

Advance HE



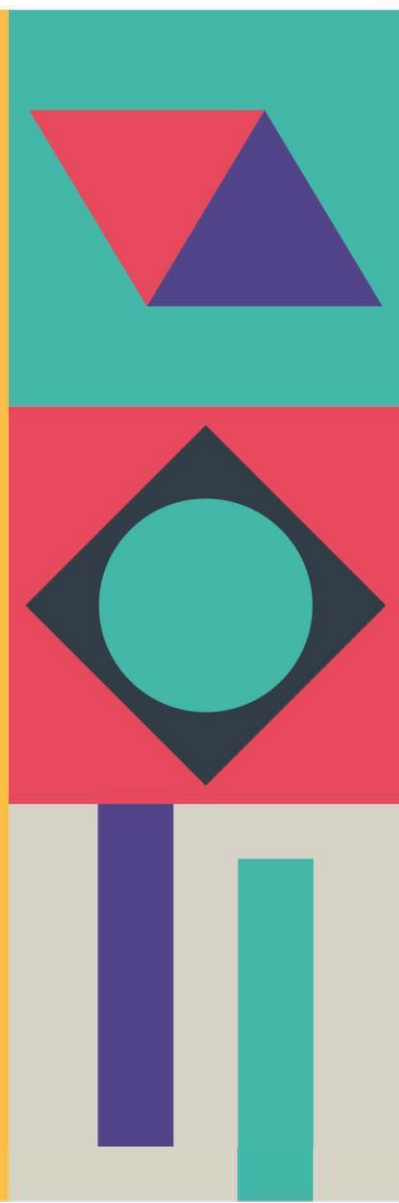
Australian
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PSF 2023

Senior 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 Senior Fellowship through the ANU Educational Fellowship Scheme (EFS) using the Professional Standards Framework (PSF 2023).

This document explains Advance HE requirements for Senior Fellowship (Descriptor 3) and provides guidance to support you to develop your application.

Senior Fellowship (Descriptor 3) is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose **comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning**.

By applying to become a Senior 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.

Senior Fellows lead and influence teaching and learning practice in many different settings. Working with and through 'others' (e.g. colleagues, peers, mentees, etc.) they operate to support, guide and initiate change or lead / influence enhancement of practice in a wide range of global contexts. Their contribution is effective, benefitting students and their learning experiences in a variety of ways.

Senior Fellowship is **not role dependent** and there are many different contexts in which you might be leading and/or influencing the practice of others. You will need to explore whether you have sufficient evidence to meet the requirements of Descriptor 3.

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 Senior 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 Senior Fellowship

The PSF 2023 sets out the **professional standards for higher education (HE)**. All the experience and evidence included in an application for Senior 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**;
- + 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 (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

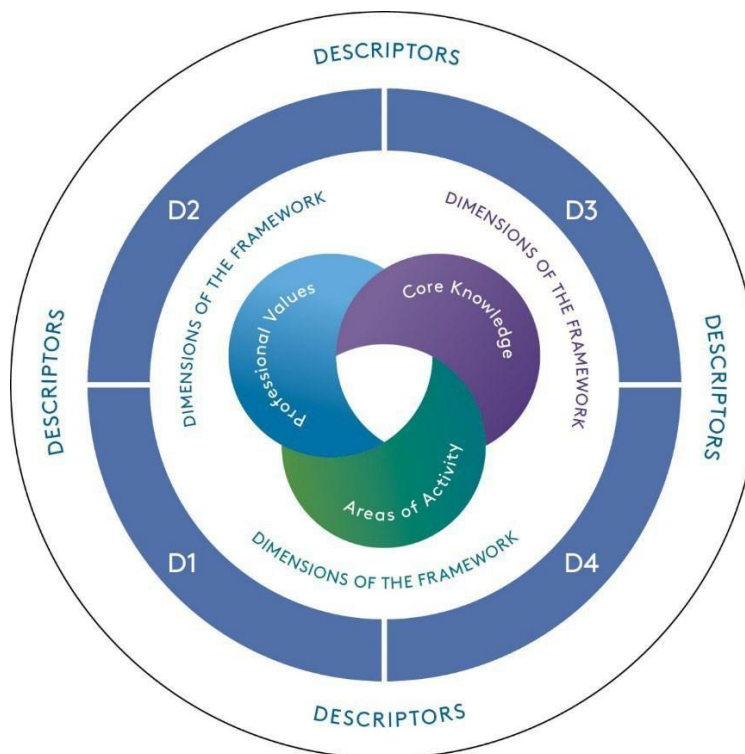
2. The Professional Standards Framework 2023 (PSF 2023)

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 can be recognised by an Advance HE fellowship, depending on the nature of their professional learning and teaching practice and experience, at one of four categories of fellowship. This guidance document is focussed on **Senior Fellowship (Descriptor 3)**.

