



ANU EFS Information Booklet

Education Advancement Team
Centre for Learning & Teaching (CLT)

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1. About Advance HE and the EFS

1.1 Advance HE

Advance HE (previously known as Higher Education Academy or HEA) is a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education (HE) for staff, students, and society. Their goal is to enhance confidence and trust in Higher Education, address systemic inequalities and advance education to meet the evolving needs of students and society, and finally to support the work of its members and the HE sector.



Advance HE works in partnership with institutions and individuals to help higher education be the best it can be. Advance HE works globally to bring the sector together to collaborate and share teaching strategies and practice.

Advance HE delivers support through professional development programs and events, Fellowships, awards, student surveys, strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, research, knowledge, and resources). As of October 2021, there are more than 150,000 Fellows around the world.

Learn more at advance-he.ac.uk

1.2 The ANU Educational Fellowship Scheme (EFS)

Delivery of a student experience equal to the world's best is a central commitment of the ANU research and education strategy and this underpins our commitment to the principles championed by Advance HE. Accredited by Advance HE, the ANU Educational Fellowship Scheme (EFS) provides ANU educators, including academic and professional staff who support learning, with a scaffolded educational professional development pathway to Fellowship of the Higher Education Academy.

Fellowship offers internationally-accredited professional recognition of experience and expertise in university education. Introduced to the ANU in 2013, the ANU EFS has awarded more than 500 Fellowships to ANU staff, and more than 290 Fellowships to staff from external universities.

The ANU EFS is administered by the Education Advancement Team at the ANU Centre for Learning & Teaching (CLT), and will be referred to as the 'EFS Team' in this Booklet. We provide guidance to applicants, facilitate EFS workshops, match applicants with EFS mentors, coordinate the assessment and accreditation of your application submission, and more.

Learn more teaching.weblogs.anu.edu.au/recognition/anu-efs/ or contact the team at efs@anu.edu.au.

Aims of the EFS



Aim 1

To support individual members of academic staff, professional staff, honorary appointees, and students from the Australian National University (ANU) to gain internationally endorsed professional recognition as university educators through an appropriate category of Advance HE fellowship.



Aim 2

To develop and support a community of Fellows across ANU to share best practice and engage in ongoing educational professional development.



Aim 3

To broaden the approach to professional development and professional recognition of teaching and learning activities at ANU, by providing staff with:

- a reflective framework of standards that gives ANU staff involved in teaching and supporting learning a clear understanding of what they do, how they do it, and why they do it that way
- a recognition structure linked to the Staff Education Programs for Learning and Teaching Professional Development run by CLT
- an externally benchmarked measure of esteem for promotion cases, performance reviews, and job applications
- opportunities for ongoing peer engagement, networking, and intra- and cross-institutional benchmarking opportunities



Aim 4

To support ANU in showing national leadership in the sector, through engagement with effective professionalisation of the ANU teaching and learning workforce.

Benefits of EFS Fellowship

EFS Fellowship ...

- consolidates personal development and evidence of professional practice in your higher education career
- provides a valuable measure of success and is increasingly recognised by international institutions
- demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection, and development
- provides evidence of best practice and good standing for Professional Development Reviews (PDR) and promotion
- provides opportunity for individuals to identify their expertise with the entitlement to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA)
- provides assurance that your institution is fully aligned with the UK Professional Standards Framework (PSF) practice and a badge of assured quality.

1.3 The UK Professional Standards Framework (PSF)

The UK Professional Standards Framework for teaching and supporting learning in higher education (PSF) is a globally-recognised framework for benchmarking success within higher education teaching and learning support. It provides a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in higher education and can be applied to personal development programs at an individual, institutional, or national level to improve teaching quality and celebrate success.

The ANU EFS is underpinned by the PSF. You will need to keep referring to the PSF as you progress with your application and make associations between your practice and the two components of the Framework: its **descriptors** and **dimensions**.

