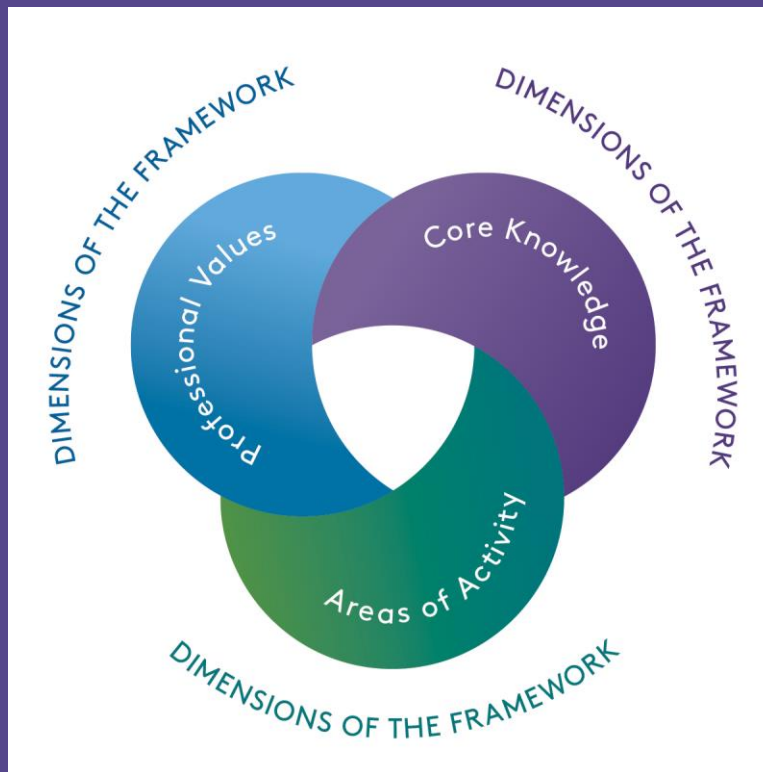
There are 15 Dimensions of Practice in total

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

DIMENSIONS OF THE FRAMEWORK

Professional Values

Core Knowledge

Areas of Activity

DIMENSIONS OF THE FRAMEWORK

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

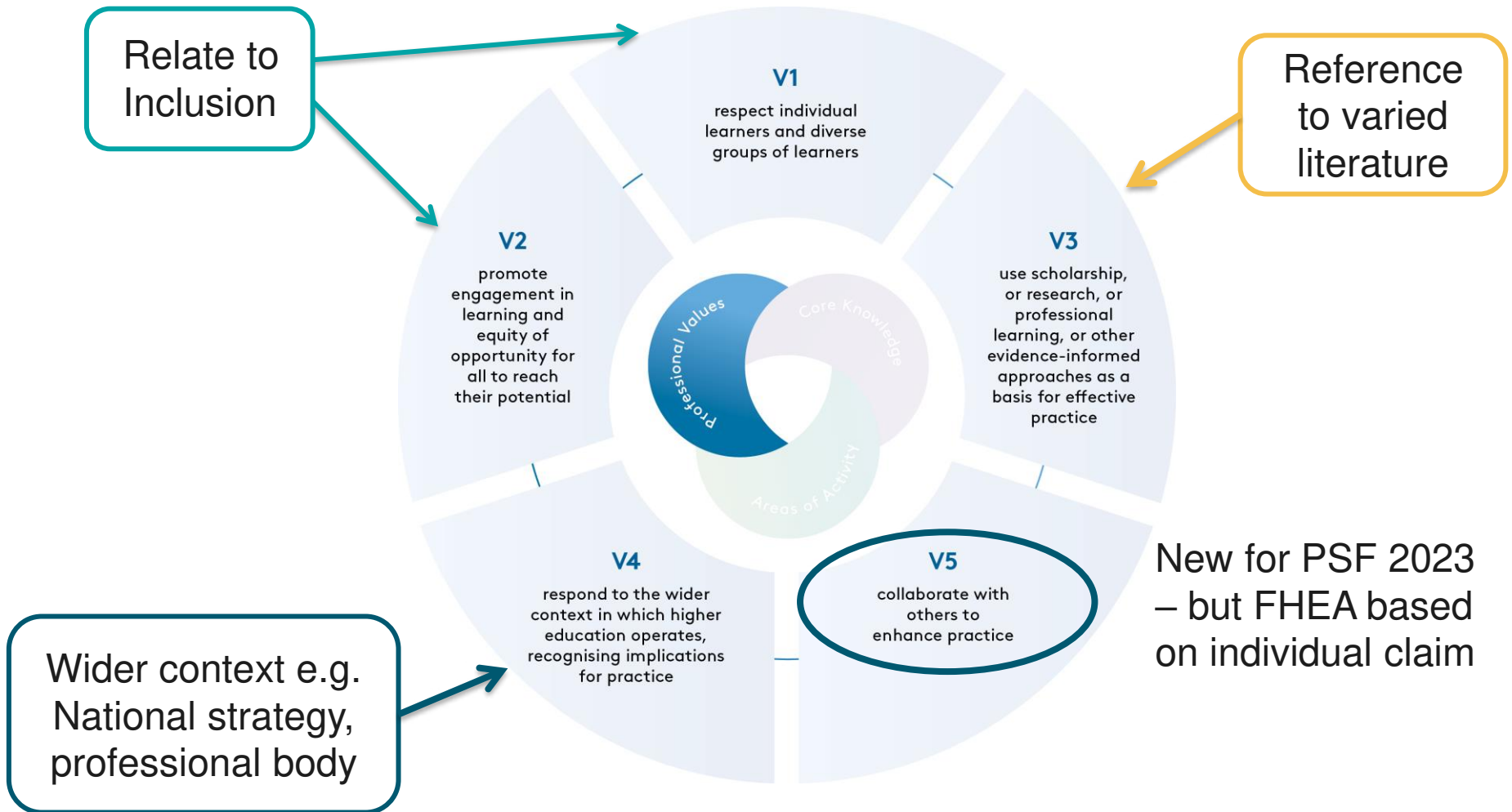# Criterion D3.2: practice that is **effective, inclusive** and integrates **all** Dimensions

