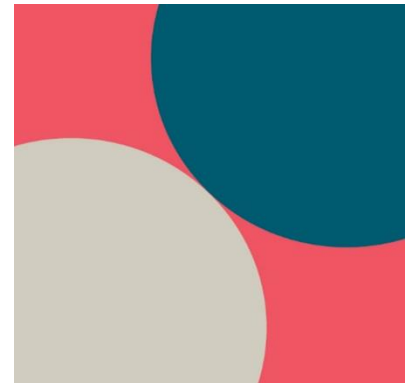


Guidance for reviewing Associate Fellow (AFHEA) applications



Associate Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 1 (D1) of the Professional Standards Framework (PSF) for teaching and supporting learning in higher education.

By applying to become an Associate Fellow the applicant will present an understanding of specific aspects of effective teaching, learning support methods and student learning. Applicants should be able to demonstrate the requirements of the six Descriptor 1 (D1) criteria which are as follows:

- D1.I** Successful engagement with at least **two of the five Areas of Activity**
- D1.II** Successful engagement in appropriate teaching and practices related to these Areas of Activity
- D1.III** Appropriate Core Knowledge and understanding of **at least K1 and K2**
- D1.IV** A commitment to **appropriate Professional Values** in facilitating others' learning
- D1.V** **Relevant** professional practices, subject and pedagogic research and/or scholarship within the above activities
- D1.VI** Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities

Associate Fellowship submission requirements:

1. Applicants must use the latest Reflection on Experience (REx) AFHEA Application Form, which is available via the ANU_EFS Wattle course. Applicants must complete all sections of the Form.
2. Applicants must not exceed the maximum word count of each section in the application form. The overall page limit for the AFHEA application is seven pages maximum (not including the two referee reports).
3. Applicants must submit their complete AFHEA application (including two referee reports) via email to efs@anu.edu.au as one PDF document by the closing date of their EFS Program.

Using Descriptor 1 to review the application

Associate Fellowship is based on meeting Descriptor 1 (D1) of the PSF and the application of professional practice is the core of the application. It is a written commentary about the applicant's higher education roles, responsibilities and professional experience focused on selected Dimensions of the PSF.

D1.1 Successful engagement with at least two of the five Areas of Activity

Applications should provide evidence of successful engagement with **two of the five Areas of Activity**. This evidence will explain *specific examples* of when and how the applicant engaged with each of the Areas of Activity they have chosen.

Applicants should provide *different examples* in each of the two Areas of Activity. One example within each Area of Activity or across the whole application is not sufficient. Similarly, too many examples will restrict the applicant's ability to demonstrate their successful and effective practice in the two Areas of Activity they have chosen.

It is important that the applicant clearly indicates their role and contribution in relation to the examples given. Keep in mind in your review that applicants are working to the word limit and as such their choice of examples will be specific to their context. The 'Guide to PSF for applicants in an Australian context' gives some typical examples of the different types of practice that may be evidenced for the Areas of Activity at Descriptor 1.

Typically, applicants will demonstrate:

- + **What** they did using selective examples of practice;
- + **Why** they do it in that way; their reasons and justifications for their choices and decisions (e.g. drawing on professional values to guide planning, use of appropriate evidence base to determine approach, etc.);

- + How they **judge the effectiveness** of what they do (e.g. the kinds of 'information' they use to review and evaluate their work including the impact it had on their learners);
- + How they ensure that they **develop and enhance** their practice; for example, engaging in peer review, developing their evidence-base (D1.V) or engaging in professional development (D1.VI), etc. (using examples to illustrate).

Given the variety of professional experience that supports higher education learning and teaching it is important to consider the applicant's scope of practice. This is likely to be limited and specific in nature at Associate Fellow. The ways in which the applicant supports the student learning experience will vary and this will be reflected in the Areas of Activity they choose. For example, a laboratory technician may be responsible for ensuring the safety of the learning environment, setting up equipment, responding to student queries during practical sessions (A4). Similarly, a Graduate/Post Graduate Teaching Assistant (GTAPGTA) may be responsible for marking student work although not necessarily designing the assessment task (A3). Library staff may provide preparatory support of formal sessions for students with regards to information retrieval and research techniques (A1) but are not involved in teaching the discipline content (A2).

D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity

The evidence for successful engagement with the two Areas of Activity will be informed and underpinned by appropriate Dimensions of the Framework (Core Knowledge and Professional Values).