The PSF descriptors are a set of statements (referred to as 'descriptor criteria') that outline the key characteristics of someone evidencing their teaching and learning support roles within higher education. They are 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 Descriptors are aligned to the Fellowship Categories as follows:

- Descriptor 1 (D1) aligned to Associate Fellow (AFHEA)
- Descriptor 2 (D2) aligned to Fellow (FHEA)
- Descriptor 3 (D3) aligned to Senior Fellow (SFHEA)
- Descriptor 4 (D4) aligned to Principal Fellow (PFHEA)

The PSF dimensions of professional practice are a set of statements that outline the:

- **five Areas of Activity (As)** that you undertake when teaching and/or supporting learning within higher education;
- **six aspects of Core Knowledge (Ks)** that you need to carry out your learning and teaching activities at the appropriate higher education level;
- **four Professional Values (Vs)** that should inform and underpin your teaching and/or learning support practice.

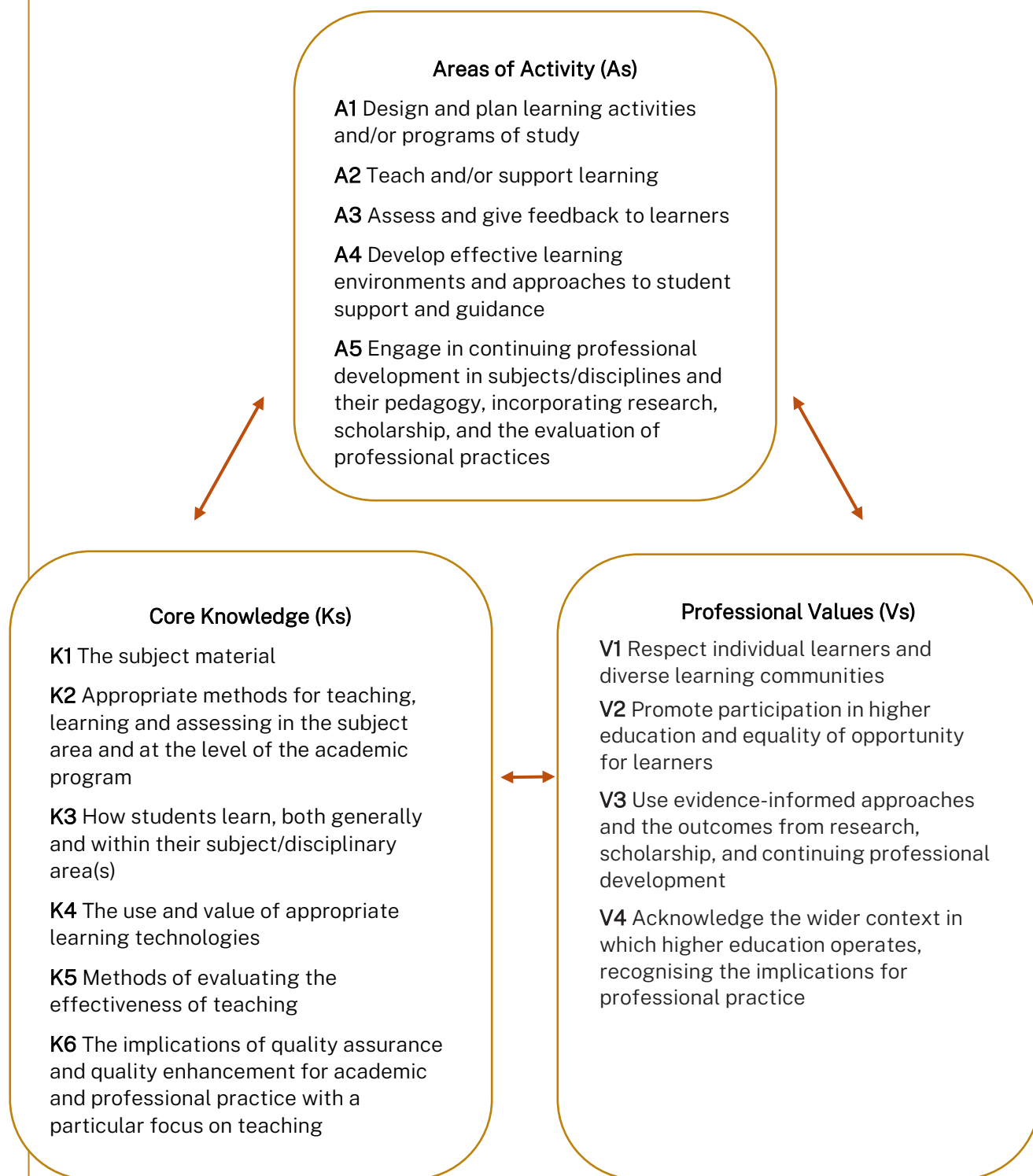
For more detail see the 'Guide to PSF for applicants in an Australian context', which will be shared with you via the ANU_EFS Wattle course.