- Some applicants **may not have worked directly with students as a practitioner** but act in an advisory capacity e.g. learning technologist, library leader

- Some applicants **may no longer be involved in direct teaching and learning support** e.g. because of the nature of their role, such as Head of Department

Evidence towards D3.2 will be demonstrated through your practice leading and influencing other colleagues

Professional Values (Vs)

Relate to Inclusion

Reference to varied literature

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

Professional Values

Core Knowledge

Areas of Activity

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

V5
collaborate with others to enhance practice

New for PSF 2023 – but FHEA based on individual claim

Wider context e.g. National strategy, professional body

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Professional Values

Potential evidence towards dimensions @ D3:	
V1: Respect individual learners and diverse groups of learners	• Develop strategy / policy at school level in relation to student support and retention • Create a learning environment at course level that promotes student engagement
V2: Promote engagement in learning and equity of opportunity for all to reach their potential	• Co-ordinate outreach activities • Responsibility for equality and diversity at a school level • Design / co-ordinate placements learning opportunities
V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	• Evaluate learning and teaching projects / initiatives to inform developments • Undertake own pedagogic research
V4: Respond to the wider context in which higher education operates, recognising implications for practice	• Understand the impact of national developments in HE on practices e.g. Government funding, 21st Century skills etc.
V5: Collaborate with others to enhance practice	• Lead enhancement projects • Take part in institutional initiatives • Sit on committees • Work with and learn from others

Core Knowledge (Ks)

Learning theories, models of design e.g. OBE, Backward design

e.g. active learning, laboratory classes, practicum

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

Core Knowledge

Professional Values

Areas of Activity

Reflective 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

e.g. VLE, LMS, Kahoot, LINE

e.g. TQF, AUN-QA, use of Rubrics

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Core Knowledge

Potential evidence towards dimensions @ D3:	
K1: How learners learn, generally and within specific subjects	• Show how learning theories and models of curriculum design have informed their teaching philosophy and course design
K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	• Support or mentor colleagues to develop their teaching practices • Incorporate the use of innovative approaches in own courses
K3: Critical evaluation as a basis for effective practice	• Use of survey outcomes and periodic review to inform course developments
K4: Appropriate use of digital and/or other technologies, and resources for learning	• Encourage and support staff and student use of appropriate learning technologies • Stimulate wide-spread use of appropriate learning technology across a course
K5: Requirements for quality assurance and enhancement and their implications for practice	• Engage in course review processes • Take a course through QA processes such as academic approval or periodic review • Professional body accreditation

Areas of Activity (As)

