



Fellowship Applicant guidance

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.



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1. Introduction

These guidance notes are for those wishing to apply for Advance HE Fellowship through the ANU Educational Fellowship Scheme (EFS), using the Professional Standards Framework (PSF 2023).

This document explains Advance HE requirements for Fellowship (Descriptor 2) and provides guidance to support you to develop your application.

Fellowship (Descriptor 2) is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose **higher education** (HE) teaching and/or support for learning practice enables them to **evidence all 15 of the PSF 2023 Dimensions** to meet the requirements of PSF 2023 Descriptor 2.

By applying to become a Fellow you will have the opportunity to:

- + Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development
- + Gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions
- + Benchmark your practice against professional standards and sector expectations
- + Identify and celebrate your strengths and achievements through reflecting on your experience

Fellowship is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose practice with learners has '**breadth and depth**', enabling them to evidence all PSF 2023 Dimensions. This might be staff with substantive teaching responsibilities or professional staff with responsibilities to support HE learning across all Dimensions. It is **not role dependent**; you will need to explore whether you have sufficient evidence of appropriate teaching and or/support for learning practice at the 'depth and breadth' required to make a successful application.

We recommend that prior to starting your application you use Advance HE's free [online Fellowship Category Tool \(FCT\)](#). Answering the online questions about your higher education teaching and/or support for learning practice should:

- + help you to check that Fellowship is the best match for your current practice
- + prompt your thinking about different aspects of your practice as you plan your application.

1.1 Higher Education and eligibility for Fellowship

The PSF 2023 sets out the **professional standards for higher education (HE)**. All the experience and evidence included in an application for Fellowship **must** relate to teaching and/or support for learning practice related to **higher education** 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**
- + 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 (NZQF)** 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.

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

In defining what constitutes higher education teaching and learning within different national contexts in order to determine eligibility for fellowship, Advance HE uses **UK ENIC** (UK National Information Centre) for information about global education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for fellowship if they are an integral part of a programme defined as higher education within the context of the country of study.

The definition of what constitutes higher education has been further defined for staff in **UK and Australasia**. If you are unsure whether the examples of practice within your application meets the eligibility requirements above, please contact efs@anu.edu.au

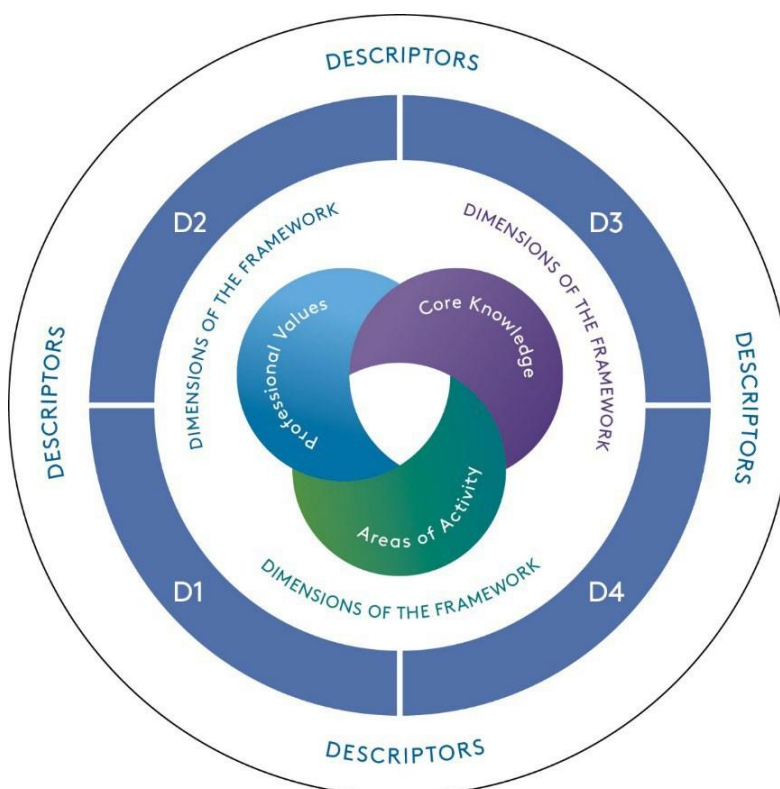
2. The Professional Standards Framework 2023 (PSF 2023)

The **Professional Standards Framework 2023 (PSF 2023) for teaching and supporting learning in higher education** provides a comprehensive set of professional standards and guidelines for all those who are involved in teaching and supporting learning in higher education. The PSF 2023 can be used by individuals to plan their development and evidence their practice to achieve professional recognition, by institutions as a basis for initial and continuing professional development and recognition programmes, and at a national level to improve teaching quality and celebrate success.

