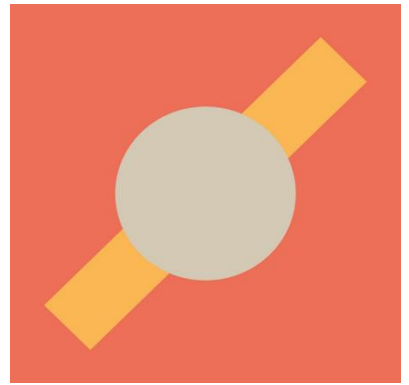# Guidance for reviewing Senior Fellow (SFHEA) applications

Senior Fellowship is awarded to professionals who are able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision and can demonstrate they meet the criteria of Descriptor 3 (D3) of the Professional Standards Framework (PSF) for teaching and supporting learning in higher education.

By applying to become a Senior Fellow the applicant will present a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Applicants should be able to demonstrate the requirements of the seven Descriptor (D3) criteria which are as follows:

**D3.I**  Successful engagement across all five Areas of Activity

**D3.II**  Appropriate knowledge and understanding across all aspects of Core Knowledge

**D3.III**  A commitment to all the Professional Values

**D3.IV**  Successful engagement in appropriate teaching practices related to the Areas of Activity

**D3.V**  Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

**D3.VI**  Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

**D3.VII**  Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

## Senior Fellowship application submission requirements

1. Applicants must use the latest Reflection on Experience (REx) SFHEA 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 SFHEA application is fourteen pages maximum (not including the two referee reports).

3. Applicants must submit their complete SFHEA 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 3 to review the application

Senior Fellowship is based on meeting Descriptor 3 (D3) of the PSF. It is a written commentary about the applicant's higher education roles, responsibilities and professional experience focused on all Dimensions of the Framework and the Descriptor 3 criteria.

## D3.VII: Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

The defining characteristic of a successful application for Senior Fellowship is Descriptor 3.VII.

Evidence of meeting this Descriptor criterion can be presented across the Reflective Narratives and/or the both Reflective Case Studies; at least one Case Study must include evidence of D3.VII.

Applicants should be able to provide evidence of meeting all the requirements of the Descriptor 3 criteria. Some applicants, because of the nature of their role, such as Head of Department, may no longer be involved in direct teaching and learning support, and evidence of this will be demonstrated through their practice with other colleagues. The applicant should be able to provide examples of activities that demonstrate their influence/ management/ leadership of colleagues in *their* direct teaching and learning

practice and it is this that provides evidence of the applicant's continued engagement with teaching and support of learning. For further examples about the types of evidence that applicants could include within their application for Senior Fellowship, refer to the 'Guide to PSF for applicants in an Australian context'.

## D3.I Successful engagement across all five Areas of Activity

Applications should provide evidence of successful engagement with all five Areas of Activity. The evidence may be found across both the Reflective Narratives and the Case Studies and will explain specific examples of how the applicant has engaged with the Areas of Activity. It is important that the applicant clearly indicates their role in relation to the examples given and the impact and influence of their work on others.

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 3. However, you may encounter a wide variety of different examples in different applications and will make a professional judgement about the appropriateness of these activities for Senior Fellowship.

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 their leadership of activities, 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 colleagues);
+ How they ensure that they **develop and enhance** their practice; for example, leading course reviews, developing their evidence-base (D3.V) or engaging in professional development (D3.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 sphere and scope of practice. This is likely to be wide ranging in nature at Senior Fellow. The ways in which the applicant leads and manages specific learning and teaching provision will vary and this will be reflected in the Reflective Narratives and the Reflective Case Studies they choose. For instance, a Head of Department who has set up a working group (A1, Design of an intervention) to look at departmental assessment and feedback practices (A3) in light of student feedback has provided an enhanced approach to departmental assessment plans. This provides an example of the impact of how practice has changed (D3.VII) through their leadership and management. This may have been underpinned by individual research of appropriate assessment and feedback practices and leadership techniques to persuade colleagues (A5/V3).