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

Professional Values

Core Knowledge
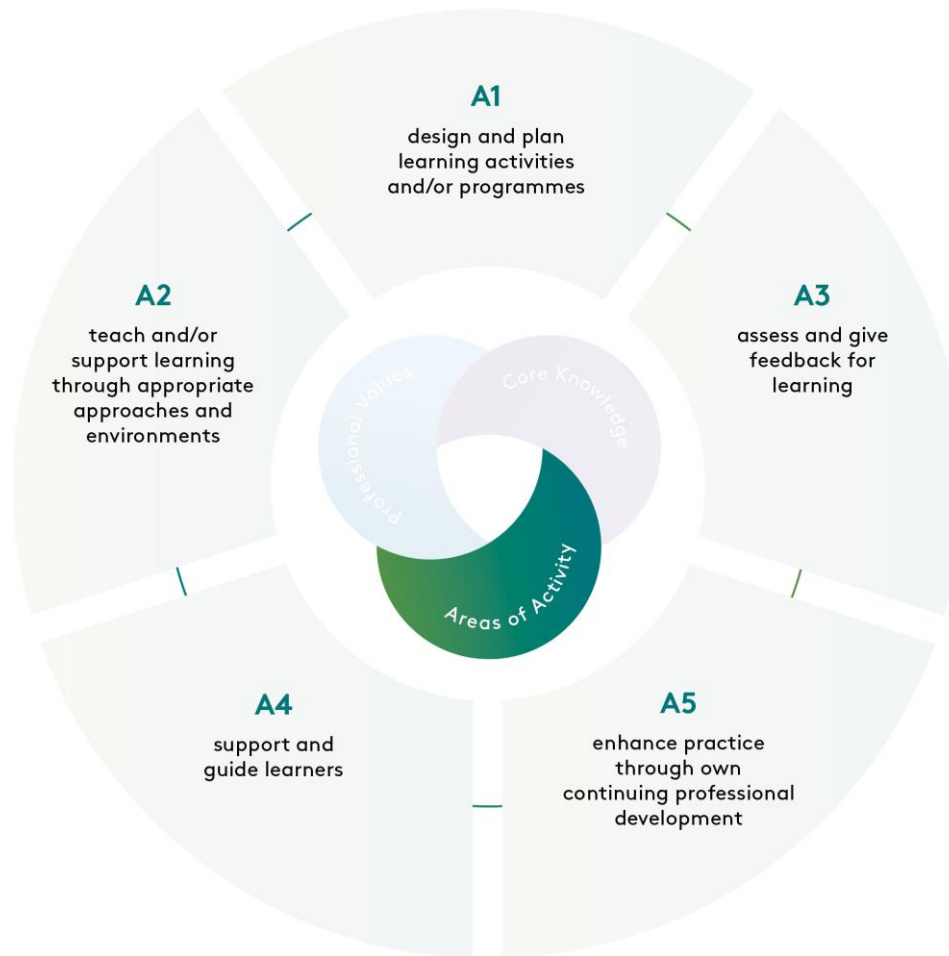
Areas of Activity

Areas of Activity

Potential evidence towards dimensions @ D3:	
A1: Design and plan learning activities and/or programmes	• (Re)design and reapproval of a course • Extensive contribution to development / modernisation of curriculum or pedagogic approach at course level
A2: Teach and/or support learning	• Significant role in developing the direction of teaching and supporting learning within the discipline or school
A3: Assess and give feedback to learners	• Extensive contribution to development of assessment policies and or design of assessment strategies
A4: Support and guide learners	• Co-ordination of, for example, personal tutoring or support for placement / year abroad students at course or school level
A5: Enhance practice through own continuing professional development	• Lead learning and teaching development projects / initiatives at course or school level • Disseminate good practice to others • Own pedagogic research

Key principles for all applications

Personal claim

Sufficiency

Currency

Evidence based
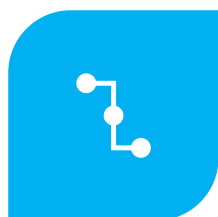
Alignment with PSF

Reflective

Commitment

Lived experience

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A simple reflective model

What?

Why?

How

Evidence of
effectiveness
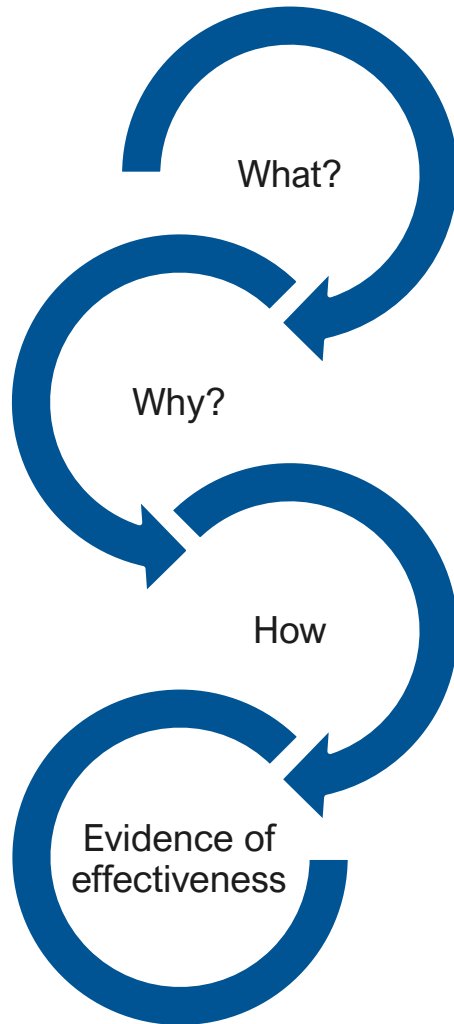
- **What** do I do? – *Description*
- **Why** do I do it like that? – *Rationale*
- **How** do I know it's effective? - *Reflection*
- **Evidence** of effectiveness

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- **Context** is a key theme within PSF 2023.
- All Dimensions refer to "***In your context*** …,
  - show how you use the Vs
  - apply knowledge of Ks
  - demonstrate that you address the As".

Context of subject

K1
- How learners learn, generally and *within specific subjects*

K2
- Approaches to teaching and/or supporting learning, *appropriate for subjects and level of study*

Inclusive practice

- Inclusivity is embodied in practice through the Values V1 & V2

- Inclusivity is an integral part of the application and needs to be evidenced throughout

Effective practice

- Links between K3 and V3 in justifying and reflecting on practice

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

K3 - Critical evaluation as a basis for effective practice

V3 – How do I know that my choices of approach are appropriate and what underpins this?