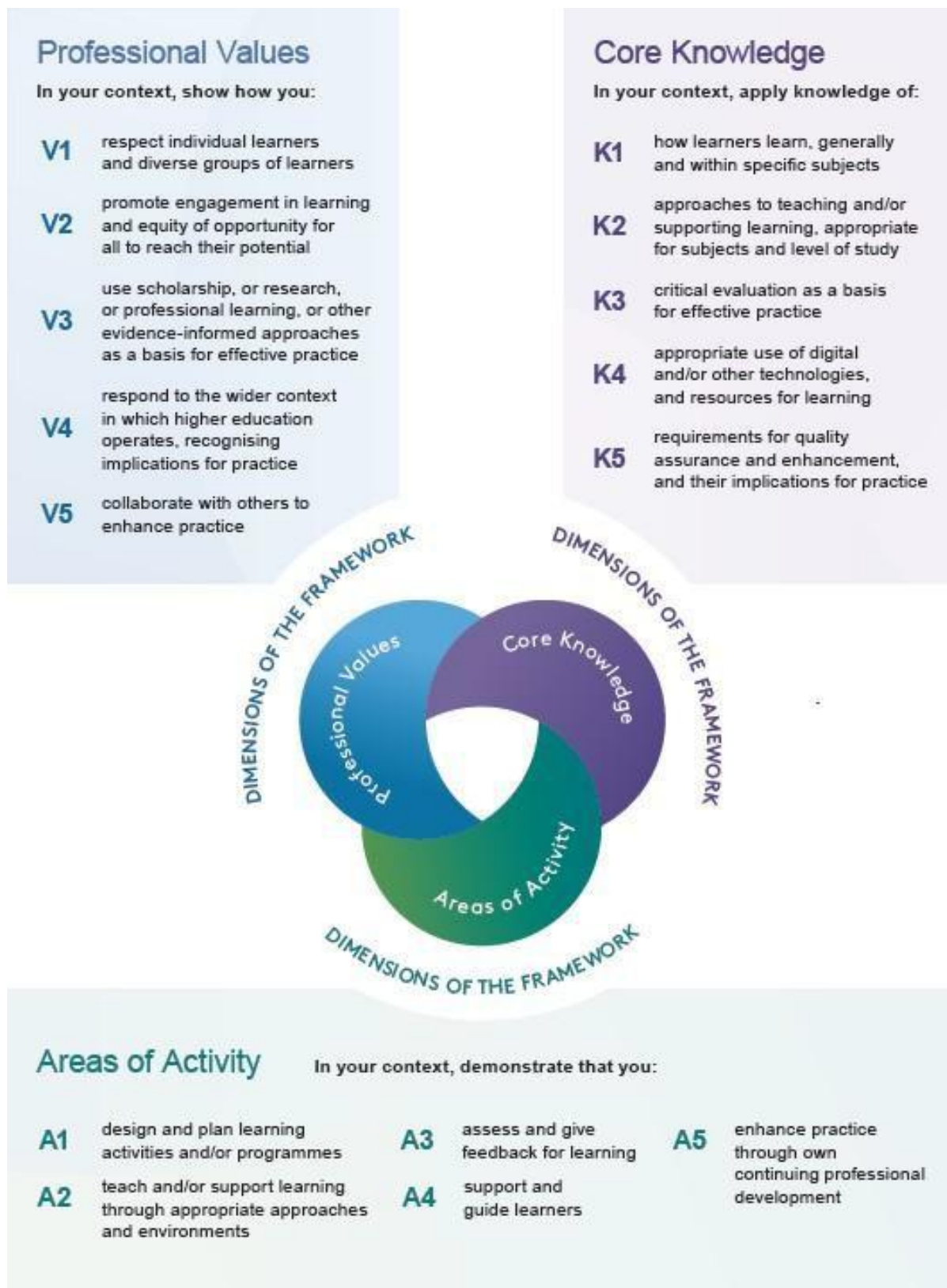
To achieve **Senior Fellowship**, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the three **Descriptor 3 (D3)** criteria, which are as follows:

Descriptor 3 is suitable for individuals whose **comprehensive understanding and effective practice provides a basis from which they lead or influence** those who teach and/or support high-quality learning. Individuals are able to evidence:

- + **D3.1:** a sustained record of leading or influencing the practice of those who teach and/or support high quality learning
- + **D3.2:** practice that is effective, inclusive and integrates all Dimensions
- + **D3.3:** practice that extends significantly beyond direct teaching and/or direct support for learning.

As shown above, the Descriptor 3 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 Senior 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

Senior Fellowship is based on meeting Descriptor 3 (D3) 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), a Philosophy of Learning and Teaching, one Reflective Narrative and two Case Studies (see Section 6). It's good to know that after submission of your written application form, you will be invited to participate in an assessed **professional conversation** (PC). During the PC, you will be invited to expand on your written submission. Learn more about the PC in section 9.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Narrative and two Case Studies** should between them provide evidence that your professional practice meets the requirements of PSF 2023 **Descriptor 3**.

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.

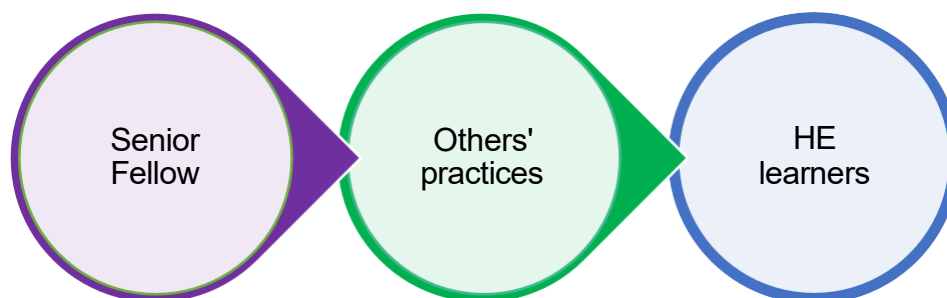
Your **two Supporting Statements** will verify and endorse that what you write about in your Account of Professional Practice represents your practice in a genuine way (see Section 7).