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors and Dimensions**.

Figure 1: Professional Standards Framework (PSF) 2023



The **PSF Descriptors (PSF, p6)** are a set of criteria statements (referred to as Descriptor 'criteria'). These define the key characteristics of four broad categories of practice. Incorporating the Dimensions, each Descriptor identifies the extent of practice required to

meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning. Each Descriptor consists of an introduction and a set of three criteria statements.

The Dimensions of the Framework (PSF 2023, p4) are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**.

Professional Values (V1-5): underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

Core Knowledge (K1-5): informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

Areas of Activity (A1-5): bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Advance HE operates the **fellowship scheme** and aligns its fellowships to the PSF 2023 Descriptors as follows:

- + Descriptor 1 (D1) aligns to Associate Fellow
- + **Descriptor 2 (D2) aligns to Fellow**
- + Descriptor 3 (D3) aligns to Senior Fellow
- + Descriptor 4 (D4) aligns to Principal Fellow

An individual providing teaching and/or support for learning can be recognised by an Advance HE fellowship depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focussed on **Fellowship (Descriptor 2)**.

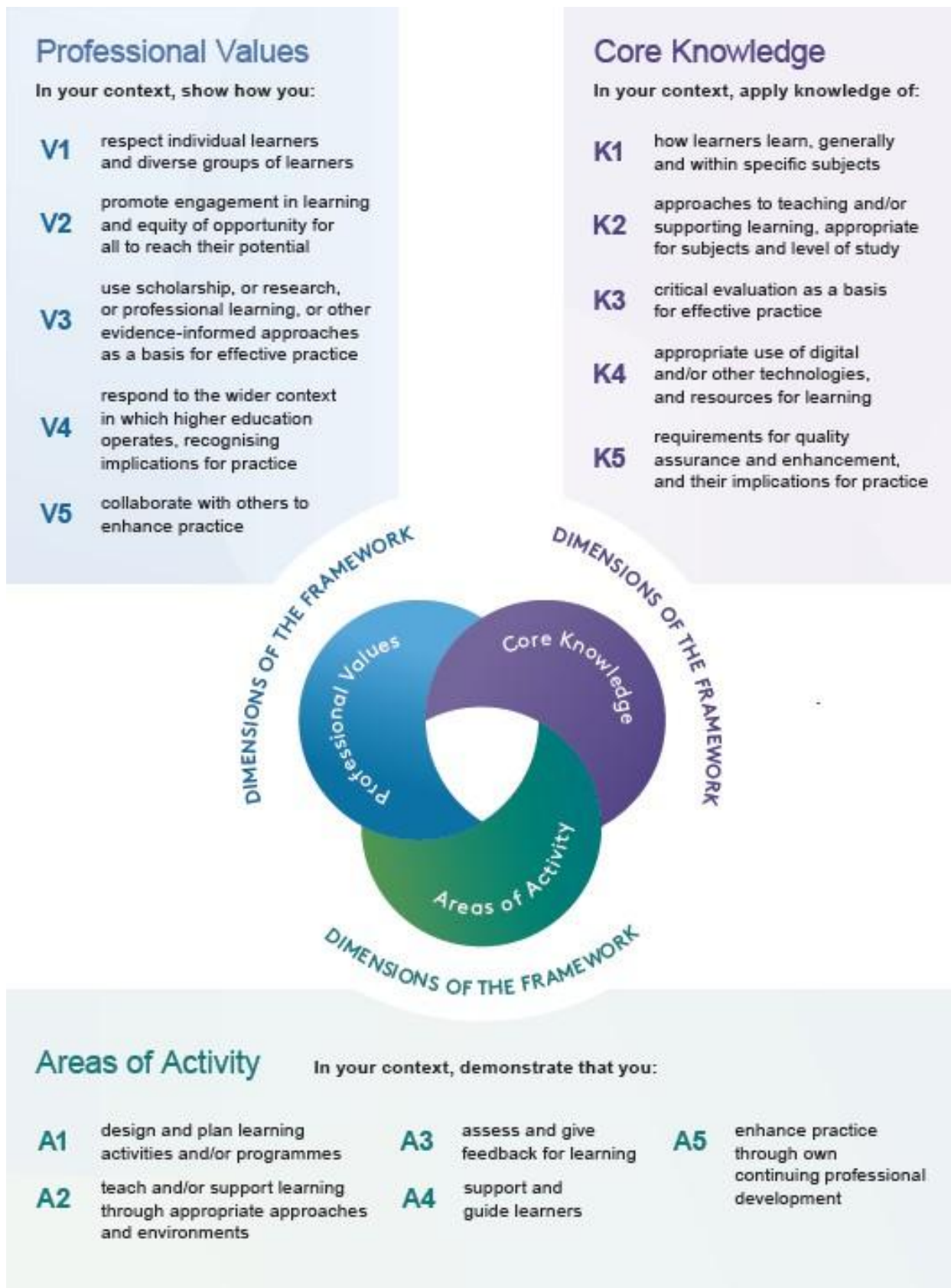
To achieve Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the three **Descriptor 2 (D2)** criteria, which are as follows:

Descriptor 2 is suitable for individuals whose practice with learners has **breadth and depth**, enabling them to **evidence all Dimensions**. **Effectiveness of practice** in teaching and/or support of high-quality learning is demonstrated **through evidence of:**

- + **D2.1:** use of all five Professional Values
- + **D2.2:** application of all five forms of Core Knowledge
- + **D2.3:** effective and inclusive practice in all five Areas of Activity

As shown above, the Descriptor 2 criteria statements incorporate all 15 PSF 2023 Dimensions as shown below in Figure 2.

Figure 2: PSF 2023 Dimensions of the Framework



3. Developing your application

Individuals can achieve Fellowship through the ANU Educational Fellowship Scheme (EFS) through the Reflection on Experience (REx) pathway.

More information about the pathways, and the step-by-step application journey is available on the website: [Educational Fellowship Scheme \(EFS\) - ANU Learning and Teaching](#).

4. Your Account of Professional Practice

Fellowship is based on meeting Descriptor 2 (D2) of the PSF 2023 and your Account of Professional Practice is the core of your application.

The Account of Professional Practice consists of a Context Statement (see Section 4.2) and a Reflective Narrative against the five PSF 2023 Areas of Activity.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Narrative** should provide evidence that your professional practice meets the requirements of PSF 2023 **Descriptor 2**.

Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, in experience, disciplinary background, job role, institutional context, etc. Your Account of Professional Practice is a personal account and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice. Your two Supporting Statements will verify and endorse that what you write about in your Account of Professional Practice represents your practice in a genuine way (see Section 6).

The award of Fellowship is based on **evidence of your effective and inclusive practice**; you might briefly mention future plans as part of identifying what has worked well and any changes you plan to make in future, however, your application will be judged on whether your evidence of current and recent practice meets the requirements of Descriptor 2.

In your **Reflective Narrative** you should include appropriate rationale for the approaches you took and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your Reflective Narrative should be based around real examples from your practice and should make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**.

Writing about the 'why you did it that way' will enable you to provide **evidence for V3**: use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.

Provide **selective** examples of practice in your Reflective Narrative and ensure they have direct relevance to your claim for Fellowship. The quality of the examples of evidence is much more important than the quantity (see Section 4.3).

Examples should be drawn from current and recent practice (**within the last 3 years**) and must relate to higher education teaching and/or supporting learning. If you need to refer back to practice from more than 3 years ago, you need to ensure that you focus on how this now influences your current practice.

4.1 Your Account of Professional Practice is a personal account

Think of your application as a 'claim'; you are making a claim that your work is effective and has a positive impact on student learning. Your application will be reviewed by two experienced peer reviewers and you need to show these reviewers that there is a clear rationale behind the way you work and the choices you make in your practice.

Write in the first person (use 'I') so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about **you and your own personal practice** and will not help your personal 'claim' against Descriptor 2. Where you include work you did as part of a team/with colleagues/others (V5), you need to be clear what your personal contribution was.

Your application must be submitted in **English** (please refer to the Fellowship FAQ document for further information).

Please note that we only accept text; we will not accept diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.

4.2 Context Statement

A **Context Statement** (up to 300 words) is the first part of your Account of Professional Practice and you should **briefly** introduce yourself and **outline** your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Narrative against the PSF 2023 Descriptor 2; this section provides the **background** to your Reflective Narrative and is not 'assessed' against Descriptor 2.