K3 – How do I know that my choices of approaches are effective for learning?
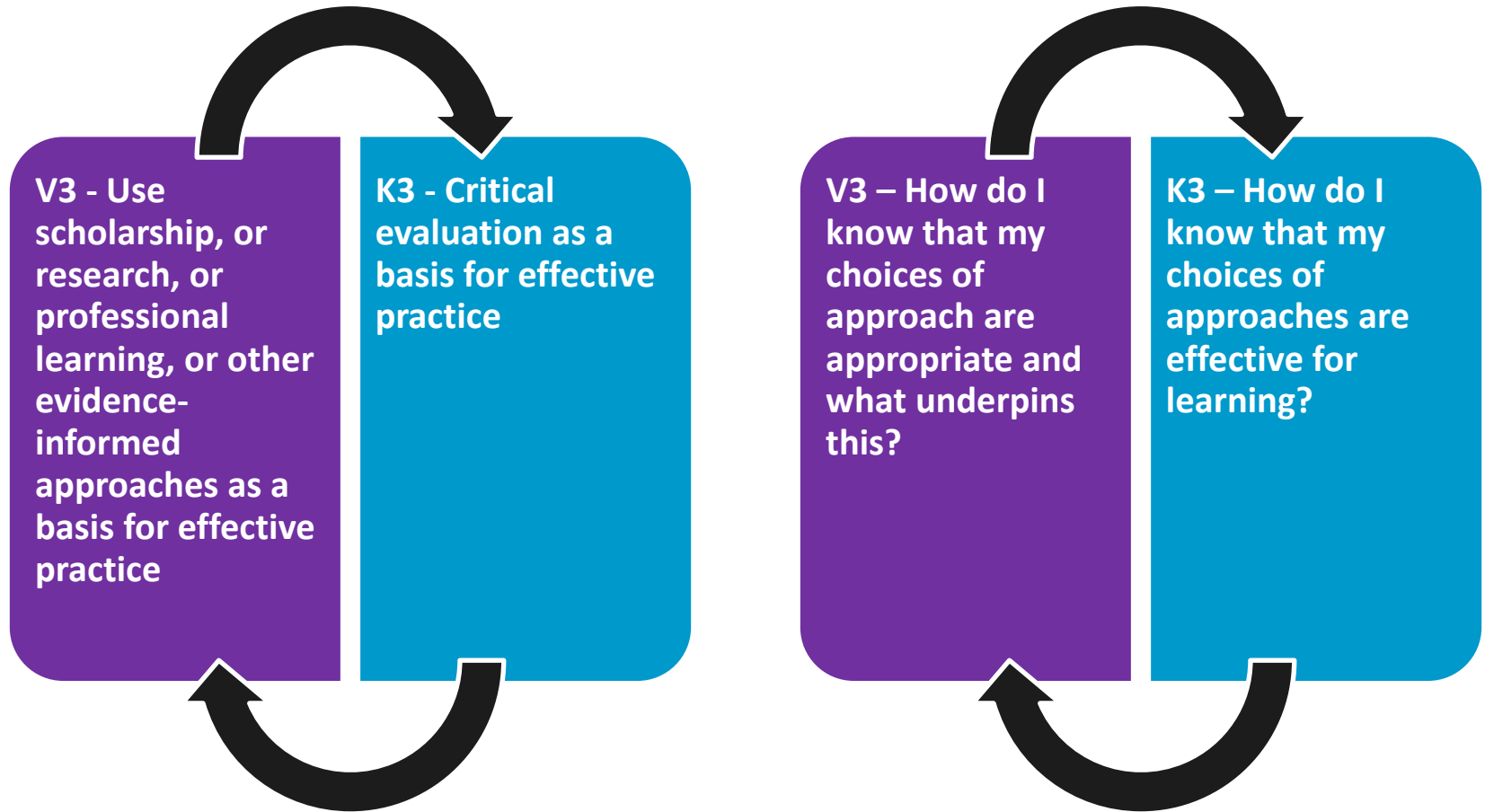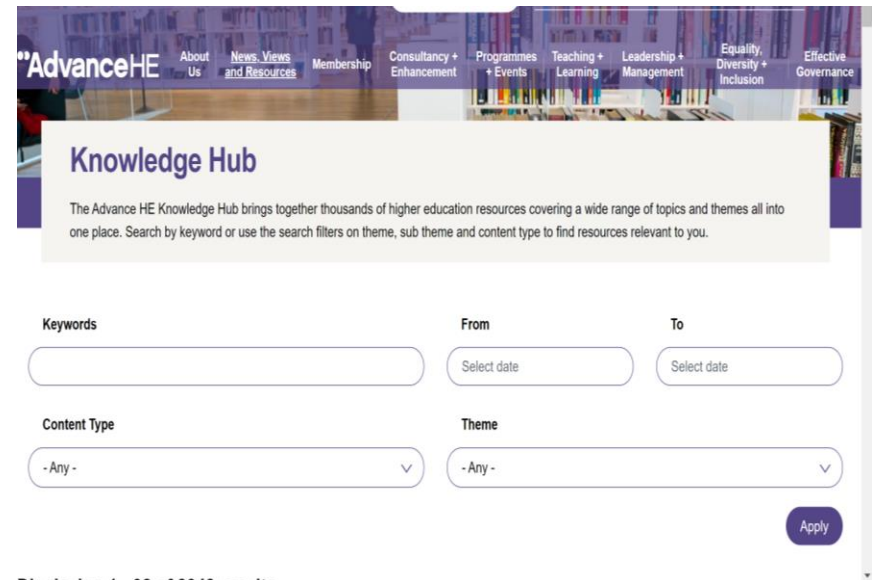
Professional Value V3 – Use scholarship …

- Cite the work of others
- Using a recognised convention e.g. Harvard
- Books, journal papers
- (National) Quality assurance frameworks
- Professional body standards / frameworks / guides
- AHE commissioned research / reports
- Web sites (no weblinks or URLs in text)

Scholarship (V3) – Where to start?