The award of Senior 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 recent practice (typically over the last 3-5 years) meets the requirements of Descriptor 3.

Your evidence against Descriptor 3 will be written into your **Reflective Narrative and two Case Studies**.

For Descriptor 3, the examples you select to write about need to demonstrate how your practice supports high quality learning **through leading/ influencing** the teaching and/or learning support practices of others (colleagues, peers, mentees, internal/external, etc.); this is illustrated in Figure 4 below.

Figure 4: Senior Fellow impact on HE learning through leading or influencing others' teaching and/or support for learning practices



'Others' might, for example, be colleagues who work alongside you, or colleagues who work in other teams. They could be mentees or fellow committee members. They could be based in higher education, or within your disciplinary field or a professional body. They might be individuals from industry or practice settings that have a role in HE teaching and/or supporting learning.

Senior Fellowship is **not role dependent**; there are many different contexts in which you might be leading and/or influencing the practice of others. Critically, while direct work with students is a vital part of higher education, it does not form the basis of a successful Senior Fellow claim.

You may still be engaged with a substantive role in teaching or working directly with students to support learning; however, these are not examples that you should select to focus on in your application for Senior Fellowship. Expectations for engagement with the PSF 2023 Dimensions at Descriptor 3 differ from that expected at Descriptor 2, which is focussed on direct work with learners.

You may not have worked directly with students previously; for example, you might have departmental and/or wider teaching and learning support advisory responsibilities within an institution but not have worked as a practitioner directly with students. To evidence Descriptor 3 you will need to be able to demonstrate your '**comprehensive understanding and effective practice**' that '**provides a basis your work in leading or influencing**' the **teaching and/or support of learning practices of 'others'**.

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 high quality 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 3. Where you include work that 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 note that **we only accept plain 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 and Case Studies against the PSF 2023 Descriptor 3; this section provides the **background** to your Reflective Narrative and Case Studies and is not 'assessed' against Descriptor 3.

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 students/colleagues that you work with; for example, student 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. For Senior Fellowship, your work with students may be more indirect, as you may work more closely with colleagues/teams/external organisations/professional bodies, etc.; in which case identify these aspects of your work.
- + **outline** your current and recent role(s)/experience related to influence and leading the practices of others; for example, support, supervision, management, mentoring, etc.
- + focus on your **current and recent practice**, which should be able to demonstrate your **sustained impact** at Descriptor 3, typically over the last 3-5 years;
- + remember that your application for Senior Fellowship is based on your **higher education practice**.

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 review your application; therefore, it **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your Reflective Narrative and Case Studies (i.e. it cannot be used to extend the word limit for these elements).

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 Learning Skills Manager at a research-intensive university (25,000 students). I have worked in learning skills development for 8 years and now manage a team of six other tutors. Our team supports undergraduate and postgraduate students with the development of a range of skills to support their study on academic programmes. One big area of our work is with students studying in their second language.

I developed and now manage a student peer-mentoring system, currently in its fifth year of operation. This is designed to support new international students to settle into university life, promoting first year transition and progression. I work closely in partnership with the Student Union to select and train mentors.

I also work with Heads of School to provide professional development for academic staff related to teaching international students and designing inclusive curricula. In addition to leading staff development sessions, I have developed a range of online resources to support colleagues.

I teach group workshops of 25-30 students and hold small group tutorials. I am an active researcher and regularly publish my work.

External to the University, I am on the Professional Development Committee of the XX Association and take a role in planning the annual cycle of CPD activities, organising the annual Symposium and delivering face to face and online CPD sessions to members.

Example 2:

I am a Principal Lecturer at Y College of Art and Subject Leader of the postgraduate Graphic Design and Visual Communication Masters programmes. The College has 2,500 students, 150 FT staff, sessional lecturers and visiting artists.

I have been teaching in HE for 10 years, having previously worked as a graphic designer. I still freelance, which enriches my teaching.

I hold a PhD in Visual Communication, having entered HE as a mature learner via a Foundation Program and studied part-time as an undergraduate.

I have no formal line management responsibility for staff in my School but in my Subject Leader role for the Masters programmes, I co-ordinate the teaching of the four full time teaching staff, three sessional lecturers and two technicians that support the programmes. I lead on curriculum development. I am also a member of the College's Learning and Teaching Committee and have worked on a number of cross-institution teaching and learning initiatives.

I am an active researcher and have published in several journals in relation to teaching in my discipline. I am a member of a national subject network involving 20 HE institutions and have led a collaborative teaching project, which I discuss in Case Study 1.

I completed my PG Certificate in Learning and Teaching in HE five years ago and since then have acted as a mentor to three members of staff undertaking that programme each year. I focus on my mentoring role in Case Study 2.

I normally supervise 2 or 3 PhD students and up to four undergraduate students undertaking final year projects.

I teach six modules on the Masters programmes and I still carry out some undergraduate teaching (2-3 modules a year).

4.3 The Reflective Narrative and Case Studies

The word limit for the **Reflective Narrative is 2,000 words**. The overall word limit for the **two reflective Case Studies combined is 1,500 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.

You are also allocated **up to 500 words** for your Reference List (see Section 4.5 below).

You can choose how to spread the balance of the 1,500-word limit across your two reflective Case Studies; we recommend that you should aim to use around 750 words in each Case Study.