Higher Education experience and eligibility for Fellowship

The PSF sets out the professional standards for higher education. Therefore, all the experience and evidence included in your EFS application must relate to teaching and/or supporting learning practice related to higher education provision.

In an Australian context, this means your experience must be level 5 or above of the Australian Qualifications Framework (AQF) or equivalent. If you are unsure whether your experience (Australian or overseas) would be recognised as higher education experience, please contact us at efs@anu.edu.au to discuss.

The PSF Dimensions of the Framework



2. Preparing for your EFS application

2.1 Prerequisites and application closing dates

Applying for the EFS is free of charge for ANU staff, honorary appointees and students, but there are some eligibility criteria to consider.

EFS applicants must:

- be a current ANU employee, honorary appointee, or student with an ANU email address at the next closing date for applications and for at least two months afterwards*
- commit to upholding the Advance HE Fellowship Code of Practice
- have undertaken relevant Professional Development
- be able to contribute to the EFS, for example as a mentor, assessor or speaker.

There are two application closing dates per year: in March and September. Find the exact dates at teaching.weblogs.anu.edu.au/recognition/anu-efs/apply/program/ or by emailing us at efs@anu.edu.au.

* What if I leave ANU before I complete my application?

- If you leave ANU to move to another university and if they run a similar Fellowship scheme, then you should be able to complete at your new institution.
- If you are a casual/sessional tutor or demonstrator, and you expect to be re-employed by ANU following a break, then as long as you have been registered in an EFS Program* at least three months prior to your employment break, we will continue to provide mentor support for a further three months or until the next closing date for applications.
- If your employment ceases at ANU and you have been registered in an EFS Program* for at least three months, and if you feel you will be unlikely to return to ANU, then we will provide mentor support and guidance to you for a further three months as a direct applicant to Advance HE (subject to on-going funding). Because a direct application is slightly different to an application through our EFS Program, you will receive additional support from the EFS Team. Note that direct applications to Advance HE can be made by individuals without current employment at a university, using a private email account. If you subsequently return to ANU or another university, then you will be able to update your Advance HE membership to reflect your change of employment status.

If any of these situations apply to you, please contact us at efs@anu.edu.au so that we can make appropriate arrangements.

* To be deemed registered in an EFS Program, you need to have attended an EFS Information Session; submitted the completed enrolment form (including a Context Statement); and have been assigned an EFS mentor.

2.2 The application process

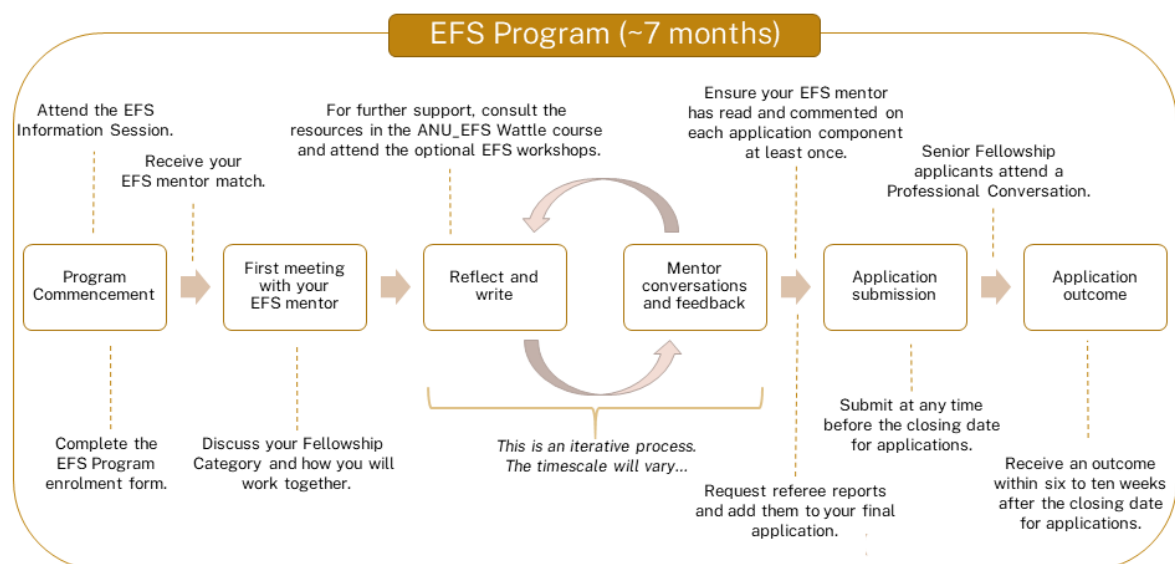
The EFS Program provides a scaffolded educational professional development pathway to Associate Fellowship of the Higher Education Academy (AFHEA), Fellowship of the Higher Education Academy (FHEA), and Senior Fellowship of the Higher Education Academy (SFHEA).