## D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge

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.

Descriptor 3 applicants may not be involved in direct teaching and learning support activities with students. Therefore, Core Knowledge (K1-K6) should be interpreted within the context of the examples provided. In some contexts, the discipline area may be interpreted as their area of expertise.

In the example of the Head of Department (in D3.I and D3.II), the subject material may be pedagogies relating to assessment and feedback (K1). K2 and K3 may be evidenced by the

way the working groups and committees are set up together with an understanding of how assessment and feedback policies may be effectively rolled out in a departmental context. K4 may involve the use of electronic assessment and feedback as a policy or the ways in which technology is used in the running of working groups/committees.

The methods (K5) applicants choose to evaluate the effectiveness of practice will be dependent on the disciplinary and/or situational context in which they are teaching and/or supporting learning and may range from more formal institutional data collection, to more informal/local mechanisms for establishing impact.

K6 may be evidenced by showing how, for example internal and/or external policies and drivers shape and influence practice. Similarly, in the mentorship of new colleagues, K6 might be evidenced through reference to institutional learning and teaching statements, common practices etc., but it is essential that the applicant is able to show how this has influenced the learning and teaching practice of their mentees.

### D3.III A commitment to all the Professional Values

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 the Professional Values (V1-V4) across their application. The Professional Values evidenced in the application should appropriately underpin the Areas of Activity and the professional context and practice of the applicant. Applicants should demonstrate evidence against all four Professional Values.

The applicant may choose to provide evidence in one of their Case Studies to demonstrate how they have co-ordinated effective academic practices amongst peers/teams in order to improve and create fair practices such as the creation of a multimedia marking rubric. The applicant will be expected to outline how their engagement in ongoing professional learning and possibly research activities have been used to inform the implementation and approaches taken (V3) and show what impact the introduction of a new marking rubric has had on the practice of their colleagues as well leading to opportunities for quality outcomes for students (V2).

### D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity

The evidence for successful engagement across the 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). The examples applicants choose to evidence for 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 or in the case of influencing others, how they persuaded others to adopt their point of view);
+ How they know it was **effective** (e.g. where they have influenced the practice of colleagues; how did they know that they had gone on to adopt their approaches successfully with their own students);
+ **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.

**D3.I and D3.IV** are closely linked. The coverage of each of the chosen Areas of Activity will vary according to the context and practice of the applicant and is likely to be evidenced as

part of their wider teaching and learning activities beyond direct teaching with learners. All five Areas of Activity must be sufficiently met and the application should be read and judged holistically.

## D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

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 judgement 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 manage, influence and lead learning and teaching and the context/expectations of the institution/environment in which they work.

As applicants will be writing about their approach to influencing 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.

Although not essential, the applicant may be undertaking some research which has been published and/or disseminated. Reviewers should consider how such research supports their teaching and learning practice, their influence on the practice of their colleagues and the wider student experience. Another applicant might have conducted research in the use of problem-based learning within their discipline and this is now being used by other colleagues to enhance their learning and teaching practice.

## D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

A real and practical commitment to professional development is a key element of every Senior Fellow application and this engagement may be formal and/or informal in nature. For example, where an applicant has been instrumental in promoting the adoption of flipped learning, they may write about their initial engagement with this approach. They explain how they have effectively used this approach to develop others, including the successful approaches used. The applicant needs to explain how the learning they have gained from this experience has been used to inform/shape the professional practice of others. Given the variety of higher education practice of those applying for Senior Fellowship, the professional

development examples should be considered and judged holistically within the context of the applicant's practice.

It is likely that examples of professional development could be evidenced across the application and related to teaching and/or learning support in higher education. It would not be sufficient for applicants to only list their professional development.

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. Evidence of professional learning could be infiltrated throughout the application. This evidence should demonstrate how the professional development undertaken is actively advancing practice and understanding beyond their own work with students to impact and influence the practice of their colleagues through their actions.