For Senior Fellowship (D3) you need to show a '**sustained record**' of **leading or influencing (D3.1)**; focus on identifying appropriate examples of your recent practice, typically from the last 3-5 years. If you need to refer back to practice from more than 5 years ago, you need to ensure that you focus on how this now influences your current practice.

You will also need to show that your practice is **effective, inclusive and integrates all Dimensions (D3.2)**.

For **D3.3** your evidence will need to show that your **practice extends significantly** beyond direct teaching and/or direct support for learning (as illustrated in Figure 4).

Section 5 of this guidance document provides you with more information about how to address the three Descriptor 3 criteria statements and Section 6 provides guidance about how to plan and structure your Reflective Narrative and Case Studies.

Within your Reflective Narrative and Case Studies provide **selective** examples of your practice and ensure they have direct relevance to your claim for Senior Fellowship and make a strong case against Descriptor 3. The quality of the examples of evidence is much more important than the quantity.

4.4 Reflect on your practice

Developing your Reflective Narrative and Case Studies requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on high quality student learning via your work in leading and/or influencing the learning and teaching practices of others. You should include appropriate rationale for the approaches you took and evidence the effectiveness of your practice; use examples from your practice to make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**.

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.

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.

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)
- + **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 student learning via your influence on colleagues' practices)
- + **what changes** you made as a result of evaluating your effectiveness; for example, developing your evidence-base (V3) or engaging in professional development (A5), etc. and applying learning from this to enhance your practice (use examples to illustrate).

4.5 Reference list

You will need to refer to your evidence-base within your Reflective Narrative and Case Studies to explain how/why you have chosen the approaches you have taken. V3 asks for evidence of your use of scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for your effective practice. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession or service area, the ways in which you influence your peers' practice, the context/expectations of the institution in which you work, etc.

You should cite/refer to the 'evidence-base' you use to inform your practice where appropriate in the text. For example, you might cite literature related to pedagogic theory or academic leadership in journal papers (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or your discipline (your 'professional knowledge' base). Where you do cite a reference, it has to be apparent how this has influenced your practice (i.e. the citation is not just 'dropped in'). For example, you could explain how you were inspired by a particular author or journal article to plan your curriculum redevelopment in a certain way.

Where you cite in the text of your Reflective Narrative and Case Studies, you need to include the full information in the Reference List. We ask you to provide a full list of all the references you directly cite so that reviewers are clear about which sources have influenced your approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of your practice. Please note that the online application system can only accept plain text (i.e. footnotes will not be accepted).

The word limit for the Reference List is 500 words.

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

Having evaluated student feedback and outcomes from this initial year of online delivery for our business degree programmes, I identified a need to enhance the support in place for first year students as they transition into higher education (K3). I first researched the approaches taken by established providers in distance education and their success in providing pastoral and academic support to identify good practice and then led a team away day to consider how best to implement effective approaches within our own context (Hilliam and Williams, 2019) (V3).

Reference list:

Hilliam, R. and G. Williams (2019). 'Academic and pastoral teams working in partnership to support distance learning students according to curriculum area', Higher Education Pedagogies, 4:1, pp. 32- 40.

5. Evidencing Descriptor 3

Descriptor 3 is suitable for individuals whose **comprehensive understanding and effective practice provides a basis from which they lead or influence** those who teach and/or support high-quality learning.

As highlighted earlier, there is considerable variation in the different roles and responsibilities individuals have from which they lead or influence the practices of their peers. Senior Fellowship is not restricted to those holding formal leadership roles. Some Senior Fellows are still involved in direct teaching and learning support activities with learners and others are not. You might still be carrying out considerable direct teaching and/or support for learning work with students, however, the focus of your Senior Fellow application will need to be on the parts of your practice where you influence and/or lead your peers' practice.

The **Guide to the PSF 2023 Dimensions – Senior Fellowship (D3)** provides many different examples of practice from a variety of contexts; this should support you to understand what, **in your context**, might be appropriate evidence for you to include within your application.

5.1 Evidencing D3.1

D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

There is a strong link between D3.1 and D3.3 and together they act as a 'frame' for the characteristics of a Senior Fellow application. The focus of D3.1 is on describing and explaining the **process and processes** you have undertaken to **lead or influence** the practice of others who are teaching and/or supporting learning. Whereas the focus of D3.3 is about providing specific examples of your effective and inclusive practice, which go beyond your own direct teaching or support for learning, and the impact of this work on learners (see Section 5.3 below).

It is also important to evidence the **sustained** nature of your work leading or influencing others. You need to demonstrate that your record of leading or influence is 'sustained' through use of appropriate examples of your recent practice, typically from the last 3-5 years. If you do need to refer back to practice from more than 5 years ago, the focus needs to be on how this now influences your current practice.

The experience of 'leading' or 'influencing' evidenced in Senior Fellow applications will vary greatly and could be either through formal roles and/or processes, or may be more informal in nature. You may be presenting evidence against D3.1 of leading or influencing the teaching and/or learning support practice of others from within a formal leadership role; for example, a team leader, head of a support service area or academic department, lead of an academic subject or disciplinary area, professor/reader or as lead for one or more HE courses/programmes. You might hold other formal responsibilities such as a mentor for new staff, peer reviewer, thematic lead, personal tutor, External Examiner, etc. You may work in professional support areas where the central focus of your responsibility involves guidance and/or support for those who teach and/or support high-quality learning, for example as learning designers.