In no more than 300 words your Context Statement should:

- + Provide a **brief** summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role. Do not include details about the history and prestige of the institution(s), as your Account of Professional Practice is about you and your practice;
- + Identify the learners that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;
- + Focus on your **current or recent practice**, which should be within the last 3 years. Please remember that your application for Fellowship is based on your **higher education practice**; if you also work in other teaching or learning roles outside of higher education you should not include this in your application (please refer to Section 1.1 for further information about eligibility for Fellowship).

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your Reflective Narrative (i.e. it cannot be used to extend the word limit of your Reflective Narrative).

The two examples below illustrate the types of information that are useful to include in the Context Statement to set the background to your practice:

Example 1:

I am a Clinical Nurse Educator, with a specialist background in Accident and Emergency (A and E) medicine. I remain a Registered Nurse, practicing in my clinical setting, but also am a member of the Clinical Faculty at the University of X as part of my role.

For the last three years I have been teaching undergraduate (UG) nursing students from all three year groups at the University across a variety of modules.

My teaching currently includes theory based lectures to groups of around 90 students and small group teaching to between 10-20 students. The small group teaching involves practical sessions in a purpose-built simulation suite; this emulates real situations, as well as the routine procedures, that students will face working in the hospital. I have also been involved in creating video and film based learning materials and e-learning resources.

In my faculty role I am involved in all aspects of teaching and learning, including curriculum design and development. Within my work at the teaching hospital I oversee nursing students' clinical practice and act as a mentor. I also support the professional development of my fellow nurses.

Example 2:

I am a Lecturer in Geography within the School of Geography and the Environment at the University of X, a large modern university with a main campus in X. I also teach students at our international campus in Y during a three-week annual visit.

I first taught part-time while a Research Fellow at the University of Y for a year and then joined the University of X three years ago as a full time lecturer.

I teach at both undergraduate and postgraduate level across all year groups. At the start of this academic year I became the Module Leader for the Global Environmental Change module having previously been co-Module Leader for the Research Skills in Physical Geography module; both modules in the second year of the undergraduate programme.

My current teaching consists of:

- + Postgraduate: (2 modules listed)
- + Undergraduate: (5 modules listed)

I lecture to groups of around 80 undergraduate and 30 postgraduate students weekly. I also undertake weekly seminars with groups of 10-15 students and act as a personal tutor to 8 undergraduate students. In addition, I am currently supervising 2 PhD students.

We are currently in the process of redesigning our undergraduate curriculum and I am leading on the development and validation of two new second year modules.

4.3 Structuring your Reflective Narrative

The written **Reflective Narrative** is structured into five sections; you write about your practice in relation to each of the five PSF 2023 Areas of Activity (see Section 5 below for further guidance).

As well as covering the five Areas of Activity (D2.3), to address D2.1 and D2.2 you also need to make sure that across the five sections of the Reflective Narrative you include evidence that you are effectively using all five Professional Values and applying all five forms of Core Knowledge.

Please remember to continue to use the **Guide to Understanding the PSF 2023 Dimensions –Fellowship (D2)** to support you in making links between your practice and the most relevant Dimensions you evidenced in each example as you develop your narrative.

As you provide evidence against the Dimensions, you should highlight this where applicable. One way to do this is to refer to the Dimension in your text, e.g. (V1) or (K1) etc. Ensure that you only link to the **most relevant Dimensions** in each case (e.g. one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this *will not demonstrate your meaningful engagement* with the Dimensions.

When deciding which examples of practice you are going to use in each Area of Activity (A1-5) it is important that you don't rely on the same examples as this is unlikely to provide *sufficient* evidence that your practice meets all the requirements of Descriptor 2, where evidence of the **depth and breadth** of your engagement with the Dimensions is required. However, select your examples carefully as too many examples will restrict your ability to demonstrate your successful and effective practice against each Area of Activity in order to make a strong 'claim' against Descriptor 2.

Within the limited words available you will not be able to write about everything you do and **must be selective** about the examples you choose to write about. Select examples that best exemplify your work in each Area of Activity and which also allow you to demonstrate application of Core Knowledge and use of Professional Values (see Section 4.4 below related to word limit).

4.4 Reflective Narrative word limit

The overall word limit for the **Reflective Narrative is 3,000 words plus citations (500 words); overall maximum 3,500 words**. Please note that if your application exceeds this limit, it will be sent back to you with the request that you shorten it before we accept it.