The EFS Program is a semester-long program that involves your active engagement throughout. It is a developmental scheme, so mentoring and peer engagement are part of the process. For your benefit, you are required to have had feedback at least once on each component of your application from your EFS mentor before submitting. You are also encouraged to talk to EFS fellows in your College.

To apply for an AFHEA, FHEA, or SFHEA through the EFS Program, you will need to complete the following steps:

1. Attend an 'EFS Information Session' and review this Booklet.
2. Review the eligibility criteria and the closing date of the next assessment cycles at teaching.weblogs.anu.edu.au/recognition/anu-efs/apply/program/
3. Submit the Program enrolment form, attaching your draft 'Context Statement'.
4. Get matched with an EFS mentor, and complete the Advance HE Fellowship Category Tool together at advance-he.ac.uk/form/fellowship-decision-tool
5. Work with your EFS mentor and the EFS recourses (available via the ANU_EFS Wattle Course) as you write the remainder of your application.
6. Using the application form, submit your final application as one PDF document - please remember to include your Referee Reports!
Senior Fellow applicants will be invited to attend a Professional Conversation.
7. Receive your application outcome within six to ten weeks after the closing date for applications.

Note that you can submit your application at any time, but you will only receive the outcome after the next cycle of assessment has taken place. This happens twice a year, in March and September, and you can expect an outcome by the end of May and the end of November respectively.



Tip: find a bigger version of this infographic at teaching.weblogs.anu.edu.au/recognition/anu-efs/apply/program/

2.3 Fellowship Categories and PSF Descriptors

The PSF Descriptors are aligned to the Fellowship Categories as follows:

- Descriptor 1 (D1) aligned to Associate Fellow (AFHEA)
- Descriptor 2 (D2) aligned to Fellow (FHEA)
- Descriptor 3 (D3) aligned to Senior Fellow (SFHEA)
- Descriptor 4 (D4) aligned to Principal Fellow (PFHEA)

Note that D4, aligned to PFHEA, is not awarded at ANU. However, it is supported for mentored direct application to Advance HE.

We recommend you explore which Category is most appropriate for you in your first meeting with your EFS mentor. Read more about this in 'Working with your EFS mentor' below.

Teaching in Medicine pathway to Associate Fellowship (AFHEA)

The Teaching in Medicine (TiM) pathway is designed for clinical and other medical educators, and is available in a Professional Development context through the ANU Medical School and the modules run by the Canberra Region Medical Education Council (CRMEC).

In order to qualify for the TiM pathway, you must be:

- teaching medical students for at least 12 months in the clinical environment
- fully registered as a medical practitioner
- have attended the 'Teaching for Clinicians Course' Part 1 and Part 2.

Assessment via the TiM pathway is available between February and October each year. Applicants will be advised about the application process during the Course and can apply for assessment up to two years post the Course.

Please email us at efs@anu.edu.au if you wish to learn more.

2.3.1 Associate Fellowship (AFHEA) and Descriptor 1 of the PSF

Associate Fellowship is awarded to higher education teaching and learning professionals that can demonstrate they meet the requirements of UK Professional Standards Framework (PSF) Descriptor 1 (D1).