Evidence of your leading or influence might be less ‘formal’ in nature. For example, you might be recognised as an experienced colleague who is regularly consulted for your guidance and support. You might be someone with particular expertise in one or more aspects of teaching and/or support, and can evidence a **sustained record** of leading or influence related to this, impacting not only members of the team(s) you belong to, but also others within different roles and professional contexts; for example, as a professional working in industry that leads or influences others’ learning and teaching practice. You may be able to draw upon influence or leading in relation to innovative practice where you have been a key innovator.

In explaining your own practice in leading or influencing others, you should draw on and integrate your appropriate use of scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3). You should also explain how you know that your approaches were effective (K3: critical evaluation as a basis for effective practice) and what happened as a result of your influence.

To meet the requirements of D3.1 you need to explain:

- + the contexts in which you influenced or led the teaching and/or supporting learning practices of others over a sustained period
- + the approaches you took to leading/ influencing and your rationale for taking these approaches, including the evidence-base you drew on
- + how you ensured that your leadership or influence was effective
- + how you evaluated the outcome and used this insight to shape your future practice.

Some short examples below are included to **prompt your thinking** about different ways in which you might be able to provide evidence of your sustained record of leading or influencing the practices of others in support of high quality learning in line with D3.1. These are **indicative only** and you should select your own examples to provide evidence for D3.1 within your own context.

Mentoring

You may have experience of mentoring colleagues over a number of years and can explain the approaches to mentoring (including the rationale) you have taken in carrying out this work. In evidencing D3.1 it is likely that the you will have carried out mentoring of others on multiple occasions, in different circumstances. Through this you should be able to demonstrate a sustained record of leading or influencing those who teach and/or support high-quality learning and to identify how your influence on the enhancement of your different mentees’ practices has benefitted their learners.

Membership of committees

Membership of committees or working/task groups might provide the basis for evidence towards Descriptor 3 if you are able to evidence your own individual contribution to the work of that group and demonstrate how this has impacted on the teaching and learning practice of colleagues. For example, if you sit on a Support Service area or Departmental Teaching and Learning Committee, you might be responsible for heading up a task group which is looking at improving student induction processes. In such an example, you would discuss how you organised the work of that task group and also demonstrate how the findings of the group have influenced and shaped decisions and actions taken by the wider committee, influenced colleagues' practice and, by extension, enhanced the student learning experience.

Supervision Responsibilities

Direct supervision of postgraduate researchers as learners in the production of their doctorates aligns to Descriptor 2 practice. However, there are different ways in which your supervision responsibilities may provide appropriate evidence for Descriptor 3. For example, your work may involve responsibility as a mentor or supervisor of postgraduate researchers in their role as teaching assistants, which may provide examples of your sustained influence over time on these individuals' practice with learners. To give another example, you may be leading or influencing the instigation of new research supervision processes or protocols, which are adopted and impact on the teaching and learning practice of research supervisors; through this you should be able to demonstrate your personal role and contribution and identify the resulting enhancement for learners.

5.2 Evidencing D3.2

D3.2: practice that is **effective, inclusive and integrates all Dimensions**

You should continue to use the '**Guide to the PSF 2023 Dimensions – Senior Fellowship (D3)**' as you progress with your application. The 'Guide to...' considers each of the 15 PSF 2023 Dimensions in turn to explain what each one is about and provides a wide range of typical examples of professional practice in HE teaching and/or supporting learning that are relevant to that Dimension as appropriate to Descriptor 3. The guidance should help you to make appropriate links between your practice and the PSF 2023 Dimensions and to identify relevant evidence to include in your application for Senior Fellowship. Remember that an application for Senior Fellowship must evidence D3.2: practice that is **effective, inclusive and integrates all Dimensions**.

There are prompt questions in each section of the 'Guide'. Those questions should help you to consider and identify clear evidence of your own effective practice that might be used in your application for Senior Fellowship.

Whilst each of the 15 PSF 2023 Dimensions represent distinct aspects of HE practice, the **Dimensions are inter-related and inter-connected**. For example, in designing a programme (A1) you will need to consider the how learners learn appropriate to the subject and level of study (K1), the types of learners (V2), use of technology (K4), the evidence-informed approaches to be taken (V3), etc.

Within an example of a specific aspect of your leading or influencing others, evidence for Professional Values, Core Knowledge and Areas of Activity might be found through the articulation of your aims, as part of your rationale for why you chose the approaches you did, in the explanation of how you know that your practice was effective and/or in how you plan to develop and enhance your practice in the future.

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.

A short example is given below to illustrate how Dimensions are integrated within practice.

One of the examples I used in my Senior Fellowship application was when, as a Head of Department, I set up a working group to look at departmental assessment and feedback practices (A3). My aims were to explore and adopt best practice, to achieve a greater consistency across all our programmes and to ensure that all learners had an equity of opportunity to be successful in assessment (V2).

Initially I had researched current best practice in assessment within my discipline, also attending two conferences on assessment and feedback, and I had also considered different leadership techniques I could utilise to persuade and motivate colleagues to change their assessment practices (A5, V3).

I then explained the approaches I took and my rationale for these (V3), finally providing evidence of the positive impact this had on my colleagues' practices and on the student learning experience in as a result (K3).

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

5.3 Evidencing D3.3

D3.3: practice that extends **significantly beyond direct** teaching and/or direct support for learning.