- Some good starting points:
  - Bloom's Taxonomy
  - Biggs' Constructive alignment
  - Kolb's Learning Cycle
  - Miller's Pyramid (clinical competence)

AdvanceHE Knowledge Hub
https://www.advance-he.ac.uk/knowledge-hub

Thai-specific context – cite sources for the following

V4
- Quality Frameworks
  - e.g. TQF, ASEAN / AUN-QA
- Professional Body Standards / Frameworks
  - e.g. WFME, CEFR, Accreditation by AcSB
- 21st Century skills

K1, K2
- Outcome-based Education (OBE)
- Flipped Learning
- Blended Learning
- Active Learning
  - e.g. gallery walk, think-pair-share, jigsaw

Critical Evaluation (K3) - Demonstrating "Effectiveness" of Practice (D3.2)

Self — Your own reflections

Students
- student feedback
- assessment data
- survey data
- learning analytics

Peers

Internal
Colleagues
Moderators
Mentors
Managers

External
Examiners
Reviewers
Prof[l] Bodies
Employers
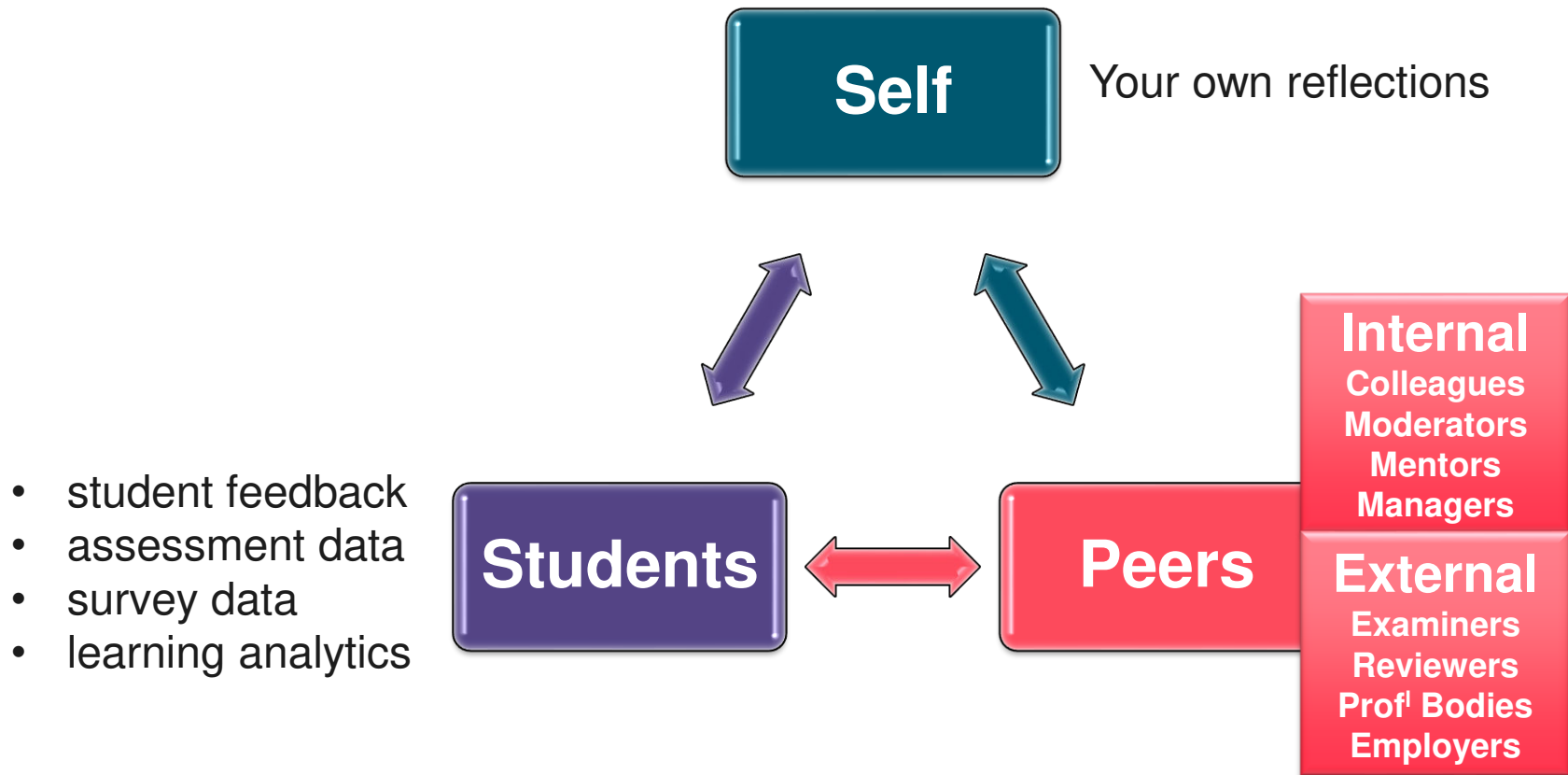
Writing an Individual *Claim*

- First person
  - use "I" not "the lecturer"
- Avoid passive voice
  - Handouts were distributed
  - Groups were arranged
- Use active verbs
  - I implemented
  - I designed
  - I delivered

- Usually in past tense
- Don't be too modest
  - Include evidence of quality and success
  - "Blow your own trumpet"
- Be reflective
  - What do I do
  - Why do I do it like that
  - How well does it work

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Characteristics of weaker submissions