## 17.14 D3.VII Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

This is the overarching criterion of Descriptor 3 and evidence for this should be found across the application. It is the essential distinguishing characteristic of Senior Fellow. It is not expected that applicants should demonstrate all their activities through a D3.VII perspective. This means that *some* examples may provide demonstration of the applicants' own practice and thorough understanding of effective approaches to teaching and learning. Considered holistically, the application should evidence D3.VII as the predominant focus of the applicant's practice. It is the sufficiency (and currency) of their practice at Descriptor 3, with particular focus on D3.VII, that is important.

The following examples will support your review of an application for Senior Fellow:

**Mentoring**

It may be, for example, that an applicant has experience of mentoring colleagues over a number of years. In this case you would expect to see evidence of the approaches to mentoring (including the rationale for these approaches) and evidence of the **impact that this activity has had on the teaching and learning practice of these colleagues**. In the case of mentoring it is expected that the applicant would have carried out this role on more than one occasion, in different circumstances, so as to be able to demonstrate that it is an integrated part of their practice.

**Project Work**

Project work related to teaching and learning may be included here, in contexts where the applicant is able to demonstrate their individual contribution and impact on others. Project work is likely to involve a more collaborative approach and applicants should be able to evidence how, for example, they have led a particular element of that project and how their **coordination, support, supervision and/or management** has impacted on the project as a whole.

**External Examining**

External examining or reviewing roles might be an example that evidences D3.VII. It would not be sufficient that applicants list their appointments. They are required to provide specific examples of recommendations and/or advice they have provided to colleagues, and show how this has impacted on subsequent practice.

**Supervision Role**

The supervision role is often interpreted by applicants as being research supervision of undergraduate or postgraduate students rather than supervision of higher education colleagues in their role as teaching and learning professionals. Supervision of PhD researchers as students in the production of their doctorates would normally be considered to be Descriptor 2 practice, however in their role as mentors or supervisors of the same PhD researchers as *teaching assistants* could be used as evidence for D3.VII. Similarly, the instigation of new research supervision processes or protocols, which are more widely adopted and impact on the teaching and learning practice of research supervisors would be considered as Senior Fellow practice, provided that the applicant is able to demonstrate their individual role, contribution and impact in this activity.

**Membership of committees**

Applicants may include membership of committees or working groups as evidence of D3.VII. In this context, it is essential that they are able to evidence **their individual contribution** to the work of that group and how this has impacted on the teaching and learning practice of colleagues. For example, the applicant may sit on a Departmental Teaching and Learning Committee and is responsible for heading up a task group which is looking at improving student induction processes. Here the applicant would typically outline how they have organised the work of that group, including allocation of responsibilities to other members of the group, they would then demonstrate how the findings of that group have influenced and shaped decisions and actions taken by the wider committee, and evidence **the impact on colleagues' practice** and, by extension, the student learning experience.

**New approaches to Teaching and Learning**

Development of new approaches to teaching and learning may stem and build on the applicant's own Descriptor 2 (Fellowship) practice. To make a claim for Senior Fellow, this practice will need to have been adopted by others at a local, or wider, level. For example, the applicant may have started to experiment with providing their students with podcasts, rather than written feedback (Fellowship). They might then have used reflections, feedback and/or results within an action research activity which they have then disseminated at an internal/external workshop or event. This provides evidence of how they have taken their own practice a stage further, in that they are contributing to wider scholarship. In this context, it is important that they are able to evidence the **impact on others' teaching and learning practice**. They may do this by providing evidence of colleagues adopting their techniques to good effect within their own practice.

In all the above examples, the applicant may reflect on how these experiences have provided professional learning opportunities, how their subsequent practice has been shaped/informed as a result to demonstrate their 'thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning' and how they have successfully influenced the teaching and/or supporting learning practice of colleagues to enhance the student learning experience as a consequence.