As mentioned above in Section 5.1, there is a strong link between criteria D3.1 and D3.3 as the activities involved in leading or influencing others that teach and/or support learning (D3.1) involve practice that is situated beyond direct support for learning (D3.3), even where such practice may not be 'sustained'.

You need to explain your approaches to leading and influencing practice to satisfy D3.1 and this will act as a 'frame' for the examples you describe in some detail for D3.3; but to fully satisfy D3.3 you also need to show how the examples have enabled change, to the benefit of learners. The examples you use should show how you have worked with others (learner support, professional services, academic or teaching staff, employers or professionals) to enhance their learning and teaching practice and explain how this has been **effective in promoting high-quality learning, making a positive difference to learners and their experience as a result** (as indicated in Figure 4 above).

For D3.3 it is important to show how the practice you describe includes **significant** examples of situations where your work is influencing others and goes beyond your own direct teaching or your own direct support for learning. To explain this further, you might include evidence of your contribution to the development or implementation of local policies or strategies at a group/team/department/school or Faculty level, or to initiatives that aim to enhance practice across a team, context or profession. In discussing such activities, it is important that you **clearly indicate your personal role** in relation to the examples given and identify the impact and influence of your work on others.

Some short examples below are included to prompt your thinking about different ways in which you might be able to provide evidence of the scope and impact of your practice for D3.3. These are indicative only and you should select your own examples that provide evidence for D3.3 within your own context.

New approaches to teaching and/or support for learning

Development of new approaches to teaching and/or support for learning which stem from, and build on, your own direct practice with students (aligned to Descriptor 1 or 2) might form the basis for evidence appropriate to a claim for Senior Fellow if you can show how this practice is being used by others at a local or wider level to the benefit of their learners.

For example, you might have experimented with innovative approaches to providing learners with feedback as part of an action research activity, disseminated at an internal/external workshop or event and because of positive feedback from delegates, you were invited to present to a university committee. Following this, the approach is now included within university guidance and/or processes as an example of good practice and you have developed resources for staff development.

Project work on enhancing support for students

Project work related to enhanced support for students could provide the basis for appropriate evidence for Descriptor 3.3 of the PSF 2023 if you are able to demonstrate your individual contribution.

You might have been invited to join this project team as an expert practitioner with specialist knowledge and relevant experience in this area of work. Project work is likely to involve a more collaborative approach (link to V5) so you will need to explain your contribution to the project. You might discuss how you facilitated related workshops to disseminate to colleagues and supported the implementation of the enhancement within their work with learners. Evaluation has demonstrated the positive impact of this work.

External Examining/ External Review of programmes

Experience of effective external examining or reviewing responsibilities might provide appropriate evidence for Descriptor 3.3. You will need to demonstrate how your work as a 'critical friend' or external reviewer has enabled you to share relevant expert knowledge and professional experience to identify areas for enhancement and support individuals/ programme teams to introduce positive changes to enhance student learning and/or ensure robust quality processes.

You should not simply list your appointments, achievements or outputs, but need to give selected examples of recommendations and/or advice you have provided, across a range of contexts, and show how your interventions have been responded to.

6. Writing your application

6.1. Planning

Planning your claim and making decisions about what examples you will use should be the first stage in the writing process. This should also be enjoyable as you reflect on the many ways in which you have supported others to enhance their practice.

Within the limited words available you will not be able to write about everything you have done and **must be selective about which examples you choose to write about**. Select examples that best exemplify your work in line with Descriptor 3 requirements.

As well as deciding which examples of your practice to select to use in your application, one of the key decisions you will also have to make is whether to use each example in the Reflective Narrative or the Case Studies. The following two sections (6.2 and 6.3) provide guidance on each of these.

Overall, your claim is built using examples from your practice identified from within the last three to five years. How you select the examples is your choice and depends on how you prefer to work, but two different approaches are suggested below; some people like to start with a blank page and others are helped by seeing suggestions which help to generate their own ideas.

- + **Possible approach 1:** think back over the last three to five years and make a list of possible examples of your teaching and/or supporting learning practice that you think could be useful evidence towards Descriptor 3. This process can take a while and could be helped by talking with a colleague, or by working in a small group where you can share ideas and stimulate thinking. Sometimes speaking with other people reminds you of the effectiveness of your practice.

Once you have a list, then refer to the examples in the 'Guide to the PSF 2023 Dimensions - Senior Fellowship' document to check that the examples on your list are similar in their scope of influence to those suggested there. The prompt questions in the guidance will help you to refine your list to focus on your strongest examples and to start to plan how to use these in your application.

- + **Possible approach 2:** start with the Guide to the PSF 2023 Dimensions - Senior Fellowship document and use the prompt questions and the suggested examples to help you to identify your own.

Whatever approach you choose, we recommend that you work with the Guide to the PSF 2023 Dimensions - Senior Fellowship document and use the examples and prompt questions provided to guide your choices.

Once you have a list then you should review each example against the three Descriptor 3 criteria to decide whether to select to use it in your application, and if so, where it will be placed – in the Reflective Narrative or in one of the two Case Studies. Remember that across the examples you choose to write about, you will need to include evidence that integrates all PSF 2023 Dimensions (D3.2).

You might like to use a planning grid, such as the one shown below in Figure 5, to check that you have a balance of evidence across your claim that should appropriately address all the three criteria statements of Descriptor 3 (note: use of a grid would be for initial planning purposes only and not for use in your final application).