Associate Fellowship is suitable for those with a minimum of two semesters' experience in higher education and those with specific teaching and/or learning support responsibilities, such as:

- early-career academics with some teaching responsibilities, e.g. PhD candidates or postdoctoral researchers who also tutor and/or demonstrate;
- staff new to teaching or those with part-time teaching responsibilities;
- staff who support teaching or learning, such as learning technologists, learning developers and library staff;
- experienced staff in relevant professional areas who have a limited teaching or learner support portfolio.

To meet the criteria of Descriptor 1 (“Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning”), your application must show:

- your successful engagement in any two of the PSF Areas of Activity and relevant practices (D1.I, D1.II);
- your understanding and application of Core Knowledge (D1.III) related to:
 - K1 The subject material [that you are teaching - your discipline]
 - K2 Appropriate methods for teaching, learning and assessing in your discipline (at the appropriate level)
- your commitment to all the Professional Values in facilitating others' learning (V1-V4, D1.IV);
- your developing engagement in professional practices, pedagogical research, or scholarship related to your teaching experience (D1.V);
- your successful involvement in continuing professional development (CPD) related to teaching and learning, and how you have incorporated that CPD in your practice (D1.VI).

2.3.2 Fellowship (FHEA) and Descriptor 2 of the PSF

Fellowship is awarded to higher education teaching and learning professionals that can demonstrate they meet the requirements of UK Professional Standards Framework (PSF) Descriptor 2 (D2).

Fellowship applicants are required to have a minimum of two years' experience in higher education and to have engaged in formal professional development in higher education teaching and learning. Fellowship is suitable for those who are able to demonstrate broadly based effectiveness in substantive teaching and learning support roles, such as:

- academics who are in an early- to mid-career stage of coursework teaching and/or research supervision, for example, who have at least two years' experience of convening undergraduate or postgraduate courses, and/or supervising honours or higher degree by research (HDR) students;
- professional staff with significant experience of supporting learners through academic or research skills training, or of contributing to diverse forms of educational design or development.

To meet the criteria of Descriptor 2 ("Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning"), your application must show:

- your successful engagement across all five PSF Areas of Activity and relevant practices (A1-A5), (D2.I);
- your understanding of Core Knowledge related to teaching and learning (K1-K6), including a good understanding of appropriate methods for teaching and learning in your discipline, and in general; (D2.II);
- your commitment to all the Professional Values (V1-V4) being part of your practice (D2.III);
- successful participation in continuing professional development (CPD) related to teaching and learning (D2.VI) and how you have incorporated that CPD in your practice;
- your successful incorporation of professional practices, pedagogical research, scholarly teaching and/or scholarship into your teaching practice (D2.IV and D2.V).

2.3.3 Senior Fellowship (SFHEA) and Descriptor 3 of the PSF

Senior Fellowship is awarded to higher education teaching and learning professionals that can demonstrate they meet the requirements of UK Professional Standards Framework (PSF) Descriptor 3 (D3).

Senior Fellowship is suitable for those who are able to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Senior Fellowship is typically the appropriate category for those with a sustained record of effectiveness in relation to higher education teaching and learning, combined with scholarship and/or educational research in these fields. Senior Fellows are likely to lead or be members of established academic teams, such as:

- experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organizing programs, subjects and/or discipline areas;
- experienced subject mentors and staff who support those new to teaching;
- experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution.

To meet the criteria of Descriptor 3 (“Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning”), your application must show:

- your successful, effective engagement across all five PSF Areas of Activity and relevant practices (A1-5); (D3.I and D3.IV);
- your understanding of Core Knowledge related to teaching and learning (K1-6), including a deep understanding of appropriate methods for teaching and learning in your discipline and in general (D3.II);
- your commitment to all the Professional Values (V1-4) being part of your practice (D3.III);
- your successful and significant involvement in continuing professional development (CPD) related to teaching and learning, and how you have incorporated that CPD into your practice (D3.VI);
- a highly integrated approach to your academic practice that is clearly informed by professional practice, relevant research and/or scholarship related to teaching (D3.V);
- substantive and effective engagement with your peers in relation to teaching and learning through successful coordination, supervision, management and/or mentoring (D3.VII).

2.3.4 Principal Fellowship (PFHEA) and Descriptor 4 of the PSF

ANU does not award Principal Fellowship, but the EFS team can provide mentoring and support for direct application to Advance HE to those who seek to gain this high level of recognition. Email us at efs@anu.edu.au if you wish to learn more.

