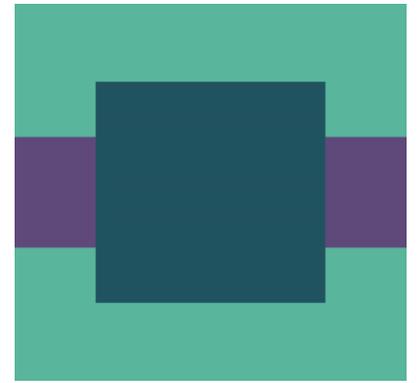


Guidance for reviewing Fellow (FHEA) applications



Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 2 (D2) of the Professional Standards Framework (PSF) for teaching and supporting learning in higher education.

By applying to become a Fellow the applicant will present a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Applicants should be able to demonstrate 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, and assessment and, where appropriate, related professional practices

Fellowship application submission requirements

1. Applicants must use the latest Reflection on Experience (REx) FHEA 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 FHEA application is thirteen pages maximum (not including the two referee reports).
3. Applicants must submit their complete FHEA 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 2 to review the application

Fellowship is based on meeting Descriptor 2 (D2) 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 written across each of the five Areas of Activity of the PSF and incorporating all aspects of Core Knowledge and all of the Professional Values of the Dimensions of the Framework.

D2.1 Successful engagement across all five Areas of Activity

Applications should provide evidence of successful engagement with all 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 should provide at least two examples of engagement in each Area of Activity. It is important that the applicant clearly indicates their role in relation to the examples given. Typically, applicants will be able to show:

- + **What** they did;
- + **Why** they did it (the factors that contributed to the approaches adopted, underpinning professional knowledge and/or scholarship etc.);
- + **How** they know that their approach was effective.

D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge

The chosen examples of engagement and application of Core Knowledge must be accompanied by a discussion of the rationale of the applicant's approach. The term 'appropriate' should be used to inform your judgement about evidence of Core Knowledge. All aspects of Core Knowledge should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, *K4 The use and value of appropriate learning technologies*. The use of learning technologies will be dependent on the nature, location and learning environment of the professional practice of the applicant. This may include online or in-class technologies such as audience response systems.

Applicants will evidence K6 by showing how, for example, they understand and know how to respond to quality assurance and quality enhancement mechanisms such as institutional policies relating to module/course reviews and external moderation of assessment and feedback. Similarly, applicants may refer to their own methods of gathering feedback for enhancement purposes.

D2.III A commitment to all the Professional Values

Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant needs to provide evidence of their commitment to appropriate Professional Values across their application. The Professional Values evidenced will appropriately underpin the chosen Areas of Activity and the professional context and practice of the applicant. For further details about how the applicant can address the Professional Values, please refer to the 'Guide to PSF for applicants in an Australian context'.

In some disciplines the teaching and learning approaches used by the applicant may reflect real-world practice. For example, the applicant may invite speakers from industry to give guest lectures to help students see how their learning might be applied in a work-based environment. In this case the applicant is expected to outline the rationale for this approach (V3), how this has been integrated in their teaching and the impact that this has had for student learning (V4).

D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity

The evidence for successful engagement with all of the five Areas of Activity should be reflective and this reflection will be informed and underpinned by appropriate Dimensions of the Framework (Core Knowledge and Professional Values).

In terms of the examples applicants choose to evidence within each of the Areas of Activity, they should typically be able to show:

- + **How** they carried out the approach (this might include any difficulties or practical issues);
- + How they know it was **effective** for the learners (e.g. student/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.

D2.I and 2.IV are closely linked. Applications should provide evidence of successful engagement with all five Areas of Activity. This evidence will give brief descriptions of specific

examples of when and how the applicant engaged with each of the Areas of Activity. They should provide at least two examples of engagement in each of the five Areas of Activity. It is important that the applicant clearly indicates their role in relation to the examples given. For instance, if they are addressing A3 (Assess and give feedback to learners) and refer to a summative assessment, then they should explain what their contribution was to the design of that assessment.

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

It is essential that applicants should provide evidence of how their teaching and/or supporting learning practice is underpinned by appropriate scholarship and/or professional knowledge.

The emphasis should be how the applicant has used this knowledge to inform their practice. Applicants will draw on a range of different evidence bases, for example pedagogic research, professional research and/or subject knowledge which will contribute to the student learning experience.

It is important that the applicant demonstrates how they have applied relevant professional practice, subject and pedagogic research and/or scholarship to underpin their practice to teach and/or support learning.

D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

A real and practical commitment to professional learning is a key element of every 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 pedagogical approach they have heard about. The applicant will need to show how the learning they have gained from this experience has been used to inform/shape subsequent practice.

The applicant must evidence their engagement with professional development and shown that they are keeping up to date with relevant developments that may inform their practice. This might be evidenced across the application and should be related to teaching and/or support of learning.

For example, professional development priorities for some applicants may be essential towards keeping up with professional changes in their discipline or field such as professional body requirements that contribute to ensuring currency in the curriculum. They then must demonstrate how they are able to show how that new professional learning has impacted on learning and teaching practice through, for example, updating of the curriculum (A1/K1) or revision of resources (A4/K1/K2) provided to students.