Figure 5 – example of a planning grid

D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning

D3.2: practice that is effective, inclusive and integrates all Dimensions

D3.3: practice that extends significantly beyond direct teaching and/or direct support for learning

A	B	C		D	E															F	G	
	Example of SF activity	Timeframe		D3.1	D3.2															D3.3	Place in the Claim	
		From (mm/yyyy)	To (mm/yyyy)		A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5		Case Study	Reflective Narrative
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						

Use of a planning grid might be useful to help you to refine your list of possible examples (aiming for around 10-12 strong examples to build your claim against D3.1 and D3.3) ensure that you have evidence of all PSF 2023 Dimensions across the range of examples (D3.3) and help you to decide which examples to use in the Reflective Narrative and which in the Case Studies.

This part of the writing process will take some time, but once completed, you will be ready to start to write. To emphasise, your 'claim' for Senior Fellowship must focus on leading and influencing others' practices, recognising that here are many ways in which this might be done and numerous ways in which learners might benefit from your actions as you work with peers.

6.2 Writing your Reflective Narrative

Your Reflective Narrative will provide an overview of your practice over the last 3 to 5 years using short examples to illustrate the effectiveness of your action. In contrast, the Case Studies provide the opportunity for you to explore and evaluate two examples (one for each case study) in much greater depth.

There are different ways in which you might choose to structure and write your Reflective Narrative. We recommend that you use around 2,000 words in total (of the 6,000-word limit) for this part of your claim and you will need to decide how best to use this allocation.

One **possible** way (but there are others) is to identify 'themes' from within the examples of practice you have selected to use (Section 6.1 above). These themes could then be presented with sub-headings, creating a structure for you to organise and present your examples of your effective practice. To illustrate this further, some themes that might possibly emerge could be ones such as those below, but **remember these are purely indicative suggestions**:

- + leading and influencing learning, teaching and assessment practice
- + managing change
- + collaborating with colleagues external to the university
- + mentoring
- + integrating technology into effective practice
- + shaping inclusive practice; and many other possible themes.

If you take this thematic approach, your 'themes' will be unique to **your context and the nature of your practice**; your themes must emerge from your own personal examples of practice.

You may prefer to use a different approach to structure your Reflective Narrative to suit your own writing style, context, etc.; however, if you do take this approach, you might choose 3 or 4 different themes and use each theme as a subheading. Under each subheading use succinct examples that together identify the effectiveness of your actions on the others' practices and high-quality learning as you worked with, and through, your peers.

Across your two Case Studies and Reflective Narrative, you need to evidence the integration of all the PSF 2023 Dimensions.

Below, an extract from a Reflective Narrative illustrates how one example under the theme of 'Influencing through committee work' incorporates evidence of some Dimensions.

Theme: Influencing through committee work

I have been effective in my influence on student learning through my active, engaged membership of the Learning and Teaching Committee for the last four years. The pandemic required the Committee to discuss and agree the smooth transition to online learning and the appropriate use of technology. Very early on in the pandemic multiple data sources – formal and informal – indicated that many staff were not ready to support fully online learning.

I was known for my expertise in this area which was supported by my own formal learning; I completed a MSc Online Learning (A5). This led me to be identified as the lead designer of a short series of workshops for staff to build their confidence in and ability to use MS Teams as an effective environment for online teaching and/or support sessions (A1, K4).

Although it was short notice, I was able to involve two of my mentees in the project – both of whom wanted to develop their skills in leading change (V5). Together we explored key literature looking to apply it into the workshops, deciding on the value of Salmon and Wright (2014) Carpe Diem model (V3, A2) as an effective approach. Supported by the two mentees, I led the design of 5 interactive, online workshops which recognised the individual starting points for each staff member and the need to be inclusive in our approach at the same time as building the academic community (V2). We aimed to model the intervention we designed so that staff members could take aspects of it, relevant to their discipline and learners, into their own practice (K1, K4).

Was it successful? Attendance was good with 87% of those attending, engaging in all five workshops. Feedback from the attendees on what they were able to learn was also positive, indicating the development of confidence. Subsequent feedback through to the Learning and Teaching Committee reported that student satisfaction with their learning had increased by 2%, up to 84%. Critically, module outcomes were broadly similar in terms of student success to those pre pandemic (K3).

I have since led on the redesign of the 5 workshops enabling their incorporation into new staff induction (A1), a consequence of the value placed on their effectiveness by Committee members (K3).

Reference List

Salmon, G. and Wright, R. (2014) Transforming future teaching through 'Carpe Diem' learning design. Available at <https://www.gillysalmon.com/journal-articles.html> (date accessed).

6.3 Writing your Case Studies

The first stage in deciding the focus of each of your Case Studies is to choose the most appropriate two examples of your work (one for each case study) that provide you with the best opportunity to fully explore and evaluate your influence on the practices of others and on high quality learning as a result. Case studies are commonly complex in their different elements and take place over a period of time.

We recommend that you choose two Case Studies that address two different aspects of your practice as this will give you opportunity to most effectively build evidence towards the three Descriptor criteria statement and to incorporate different PSF Dimensions; i.e. avoid choosing case studies which both focus on programme design, or mentoring, or teaching or assessment approaches, etc...

Throughout your Case Studies, you should continue to reflect on your practice (see Section 4.4) rather than just describe the action you took. Some key aspects for you to consider as you write are outlined below.