Principal Fellowship is awarded to those who can demonstrate they meet the requirements of UK Professional Standards Framework (PSF) Descriptor 4 (D4).

Principal Fellowship is suitable for those who are highly experienced higher education professionals, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice - this may be within an institutional or wider (inter)national setting. Typically, those likely to be eligible to apply for Principal Fellowship are:

- highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning;
- staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning;
- staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution.

To meet the criteria of Descriptor 4, you must be able to demonstrate a sustained record of effective strategic leadership in academic practice and development, and are highly experienced with wide-ranging strategic leadership responsibilities in connection with key aspects of teaching and supporting learning, such as:

- active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments;
- successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings;
- establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) high-quality teaching and support for learning;
- championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.);
- a sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

2.4 What you are required to submit

Note to all applicants: Do not map any of the PSF Areas of Activities (As), Core Knowledge (Ks), or Professional Values (Vs) against your 'Context Statement' or 'Philosophy of Teaching and Learning'. These sections are not assessed against the PSF.

2.4.1 Application requirements for Associate Fellowship (AFHEA)

Candidates for AFHEA must complete a written component only.

Your AFHEA application is structured as follows:

- completed Application Cover Sheet
- Context Statement (400 words max)
- Philosophy of Teaching and Learning (400 words max)
- two Reflective Narratives on PSF Areas of Activities of choice (700 words max each)
- References/Citations List (200 words max; three to five references recommended)
- two referee reports.

Across your Reflective Narratives, you need to make sure that you include evidence that you are effectively using PSF Core Knowledge 1 and 2 (K1 and K2). You are also required to demonstrate your commitment to all four PSF Professional Values (V1, V2, V3 and V4).

2.4.2 Application requirements for Fellowship (FHEA)

Candidates for FHEA must complete a written component only.

Your FHEA application is structured as follows:

- completed Application Cover Sheet
- Context Statement (400 words max)
- Philosophy of Teaching and Learning (400 words max)
- five Reflective Narratives on each of the PSF Areas of Activity (500 words max each)
- one Reflective Case Study (800 words max)
- References/Citations List (300 words max; six to ten references recommended)
- two referee reports.

Across your Reflective Narratives and Reflective Case Study, you need to make sure that you include evidence that you are effectively using all six PSF Core Knowledge aspects (K1, K2, K3, K4, K5 and K6). You are also required to demonstrate your commitment to all four PSF Professional Values (V1, V2, V3 and V4).

2.4.3 Application requirements for Senior Fellowship (SFHEA)

Candidates for SFHEA must complete a written component and participate in a Professional Conversation (PC).

The written component of your SFHEA application is structured as follows:

- completed Application Cover Sheet
- Context Statement (400 words max)
- Philosophy of Teaching and Learning (400 words max)
- Reflective narratives, structured into two texts;
 - in one text (2,000 words max), you write about your practice in relation to the first four PSF Areas of Activity combined (A1, A2, A3 and A4);
 - in the second text (500 words max), you write about the fifth PSF Area of Activity (A5).
- two Reflective Case Studies (1,000 words max each)
- Reference/Citations List (500 words max; eight to ten references recommended).
- two referee reports.

Across your Reflective Narratives and Reflective Case Studies, you need to make sure that you include evidence that you are effectively using all six PSF Core Knowledge aspects (K1, K2, K3, K4, K5 and K6). You are also required to demonstrate your commitment to all four PSF Professional Values (V1, V2, V3 and V4).

After you have submitted your written component, you will be invited to participate in a **Professional Conversation** (PC). Read more about this in 'SFHEA assessment process' below.

2.5 How your application is assessed

The EFS Team coordinate the assessment and accreditation process, but do not assess applications. EFS assessors are drawn from across ANU and include academic and professional staff. EFS assessors can also include external assessors (non-ANU staff). The EFS Team ensure that your application is assessed by assessors from a different School or Business Unit to you.

You can submit your application to the EFS Team at any time, but it will only be sent onto the assessors after the closing date for applications. There are two closing dates per year: in March and September. The exact dates can be found on our website. Please allow six to ten working weeks after the closing date for applications for your application to be assessed and processed. You will receive the application outcome and written feedback via email.

