

AdvanceHE



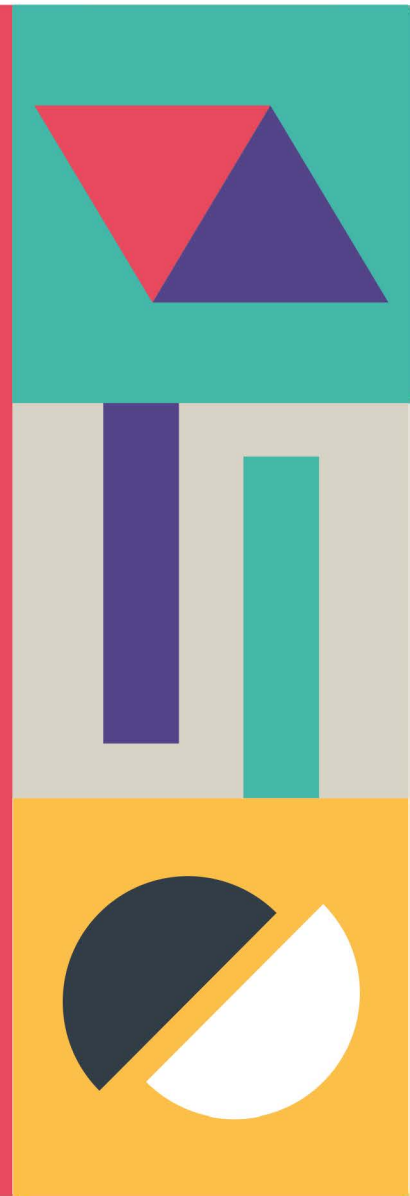
**Australian
National
University**



PSF 2023

Associate Fellowship Guidance for Referees writing a Supporting Statement

This document has been adapted with permission to suit the ANU Educational Fellowship Scheme (EFS) context and should not be used by individuals wishing to make a direct application to Advance HE.



Associate Fellowship - Guidance for Referees

Thank you for agreeing to provide a Supporting Statement required to verify and endorse an application for Associate Fellowship. This guidance and the associated template (separate Word document) have been designed to help you structure your Supporting Statement to provide the information required by the ANU Educational Fellowship Scheme (EFS), as explained below. Please **use the template** that is included in the applicant information pack to write your Supporting Statement.

What is the function of the Supporting Statement?

Please note that the referee statement supporting an application for Associate Fellowship is not the same as a job application or promotion reference. The award of Associate Fellowship is based on peer recognition of professional practice and as such you are being asked to verify and endorse this application as a valued peer who has expertise in teaching and learning in higher education (HE).

During the Associate Fellowship review process, the independent Supporting Statement provided by the referee will be used to confirm that the application presents a fair and accurate reflection of the applicant's higher education practice.

Am I the right person to provide a Supporting Statement for the applicant?

You need to have current or recent experience of working in higher education and to be familiar with the PSF 2023; for example, as a holder of one of the four categories of Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to verify and endorse the applicant's effective and inclusive practice within the context in which they teach and support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the Descriptor 1 criteria of the **Professional Standards Framework for teaching and supporting learning in higher education** (PSF 2023).

The application for Associate Fellowship is based on current and recent HE practice (usually within the last 3 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that the Supporting Statement for applications for Associate Fellowship should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account to verify and endorse the application.

If you consider, having read this guidance that you are not in a position to give a Supporting Statement then you should decline the request.

Requirements of Descriptor 1 of the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF 2023)

The applicant is required to provide evidence of effectiveness in relation to their HE professional responsibilities and experience, which will include some teaching and/or learning support responsibilities. This teaching and/or learning support practice may sometimes be undertaken with the assistance of more experienced teachers or mentors.

All the applicant's experience and evidence included in the application must relate to HE provision such as:

- + level 4 or above within the [Framework for Higher Education Qualifications \(FHEQ\)](#) in England, Wales and Northern Ireland, or [equivalent](#);
- + level 7 or above within the [Scottish Credit and Qualifications Framework \(SCQF\)](#) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or [equivalent](#);
- + level 5 or above of the [European Qualifications Framework](#);
- + first cycle or above of the [Qualifications Framework in the European Higher Education Area](#) (QF-EHEA);
- + level 5 or above of the [Australian Qualifications Framework \(AQF\)](#) or [equivalent](#);
- + level 5 or above of the [New Zealand Qualification Framework](#) or [equivalent](#)
- + other equivalent higher education frameworks;
- + activity focused on supporting learners within a Higher Education context, providing the learner(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above;
- + delivery of some [non-accredited continuing professional development](#) for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

For your information, the Descriptor 1 criteria of the PSF 2023 are set out below:

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

D1.1. Use of appropriate Professional Values, including at least V1 and V3

- + 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.

D1.2. Application of appropriate Core Knowledge, including at least K1, K2 and K3

- + 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.

D1.3. Effective and inclusive practice in at least two of the five Areas of Activity

- + 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.

Therefore, for the award of Associate Fellowship, the applicant must demonstrate that their HE practice evidences **two of the five** Areas of Activity, appropriate Professional Values (which must include **V1 and V3**) and application of appropriate Core Knowledge (which must include **K1, K2 and K3**) of the PSF 2023.

Preparing to write your Supporting Statement

The applicant needs to first provide you with their application for Associate Fellowship (AFHEA). Please read this account **before** you begin to write your Supporting Statement to verify its accuracy. You may also wish to refer to the [Advance HE website](#) for more information about Advance HE fellowships and/or specifically about becoming an [Associate Fellow](#).

Format of the Supporting Statement

The template is available as a Word document and should be completed in this format. Scanned documents or those with a scanned image cannot be accepted.

In association with the Descriptor 1 criteria of the PSF 2023, as a guide, you should comment on the following in your Supporting Statement:

- + your own personal experience of the applicant's recent and effective HE practice;
- + if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- + any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- + your perspective on the practical examples provided within the application to illustrate the Associate Fellowship requirements.

If English is not your first language and you are not able to provide the Supporting Statement in English, we will accept a certified English translation of your statement. It is your responsibility to provide the certified translation for the applicant and you will be required to agree and accept the Declaration in the Supporting Statement Template upon completion.

After completing your Supporting Statement

Once you have completed the Supporting Statement Template, please return it to the **applicant** in PDF format. The applicant will merge their completed application with your Supporting Statement, and submit this to us at clt@anu.edu.au.

Quality Assurance Process

As part of the process you will be asked to confirm that you have written the Supporting Statement yourself and that the information you have provided has been written specifically for this applicant.

As part of our ongoing quality assurance process, we routinely check Supporting Statements for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals will be contacted to confirm that the Supporting Statement submitted by the applicant to us is the statement that they have prepared and completed.

If the professional integrity of the Supporting Statement is in question, the statement will not be accepted.



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We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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