Although you can choose how to spread the balance of the word limit across your Reflective Narrative, we recommend that you should aim to use around 600 words in each of the five sections plus citations.

4.5 Reflect on your practice throughout your Reflective Narrative

Developing your Reflective Narrative requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. You should avoid long descriptions of what you 'did' and take a **reflective** stance so that it is clear what you did, how/why you did it that way, how you know this was effective and what you will do in future as a result.

A **simple reflective model** for you to use throughout your Reflective Narrative could be to clearly explain:

- + **What** you did (be selective with the examples you choose to include – see Section 4.3)
- + **Why** you did it in this way; clearly explain your approach and justify your choices and decisions (e.g. use of an appropriate evidence-informed approach to suit your context, etc.)
- + **How** you carried out this approach (e.g. including any specific challenges or practical issues you had to overcome)
- + How you **evaluated the effectiveness** of what you did (explain the kinds of 'information' you used to review and evaluate your work including the impact this had on your learners' learning)
- + **What changes** you made as a result of evaluating your effectiveness; for example, engaging in peer review, developing your evidence-base (V3) or engaging in professional development (A5), etc. and applying this learning to enhance your practice (use examples to illustrate).

4.6 Reference list

Throughout your Reflective Narrative you will refer to the sources of information that you have drawn on within your teaching and/or support for learning practice. For example, K2 requires that you bring to your practice a knowledge base of approaches to teaching and/or supporting learning, appropriate to your context. In evidencing K2, you might explain why you chose an approach and how you came to know about it (e.g. journal article, professional development, conference, mentoring from colleagues, etc.).

Where you do refer to a source of information that has influenced your practice, you should 'cite' the reference within your text to provide appropriate credit to the author(s)/organisation. This will enable those reviewing your application to be clear about which sources have influenced and inspired your practice. Whenever you cite in the text, you need to include the full reference in a list at the end of your Reflective Narrative. Please note that footnotes are not accepted by the online application system.

The word limit for the Reference List is 500 words.

This short excerpt from a Fellowship application illustrates how the applicant uses their evidence-base to inform their practice (V3) and includes the full reference in their Reference List:

As part of my plan to 'flip learning' in one of my modules, based on the work I read by Bergmann and Sams (2012) (V3), I had created pre-session materials hosted on our Virtual Learning Environment (VLE) (K4). However, from the VLE analytics I could see that there was poor student engagement with these materials. This resulted in a variety of issues in the face-to-face sessions. Inspired by an article I read (Iwamoto *et al*, 2017), I developed a series of quizzes and short e-tests to create a more engaging VLE environment and to provide formative feedback to support learning (A3). VLE analytics indicated that this change resulted in a substantial increase in student pre-session engagement and student feedback reported that they found these activities to be motivational and fun (K3). Flipped learning is now working much better in this module and I am able to spend session time focussing on extending understanding of the subject through group discussion and problem-solving activities (A2).

Reference List for excerpt:

Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. Washington DC: *International Society for Technology in Education*, 120-190

Iwamoto, D., Hargis, J., Taitano, E. and Vuong, K. (2017). Analyzing the efficacy of the testing effect using Kahoot on student performance. *Turkish Online Journal of Distance Education*. (2) 7, 80-93

5. Evidencing the required PSF 2023 Dimensions for Descriptor 2

You should continue to use the ‘**Guide to the PSF 2023 Dimensions – Fellowship (D2)**’ as you progress with your application.

Although the Reflective Narrative for Fellowship (D2) applications is structured around each of the five Areas of Activity (A1-5), this does not mean that the Areas of Activity are more important than the Professional Values or Core Knowledge PSF 2023 Dimensions. The Dimensions are **inter-dependent and integrated** within the context of your professional practice; put simply, the Areas of Activity are what you do, you use the Professional Values to inform and underpin your work and the Core Knowledge is what you need to apply to effectively carry out this work.