Not meeting the descriptor criteria	Lack of strong rationale, reflection and evaluation	Lack of reference to student learning	Insufficient drawing on CPD and scholarship or professional knowledge
Overly descriptive style without critical reflection	Too many examples without reflection, or not current (3-5 years)	Too few examples of authentic, individual and effective practice	Over-use of "we" rather than evidence of individual contribution and impact
Modesty about influence and leadership of others	Insufficient evidence of leadership or influence beyond direct teaching	Overly focused on research with no link to L&T	Inappropriate interpretation of mentorship or supervision

Context Statement – 300 words

Outline context in which you currently work

- Your credentials e.g. qualifications and dates
- Your current role and responsibilities in learning & teaching
- The type and location of the institution you work at
- Other (relevant) positions of responsibility

- The subject areas you teach
- The students you work with e.g. level of study, courses / units
- Numbers and types of learners in each

Supporting Statements

Category of Fellowship	Authentication of Practice required
Senior Fellow	**TWO** supporting statements verifying that the application presents a fair and honest reflection of the participant's practice in line with Fellow

- Who has direct knowledge of your work
- Who can verify your account
- Who can attest to the quality of your work
- Uses the template in the pack
- Writes specifically in relation to Fellow criteria
- **Not like a reference for a job**

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Supporting Statements

- They will need to confirm that you have represented your practice accurately and fairly.

- You should provide them with the final draft of your application to enable them to provide an effective reference

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PSF 2023

Senior Fellowship
Guidance for Referees writing
a Supporting Statement
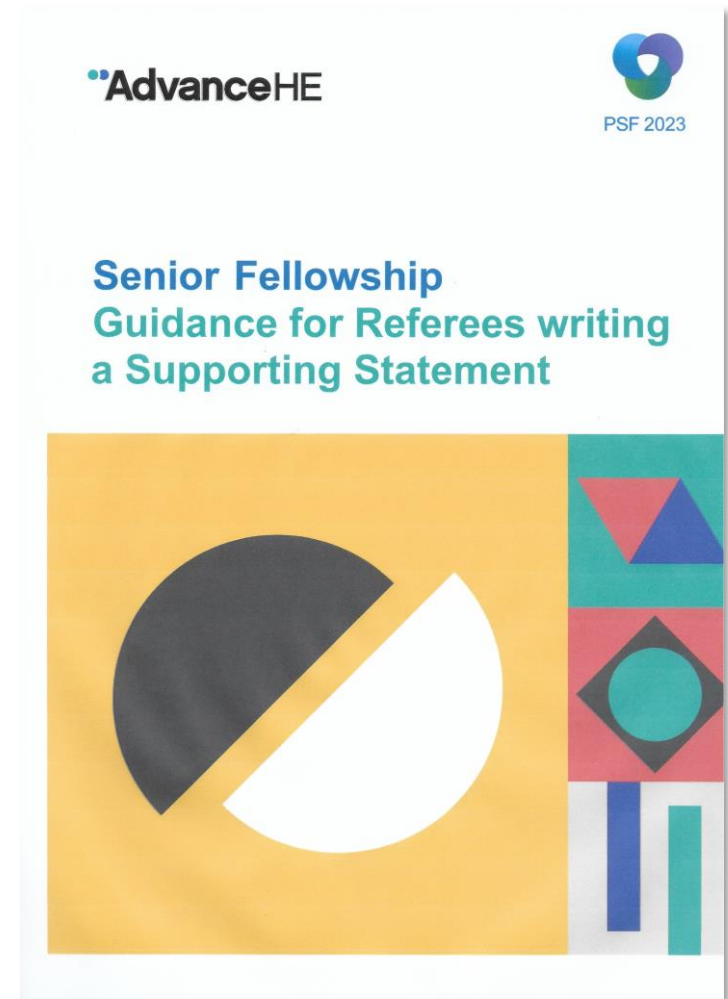
Supporting Statements – Who?

- Who could your ask?
    - Line Manager
    - Annual reviewer
    - Course Leader
    - Module Leader (for example on a large module where several tutors)
    - Previous employer if < 2 years ago

What should they write about?

Those providing Supporting Statements should comment on the following:

- their own personal experience of your recent and effective HE practice;

- whether they have been involved in peer observation of your teaching and/or support of learning with specific examples / comments in relation to this;

- any examples of your inclusive practice and/or contribution to teaching developments that they know of;

- their perspective on the practical examples provided in your application

First Steps –
Request an SFHEA application pack

https://www.advance-he.ac.uk/fellowship/senior-fellowship

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Application process

1. Create your own MyAdvanceHE account at: https://www.advance-he.ac.uk/login

2. Go to "Fellowships" and then "Fellowship Applications"

3. Then go to "New Fellowship Application" at: https://my.advance-he.ac.uk/Portal/fellowship/ahe-application-individual-listing/