2.5.1 AFHEA and FHEA assessment process

During the cycle of assessment, the EFS Team send your application onto the EFS assessors. Each application will be reviewed by two assessors, one of whom will be the lead assessor. Your application may also be reviewed by an assessor external to ANU.

2.5.2 SFHEA assessment process

During the cycle of assessment, the EFS Team send your application onto the EFS assessors. Each application will be reviewed by three assessors, including an assessor external to ANU. This will be the lead assessor. As part of the SFHEA assessment process, the EFS Team will invite you to participate in a Professional Conversation (PC). The key aim of the PC is to promote reflection through dialogue. The PC will run for 45 minutes and may take place either face-to-face or via a video meeting. It will be recorded.

Some further information on the PC:

- The PC panel consists of the three assessors who reviewed your written application. They will have independently read your application prior to the PC. The PC will thus be an opportunity to discuss your application with the panel, who may want to explore or clarify various aspects of your application. This is not an oral examination. The purpose of the PC is to allow you to expand upon what you wrote and perhaps to fill in any gaps in understanding that the assessors may have had when they read your submission.
- The PC will usually begin by the panel introducing themselves and asking you to introduce yourself and briefly explain the work that you do. This is akin to the Context Statement in the application form, but with opportunities to expand and provide more detail.
- The panel will previously have met to decide what areas of the application they would like to focus on. The PC runs for 45 minutes, and this will not give enough time for an exhaustive examination of every aspect of the application, so the expectation is that areas that clearly address the PSF will not be discussed further.
- Part of the PC will focus on PSF D3.VII: “Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.” Ideally you will have provided examples of this in your application, and therefore the PC is an opportunity to explore the various experiences and reflect in more detail.
- You will have time towards the end of the PC to provide any further information that you feel may be relevant, or to ask questions. The panel will then discuss the PC after you have left and compare notes, which the lead assessor will compile.

2.6 Application outcome

There are two possible application assessment outcomes: 'criteria met' and 'criteria not met'.

2.6.1 Application Outcome: Criteria met

If you have addressed all criteria of the **PSF descriptor** relevant to your Fellowship Category (D1, D2, or D3, aligned with AFHEA, FHEA, and SFHEA respectively) to the satisfaction of the Assessment Panel, you will receive written feedback and the application outcome via email and be recorded on the Advance HE database as holding the Category of Fellowship that you applied for.

2.6.2 Application outcome: Criteria not met

AFHEA and FHEA applicants

If the Assessment Panel deem that your application does not address all criteria of the **PSF descriptor** relevant to your Fellowship Category (D1 or D2, aligned with AFHEA and FHEA respectively) and that the case could be made more strongly, this feedback will be summarised by the lead assessor and communicated back to you via email. You will be asked for more evidence as outlined in the feedback.

You will then have four weeks* from the date of the notice to supply additional evidence and re-submit your application to the EFS Team. Alternatively, you can choose to re-submit in the next EFS Program. Whichever option you choose, you will be supported by an EFS mentor throughout the re-submission process. Upon receiving your re-submission, the EFS Team will ask the original Assessors (unless they are no longer available) to review your revisions. You can expect an outcome and feedback after three to four working weeks.

* You may be able to apply for a short extension to this deadline if you can provide evidence of extenuating circumstances. The definition of extenuating circumstances is taken from the student coursework policy https://policies.anu.edu.au/ppl/document/ANUP_004603 (section 62) and includes the following: an unexpected illness or exacerbation of an existing illness; the illness/death of a family member; trauma; misadventure; and being a victim of a crime.

SFHEA applicants

If the Assessment Panel deem that you have not demonstrated readiness for Senior Fellowship, this decision will be summarised by the lead assessor and communicated back to you via email. You will be encouraged to address the areas for development outlined in the feedback and reapply in a subsequent round. You will be supported by an EFS mentor throughout the re-submission process.

2.6.3 Right of appeal

The decision of the Assessment Panel is open to appeal. If you wish to appeal the decision rather than address the feedback from the Panel, then your application will automatically be referred to an external assessor for consideration. For SFHEA applications this will be an external assessor who was not been involved in the panel decision.

The external assessor is an independent third party and their decision is final. They will communicate their judgement back to the Panel and the EFS Team, who will communicate the decision to you.