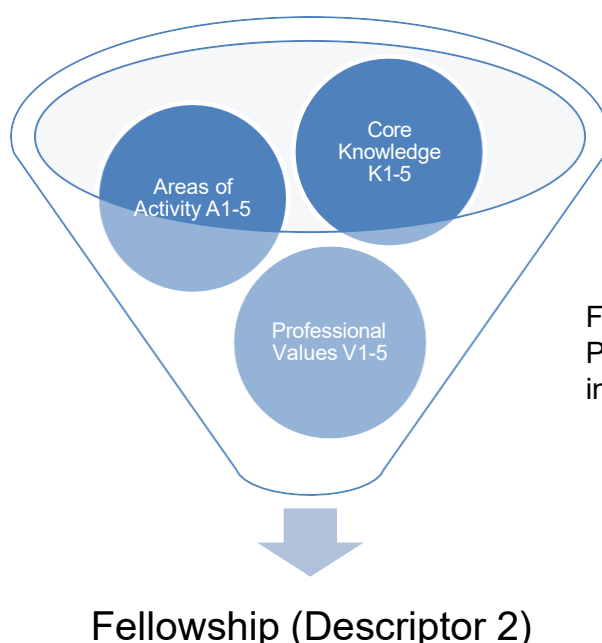


Figure 4: Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 2

A short example is given below to illustrate how this might happen in your work:

In designing and planning my sessions for a module (A1), I reviewed my learning materials to identify ways to make them more inclusive and representative of the variety of nationalities and cultures of my learners (V1). I planned some of the learning activities to be online and flexible to promote engagement and active learning (V2). I considered the accessibility of technology I used (K4) and built in self-assessment opportunities to provide formative feedback (A3).

5.1 Examples of practice for each Area of Activity

The 'Guide to the PSF 2023 Dimensions' is your key source of information about what evidence of your **effective and inclusive practice (D2.3)** you might include in your application for Fellowship.

The short examples below are included to help you to understand how in an application the planning of evidence around the Areas of Activity also incorporates use of Professional Values and application of Core Knowledge.

An example to support thinking about A1: Re-designing a module

Sara uses an example of how she redesigned a module as part of her evidence towards A1.

In this example, Sara focuses on a research methods module that she has redesigned. She starts by briefly describing the context; including the subject area, level of study and the reasons for the need to redesign the module. Sara discusses how she decided on the approach to take and how she consulted with other colleagues and students during the development to ensure that she had considered how learning on the module would develop the research skills required and best meet the needs of the students.

Sara explains how the design was influenced by learning gained from a professional learning event she attended and two journal articles on pedagogy within her discipline that she found particularly useful (V3, A5). As part of the redesign, she decided to use a problem based learning approach involving a series of workshops, with each one focused on a particular challenge within the discipline (K2). She used her previous experience in industry to provide some of the case study examples for the workshops (K2, V4).

Sara discusses how she ensured that the module design was appropriate for the level of study in the discipline and how it fitted with the university's quality framework (K5). Finally, she discusses how she evaluated the module to consider the impact on students' learning and why she chose to evaluate it in this way (K3). She identifies what has worked well with plans to change some elements in the future.

An example to support thinking about A2: Teaching across different levels and groups of students

Mitsuki is a lecturer in Management Sciences, having previously worked in a commercial business role.

Mitsuki begins by outlining a range of the types of teaching she does in her discipline, and explains the particular relevance for students at different stages in their studies (K2), drawing on the literature on learning in the discipline to explain the different approaches she takes (V3, K2). Mitsuki understands that she needs to evidence 'breadth and depth' for Descriptor 2 and so she provides several examples of teaching, bringing in evidence of different Professional Values and Core Knowledge. She then critically reflects on two different examples in more depth.

One example involves the interactive lectures Mitsuki has developed to support a large cohort on an introductory management course. She outlines the challenges that she first encountered when teaching large groups and explains how she now engages the students, using interactive methods she read about in two articles from a management education journal (V3, K2). She briefly describes how she uses these methods and the impact this has made on the students' learning (K2). She mentions some short videos she has created on key concepts in the subject area (K1), which her students have reported useful to watch before lectures to support their understanding of complex information (K4). Mitsuki consulted one of the University's disability advisors when she developed the videos to make them as inclusive as possible (V2). She then discusses the impact she has already seen on student learning from her evaluation of this approach (K3).

A second example focuses on Mitsuki's workshop-style sessions in her MBA teaching, where she uses case study scenarios based on her previous experience working in the business field (K2) and from some collaborative research she is engaged in with a major employer (V3, V5). Mitsuki goes on to explain how the learning she has taken from these contexts has influenced her teaching practice. She discusses the diverse range of students in her group and explains how she plans activities and manages the learning environment to ensure that everyone is able to fully participate (V1). She also considers the relevance of the teaching and case studies to the participants' employment prospects and potential future roles as managers (V4).