4. Cut and paste all relevant sections of your finalised application, upload your Supporting Statements and submit

5. Your application is placed in a queue for next available panel

7. Two Accreditors review your application

8. Your are informed of the outcome in due course (~ 12 weeks)

9. If successful, your certificate is available for download from your MyAdvanceHE account

When should I apply for Fellowship?
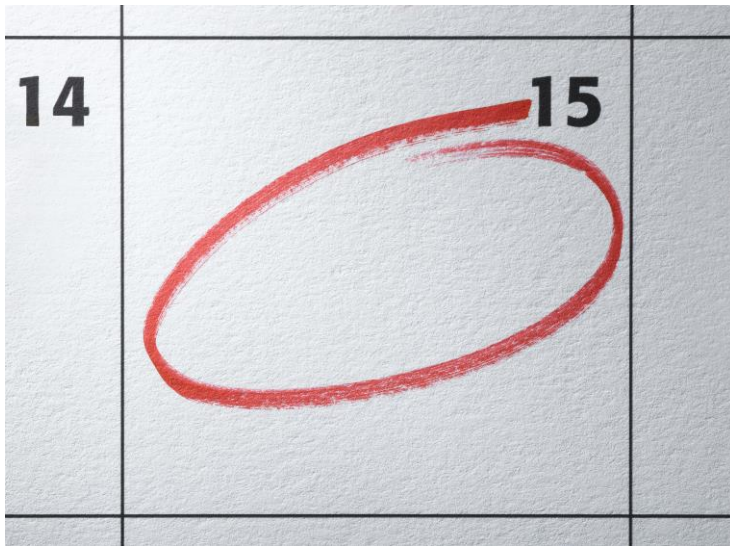
- Map experience to PSF
- Identify (& ask) for supporting statement(s)
- Collect information / read
- Write in manageable chunks
- Allow time to review & refine

- **Slow step can be gaining supporting statements**

AHE Policy: T&Cs

https://advance-he.ac.uk/fellowship-policy

- "If I have used systems or tools such as AI to help structure my application or to spell check I can confirm that those systems have been used as a guide only and the content is my own work".

Introduction to Fellowship: Outline

❖ **Why** gain Fellowship? – Benefits

❖ **What** is the PSF 2023? - Descriptors & Fellowships

❖ **How** do I apply for Fellowship? - Direct Application

❖ **Which** examples from my practice can I use to demonstrate the Dimensions?

❖ **Getting started** – Thinking Grid

❖ **Who** should provide Supporting Statements

❖ **When** should I apply for Fellowship? - Timeframe
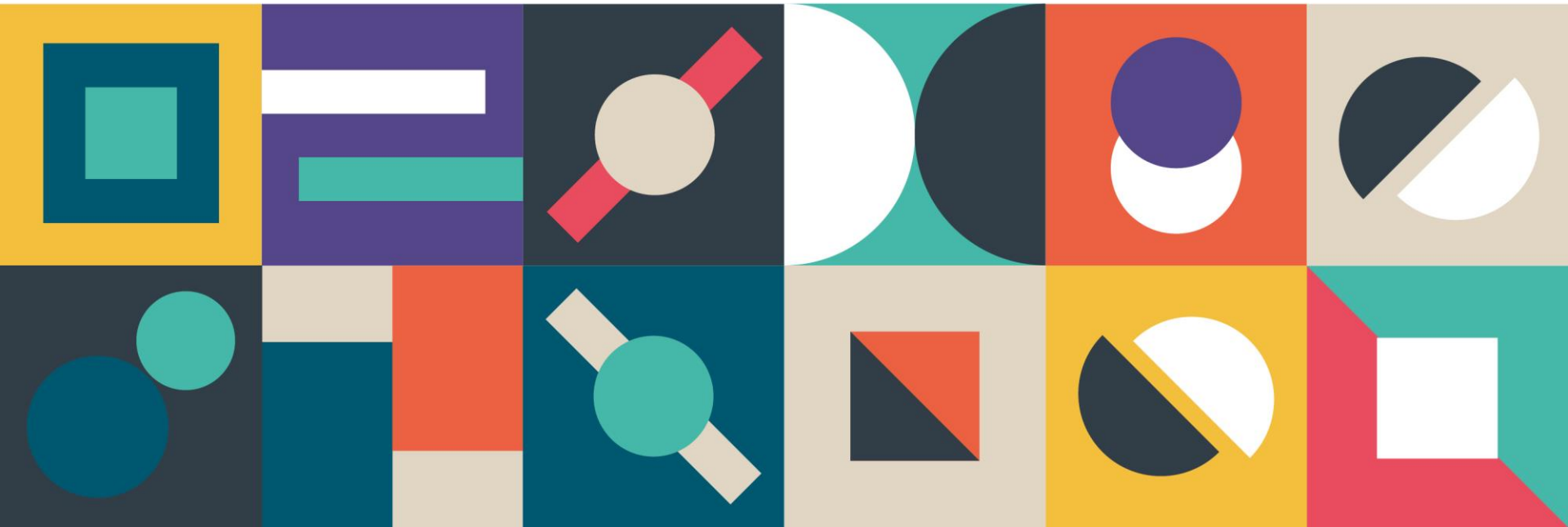
Participant Survey - KMUTT

Link:

https://app.onlinesurveys.jisc.ac.uk/s/advance-he/464208-kmutt-participantsurvey

or QR code for slides:

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Specific contexts	Descriptor & HEA Fellowship	Typical Role	Application Summary
	Descriptor 1 (D1) **Associate Fellow (AFHEA)**	PhD, Part-time Researcher, Library, Technician, IT, Learner Support, Learning Technologist, Dual professional	D1.1 Appropriate Professional Values (min. V1, V3) D1.2 Appropriate Core Knowledge (min. K1, K2, K3) D1.3 At least 2 out of 5 Areas of Activity

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Breadth & Depth	**Descriptor 2 (D2)** **Fellow (FHEA)**	New and experienced Academics plus others in a substantive HE teaching role	D2.1 Use of all 5 Professional Values D2.2 Application of all 5 Core Knowledge D2.3 Effective & inclusive practice in all 5 Areas of Activity