The examples applicants choose to evidence within each of the Areas of Activity, should typically demonstrate:

- + **How** they carried out the approach (this might include how they have addressed any difficulties or overcame practical issues);
- + How they know it was **effective** for the learners (e.g. responding to learner/peer feedback resulting from formal/informal mechanisms);
- + **So what?** What was the impact and value of the approach? This might be as a result of their own reflection and/or feedback received from others and might range from small modifications to larger scale changes.

D1.I and D1.II are closely linked. The depth of coverage of each of the chosen Areas of Activity will vary according to the context and practice of the applicant. However, the two Areas of Activity must be *sufficiently* met and the application should be read and judged holistically.

D1.III Appropriate Core Knowledge and understanding of at least K1 and K2

K1 The subject material

Applicants should make clear what their area of expertise is and who their learners are. Applicants are expected to demonstrate knowledge and understanding of their discipline/ subject area and show that their learning support and/ or teaching approaches are appropriate to the level of learner they are engaging. In some contexts, the discipline/ subject area may be interpreted as their area of expertise. For example, a librarian's area of expertise might be information services and knowledge data bases. Alternatively, a learning support advisor's might be the expertise that learners need to understand assessment criteria and learning outcomes.

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

Applicants are expected to choose learning support and teaching approaches that are appropriate to their subject area and adapt these to suit the level of the higher education provision and/or learners. K2 might also be evidenced by the appropriateness of the advice/materials etc., for the particular learner profile. In the case of learning technologists, for example, the 'learners' may be higher education colleagues undertaking professional development. In this context K2 is about understanding the needs of the learner profile and being able to engage them appropriately.

D1.IV A commitment to appropriate Professional Values in facilitating others' learning

The PSF Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant should provide evidence of their commitment to **appropriate** Professional Values (V1-V4) across their application. The Professional Values evidenced in the application should appropriately underpin the chosen Areas of Activity and the professional context and practice of the applicant.

For example, the applicant may demonstrate how they have taken steps to accommodate disabilities, specific learning requirements or cultural/linguistic needs within their practice. Here they may provide an example of how they have dealt with a student who is deaf (V1), shown how engagement with informal/formal professional learning opportunities have helped them identify the best way to accommodate the learner's needs (A5/V3) and provided evidence to show how this approach has been effective for the student learning experience.

D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

Applicants should refer to relevant professional practices, subject and pedagogic research and/or scholarship within their application to explain how/why they have chosen the approaches taken. When you are reviewing, you make a professional judgment about the appropriateness of their evidence base to underpin their practice.

The evidence base in an application will depend on the context in which the applicant is working; e.g. the nature of the subject, discipline or profession in which they support learning and/or teach and the context/expectations of the institution in which they work.

As applicants will be writing about their approach to teaching and learning in their application, they should cite/refer to the evidence-base they use to inform their practice where appropriate within their application. It is not essential that applicants demonstrate evidence for all the different types of evidence base (e.g. subject research, pedagogic research, scholarship, professional practice, etc). For example, they might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or their discipline (their 'professional knowledge' base). Where they do cite a reference, it has to be apparent how this has influenced their practice and that a citation is not just 'dropped in'; for example, they could explain how they were inspired by a particular text or journal article to plan their learning environment in a certain way.

Where an applicant cites in the text of their application, they should include the full reference after the relevant section of their application. A full list of all the references directly cited should be included so that you are clear about which sources have influenced the applicant's approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of their practice.

D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

A real and practical commitment to professional development is a key element of every Associate Fellow application and this engagement may be formal and/or informal in nature. For instance, the applicant may have attended a workshop/conference or carried out some background reading on a learning support/teaching approach they have heard about. The applicant needs to explain how the learning they have gained from this experience has been used to inform/shape their subsequent practice. Given the specific nature of higher education practice of the applicant at Associate Fellow, the professional development examples should be considered and judged holistically within the context of the applicant's practice.

In some cases, the applicant will have chosen to address A5 as one of the Areas of Activity and engagement with professional development may be more explicit. Where D1.VI is not addressed as part of A5, then there should be some evidence of having engaged with professional development to show that the applicant has kept up to date with relevant developments that informed their practice. This could be evidenced across the application and related to teaching and/or learning support in higher education.

Professional development priorities for applicants could be tailored towards keeping up with professional changes in their field such as subject/professional body requirements that contribute to ensuring currency in the curriculum. For example, an applicant from an accounting field may evidence engagement with professional development by outlining their attendance at a conference on new tax regulations (A5). Their application should show how that new professional learning has impacted on their learning support and/or teaching practice through, for example, updating of the curriculum (A1/K1) or revision of resources (A4/K1/K2) provided to learners.