An example to support thinking about A3: Assessing and feeding back to learners in a Support Services role

Sefa is an experienced member of the learning support team working in disability services. She starts by discussing the diagnostic approaches she uses with students to assess their learning support needs and how she works with them to develop individualised study plans, drawing her professional knowledge about current best practice (V1, K1, K2).

She then discusses working with a module leader who was concerned about whether their assessment approaches were inclusive. Sefa refers to selected literature on inclusivity and assessment that has influenced her practice (V3) and identifies some of the challenges this particular discipline poses for students with particular learning support needs (V2); specifically, in relation to assessment and feedback. She refers to an article about learning in this discipline (V3), discussing how this relates to assessment in particular, and identifies what she has learnt from her previous experience of supporting students in this type of discipline (V3, K1). Sefa explains how she worked with the lecturer to develop material to support the students with the module assessment via the VLE site for the module (V5, K4). Throughout this explanation, Sefa provides explicit information about what her personal role was within this collaboration with the module leader.

In a different example, Sefa discusses how she has worked with a number of students from the Psychology department who are providing volunteer support for students via a website developed within the Student Services department. Sefa mentors them while they work with the department and assesses their work on the site (K4), giving formative feedback that identifies some areas for further development. The students use this experience of volunteering work as part of a project for a third year module; a formal report that reflects on the experience, incorporating Sefa's feedback, is the final summative assessment. She also explains how she carefully constructs her feedback to the students to enable them to relate their experience in this context to their possible future careers (V4).

An example to support thinking about A4: lecturer working in an applied health discipline running an extra-curricular event for students

Jack works in the School of Applied Health Sciences and uses an example of an interdisciplinary event he organised as part of his evidence for A4.

As a lecturer in this field, Jack considers it a priority to ensure that students get an opportunity for inter-professional learning. He briefly explains the type and nature of inter-professional learning in this context and how the literature identifies its importance for these specific students (V3, V4). Outside the normal curriculum, Jack worked with two colleagues last year to run an inter-professional learning conference for students and staff. Applied health practitioners and members of the local patient advisory board also attended. Jack describes his specific role in the team; co-ordinating student participation and collecting/ curating a set of resources to be used by staff and students after the event (K4).

Following the conference, Jack uploaded the resources from the event onto the VLE for students to access (K4). He worked with the University's careers service to provide explicit links from these resources to support career planning for the students (V5). He identifies that a key purpose of the event was to provide an opportunity for students to engage with practitioners from a range of fields and discusses how this presented unique opportunities for participants (K2, V4).

Jack explains how he evaluated the impact the event made on student learning and what he personally learnt, including about the challenges faced by some students in attending events that are not formally timetabled; he identifies what he will do differently next time. (K3, A5).

Jack used some of the resources from the conference in a workshop with students about planning their future careers (K2, V4). He had read a recent paper on the employment of new graduates in the applied health science field and invited a specialist career tutor (for health scientists) to attend. He then encouraged students to make individual appointments with the careers service after the session. Based on very positive feedback from students, he has now incorporated this activity into the annual delivery of this module.

An example to support thinking about A5: continuing professional development to support law students

Omar is a Senior Lecturer in the School of Legal Studies in a university and teaches on a range of courses and levels including foundation, undergraduate and postgraduate. He provides evidence of how he has enhanced his practice from undertaking continuing professional development.

Omar explains how he has attended workshops hosted by the School of Legal Studies and provides details of a training workshop in how to give feedback electronically using the University's Virtual Learning Environment (VLE) (K4). Omar found the workshop and training valuable and very timely as one of his students had a particular learning need. From the training, Omar learnt how to provide audio feedback as well as written using the VLE, and this enabled him to accommodate the needs of his learner (V1). Omar is now using electronic feedback as part of his practice, both audio and written, to feedback on all summative written assessments. He has found that this approach is helpful to support all of his learners and has received very positive comments from his students about receiving feedback in this way.

Omar has also read about other ways to improve his assessment practice to support student learning (V3, K2). For one of the modules he teaches, following his reading he prepared an anonymised assignment with detailed written comments as mock feedback, and distributed it to his students online (K4). Omar noticed that when his students read the comments on the anonymised assignment, they were much more focused on the key points of the assessment requirements and this helped them to understand how they could be applied to their own assignment work. Omar then goes on to provide further commentary about how he has evaluated this approach and the effectiveness of using it (K3).