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Specific contexts	**Descriptor 1 (D1)** **Associate Fellow (AFHEA)**	PhD, Part-time Researcher, Library, Technician, IT, Learner Support, Learning Technologist, Dual professional	D1.1 Appropriate Professional Values (min V1, V3) D1.2 Appropriate Core Knowledge (min. K1, K2, K3) D1.3 At least 2 out of 5 Areas of Activity
Breadth & Depth	**Descriptor 2 (D2)** **Fellow (FHEA)**	New and experienced Academics plus others in a substantive HE teaching role	D2.1 Use of all 5 Professional Values D2.2 Application of all 5 Core Knowledge D2.3 Effective & inclusive practice in all 5 Areas of Activity
Comprehensive	**Descriptor 3 (D3)** **Senior Fellow (SFHEA)**	Leadership or influence on those who teach and support learning	D3.1 Sustained leadership or influence on others' L&T D3.2 All Dimensions (through a D3 lens) D3.3 Practice significantly beyond direct L&T

	Descriptor & HEA Fellowship	Typical Role	Application Summary
Strategic Leadership	Descriptor 4 (D4) Principal Fellow (PFHEA)	Highly experienced with strategic leadership in L&T and extensive impact	D4.1 Strategic leadership with impact within/beyond institution, discipline or profession D4.2 Implementing strategies, policies, procedures etc D4.3 Active commitment to all Dimensions
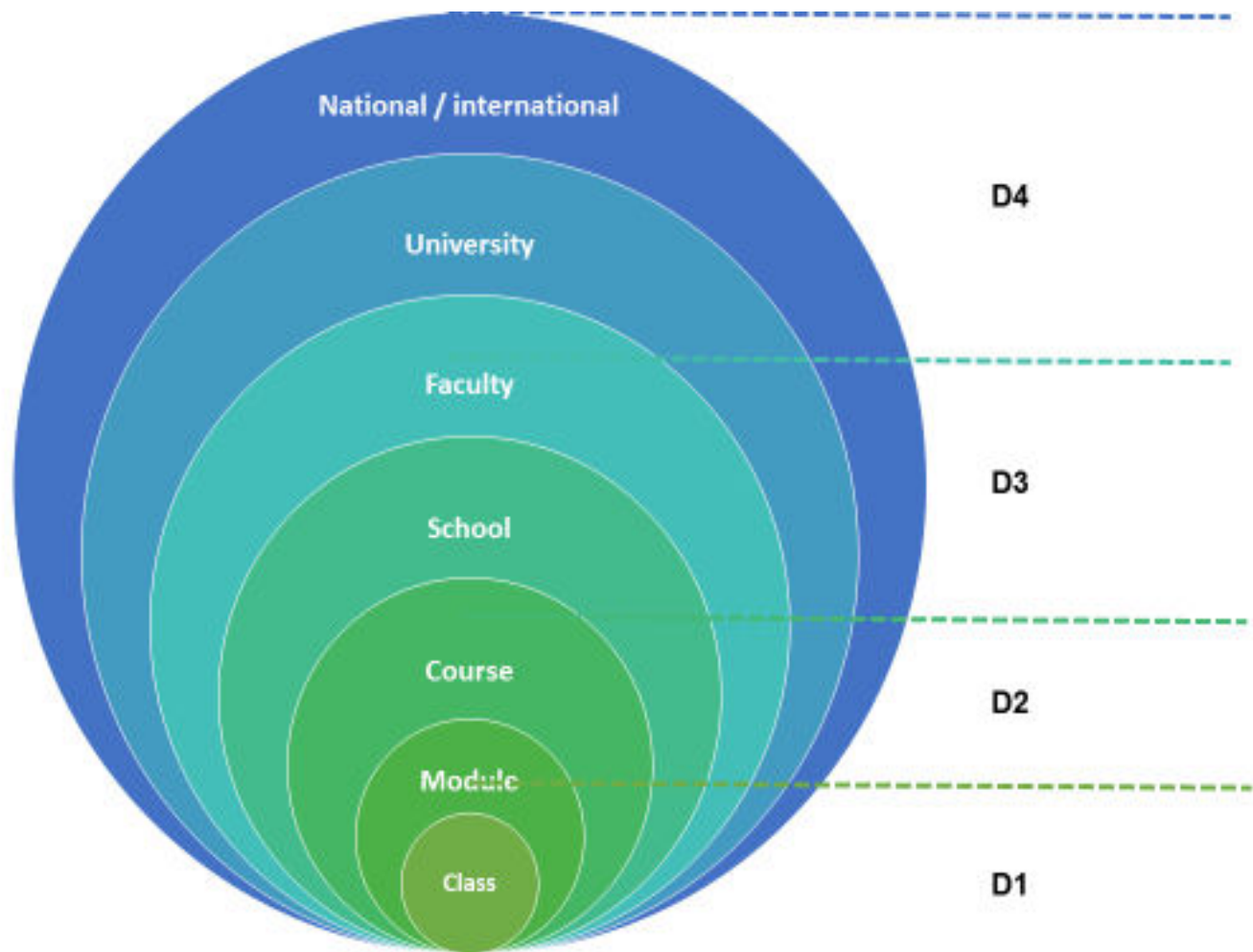
Spheres of influence in Teaching & Supporting Learning in HE