3. Next steps

3.1 Enrol in the EFS Program

Shortly after you have attended the 'EFS Information Session', the EFS Team will email you a form to formally enrol into the EFS Program.

The form will ask you for some further information as well as your draft 'Context Statement'. After the closing date for the form, you will be paired with an EFS mentor and gain access to the ANU_EFS Wattle course. This course offers online resources to help you work through your application in a step-by-step manner and opportunities to engage with your peers and the EFS Team as you work through the program.

3.2 Working with your EFS mentor

The role of your EFS mentor is to guide you through the process of applying for a Fellowship. It is important to note that your mentor's role is not to be an editor of your application; but rather to help draw out content and reflections, help you see how your reflections relate with the PSF and cast a critical, yet friendly eye over your application. It is worth noting that the EFS mentoring relationship has a clear scope: your EFS mentor's role is to support you in writing your EFS application; not to offer career advice or support.

We encourage you organise an initial meeting (either in-person or online) where you share your background and experiences in teaching and supporting learning, and explore how these correlate to the PSF. In this meeting, you may also wish to go through the Advance HE Fellowship Category Tool together at advance-he.ac.uk/form/fellowship-decision-tool

Once you have determined the Category of Fellowship most appropriate for you at this point in your career, your EFS mentor will help you work out how address the criteria of the PSF descriptor relevant to your Fellowship Category (D1, D2, or D3, aligned with AFHEA, FHEA, and SFHEA respectively) in your EFS application by helping you draw out experiences that demonstrate the most breadth and depth.

For those applying for the Senior Fellow Category (SFHEA), your EFS mentor can also help you prepare for your Professional Conversation, for example by rehearsing common questions with you. Note that your EFS mentor will not be involved in the Professional Conversation itself.

If you have any questions or concerns during the mentoring process, please contact the EFS Team via efs@anu.edu.au and we will attempt to assist. There are situations in which the team might decide that a change of mentor is an appropriate strategy to help you finish your application, e.g. because there is a clash of personalities or conflict of interest. It is worth mentioning that this is not a judgement on you or the EFS mentor's abilities and expertise.

Good to know

EFS mentors do this work on a voluntary basis while balancing research, teaching, and other professional and personal commitments. They have agreed to spend up to ten hours in supporting you with your application until the closing date for your EFS Program. To help manage both your schedules, we recommend you agree on a way of working and timeline early on in your working relationship.

3.3 Choose your referees

Your EFS application will need to be supported by reports from two Referees who can 'authenticate' your higher education teaching and/or learner support experience and capabilities in the context of the PSF and your application. In other words, they need to corroborate what you have written in your application and be able to substantiate your claim for an Advance HE Fellowship.

Your Referees should be professional relationships, and not be family members or friends. Your EFS Mentor cannot act as your referee. Also remember that the referees you might choose to support you in applying for a job may not be the most suited to confirming and commenting on your professional practice in the context of an EFS application.

Your two Referees need to have recent (within the last five years), first-hand knowledge of your professional practice in a Higher Education setting. Ideally you have worked closely with them. The Referee Report needs to confirm that you have represented your practice accurately and provide an opinion as to whether the Referee feels that you have demonstrated the requirements for the Category of Fellowship that you have applied for.

Referees should hold one of the four Categories of Advance HE Fellowship, although this is not essential. They will, however, need to familiarise themselves with the criteria of the PSF descriptor relevant to your Fellowship Category (D1, D2, or D3, aligned with AFHEA, FHEA, and SFHEA respectively). They can do so by reading the corresponding Referee Guide (available via the ANU_EFS Wattle course).

Think about referees at the start of the EFS program, so that if necessary you can ask colleagues to watch you teach or review your teaching materials throughout the semester. If your teaching was mainly done outside ANU, you can use an external referee, but do contact the EFS team before finalising your application.

Contact us

The ANU EFS is administered by staff from the Education Advancement Team at the ANU Centre for Learning and Teaching (CLT).

Our website is teaching.weblogs.anu.edu.au/recognition/anu-efs/apply/program/ and you can contact us at efs@anu.edu.au.

The ANU EFS Wattle course can be found at wattlecourses.anu.edu.au/course/view.php?id=35535

A PDF version of this Guide can be downloaded at teaching.weblogs.anu.edu.au/recognition/anu-efs/info-session-f2f/ or via our Wattle course.