Each year, Omar attends at least one or two international conferences that cover topics from the areas of law he teaches. Attendance at these conferences widens his perspective and informs his own professional learning about the issues as well as how he teaches his students about them (V4, K1, K2). He draws on this learning to enhance some of the topics in the modules that he teaches. Omar has received encouraging feedback in relation to his teaching. His student evaluation scores have been consistently above the departmental average with very positive comments from the students who have noticed the relevance of the topics to their studies.

The examples above will have helped to illustrate how someone might write about their practice in a Reflective Narrative. You will be writing about your own unique context and using examples and evidence personal to you. Remember to write in first person – use ‘I’ – as shown in the short extract below:

I am responsible for coordinating a number of undergraduate electrical engineering modules within the school of Electrical and Electronic Engineering. I have reviewed all modules that I lead on, and have modified content to ensure topics are delivered in a contextualised manner at the appropriate level (K1).

In the Renewable Energy and Power Systems module, students need to understand new and sustainable sources and their regulations for use. Renewable energy can be hard for students to contextualise, so I incorporated real world and laboratory examples where appropriate to help the students appreciate the wider significance of the subject (K2, V4).

6. Supporting Statements

Your application for Fellowship must be endorsed by **two Supporting Statements from referees**.

The **Supporting Statements endorse** your claim and are used by the reviewers to confirm that your application presents a fair and accurate reflection of your higher education practice. The Supporting Statements are not used by reviewers to fill any gaps in the evidence you provide towards the Descriptor. The reviewers will need to see sufficient evidence of effective practice in your Reflective Narrative to meet Descriptor 2 for them to award Fellowship.

Your referees should work, or have recently worked, closely with you and have first-hand knowledge of your practice so that they are in a position to comment on and endorse your application. Please note that Supporting Statements should reflect a professional relationship; i.e. not be from a family member or based on a personal friendship.

Referees 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

It is important that you read the Supporting Statement your referees provide, as they may refer to aspects of your practice that could strengthen your application; if this is the case then you could revise parts of your application and ask your referees to check that they are happy to endorse the changes you have made before you submit. When you have received your Supporting Statements, save them so that you can add them to your finished application when you are ready to submit.

You may be asked to provide an alternative Supporting Statement or two new Supporting Statements for a variety of reasons when reviewers of your application judge that one or both of these statements do not fully verify and endorse the evidence in your application.

6.1 Guidance for referees

Provide your referees with a copy of the **Guidance for Referees writing a Supporting Statement – Fellowship** and the **Supporting Statement template**; both of these documents will be in the applicant pack you downloaded. The Supporting Statement must be written in the template provided.

In their Supporting Statement, your referee will need to confirm that you have represented your practice accurately and fairly. Therefore, your referee needs to **be provided with the final draft of your application** to enable them to provide an effective reference. In their Supporting Statements each referee will confirm that in their professional opinion, you demonstrate the requirements of Descriptor 2 and should be awarded Fellowship.

Your referees will be asked to confirm that they have written the Supporting Statement themselves and that the information they provide has been written specifically for your application. They are asked to save their Supporting Statement as a **pdf file** and send it to you so that you can merge it into one PDF document with your final application.

We reserve the right to contact your referees for clarification so please ensure that each Supporting Statement includes verifiable contact details (e.g. name, job title, email address, institution). As part of our ongoing quality assurance process, we may check references for individual authenticity by means of textual review in Turnitin.com

In addition to the use of anti-plagiarism software, some referees can be contacted to confirm that the Supporting Statement submitted by the applicant is the same statement that they have prepared and completed. If the professional integrity of the Supporting Statement is in question, the statement will not be accepted, which may result in the application being failed.

7. Submitting your Fellowship application

Once you have finalised your application using the Fellow application form and you have your two Supporting Statements, you are ready to submit your application.

For information on the submission process, please visit the website: [Educational Fellowship Scheme \(EFS\) - ANU Learning and Teaching](#).

8. How will your application be reviewed?

Your application will be reviewed by two independent reviewers (called a 'panel') as part of a peer review process.

For information about the application review process, please consult the website [Educational Fellowship Scheme \(EFS\) - ANU Learning and Teaching](#).

9. What if I have other questions?

If you have further questions or require further assistance, please email us at efs@anu.edu.au.



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