- + use a title that reflects the Senior Fellow focus on leading/ influencing others
- + provide a context for the case study so the reader understands what the issue was that required action
- + explain your aim/ goal – what you were seeking to achieve and why
- + discuss what you did and why you did it that way (include evidence base)
- + outline the timescale and who you worked with (and why these people)
- + explain what approach(es) you took. Include any problems/ challenges you experienced and how you managed them
- + discuss the outcome – what happened?
- + explain the impact(s). What was achieved? How do you know that what you did was effective?
- + identify what you would do differently next time/ how you have adapted your approach in subsequent work.

Remember that the two Case Studies make up an important part of your claim, and that the overall word limit for the two texts combined is 1,500 words. You can choose how to spread this across the two texts, but recommend that you should aim to use around 750 words in each text. During the professional conversation (PC), you will be invited to expand on both your case studies. Please refer to section 9 for more information about the PC and please refer back to Section 5 above to ensure that you are addressing all three criteria statements D3.1, D3.2 and D3.3.

The two short examples below are included to prompt your thinking around possible ways to approach your Case Studies; you will choose examples from your context that will make a strong claim against Descriptor 3.

Case Study example 1 – leading an intervention to boost student resilience

Ali decides to focus one Case Study on the work he led in relation to boosting resilience in students. In the case study he summarises the background, rationale, development, evaluation process and subsequent process of embedding a new resilience unit within the curriculum.

As a senior member of a student services team, Ali was leading aspects of work around student well-being; at the time, one of the main priorities for the Engineering Faculty at his institution.

Ali was aware that recent published research had found increased resilience to be linked to positive outcomes for student mental health, retention and academic performance (Bleasdale & Humphreys, 2018). Drawing on the literature, Ali explains how he then undertook his own research with small student focus groups. Findings supported the importance of developing resilience in students and the need for structured support and resources to do this (V3).

Ali explains how he then brought together and led an inter-disciplinary working group of staff, including both academic and support services staff, to develop, validate and deliver a 5 credit-unit designed to boost student resilience through a variety of evidence-informed approaches (A4, V3, V5). The unit was piloted with one first year group and the outcomes were fully evaluated before being embedded across all first year programmes within the faculty (K3).

Ali organised a series of workshops, facilitated by members of the working group, to support programme team members and support service staff to develop the knowledge and skills required to deliver and assess the resilience unit. Ali also co-ordinated the development of online resources to provide additional support for staff (A2, V3, K4).

Ali provides a range of evidence demonstrating positive impact on students associated with study on this unit and points to interest from staff in other faculties.

Reference list

Bleasdale and Humphreys. (2018). Undergraduate Resilience Research Project. Available at https://www.researchgate.net/profile/Lydia-Bleasdale-2/publication/324866343_Undergraduate_Resilience/links/5ae88e5b45851588dd8144bd/Undergraduate-Resilience.pdf (date accessed).

Case Study example 2 – leading curriculum design

Mai is a Programme Lead within the Faculty of Arts and Social Sciences. She leads a team of staff (both academic and support) who work across nine programmes within the faculty.

Mai chooses to base one of her case studies around leading the validation and professional body accreditation of the portfolio of undergraduate programmes that she leads. Mai discusses the rationale for the design of the curriculum, which included a key focus on employability; a university strategic priority (V4). The programme design had to meet professional standards; i.e. the skills, knowledge and behaviours required in graduates by the professional body (K5).

Mai discusses how she based her initial ideas for the curriculum design on her own educational research and other current evidence-informed approaches (V3). She formed and led a small Steering Group to support the development and redesign process, and in addition, set up a service user forum. She worked in collaboration with a range of stakeholders, including the professional regulator, students, in-service practitioners and service users, staff and employers (V5). The group identified key principles to embed within the programme design including good pastoral support, partnership with service users and practitioners, team teaching and varied assessments.

The successfully validated programme design was based around 'threads' of modules scaffolding learning across the three years (A1). Mai took a participative leadership approach (Mishra and Pandey, 2019) to work with her programme team to think creatively about how the programmes could be delivered and assessed in different ways (A2, A3) and how they could build on the identified strengths to acknowledge the diversity of their learners and develop skills to create a sense of 'belonging' across the programmes (V1).

Evidence of the effectiveness of the curriculum design was provided by student outcome and achievement data for the first set of graduates, feedback from service user forum and employment data (K3).

Reference List

Mishra, M. and Pandey, A. (2019), "The impact of leadership styles on knowledge-sharing behaviour: a review of literature", *Development and Learning in Organizations*, Vol. 33 No. 1, pp. 16-19.(date accessed).

7. Supporting Statements

Your application for Senior 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 and Case Studies to meet Descriptor 3 for them to award Senior 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 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.

7.1 Guidance for referees

Provide your referees with a copy of the **Guidance for Referees writing a Supporting Statement – Senior 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 3 and should be awarded Senior 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.

8. Submitting your Senior Fellowship application

Once you have finalised your application using the Senior Fellowship application template 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](#).

9. Application review and Professional Conversation

After the closing date for applications, our team sends your written application onto the EFS reviewers. Each application will be reviewed by **three independent reviewers**, including one external to ANU. This will be the lead reviewer.

After submission of your written application, the EFS team will invite you to participate in a **Professional Conversation (PC)** to discuss, using examples from your practice, how you meet the requirements outlined in Descriptor 3 of the Professional Standards Framework 2023 (PSF 2023). The professional conversation acts as a space for exploring, affirming, and recognising practice within the framework of the relevant PSF Descriptor.

During the professional conversation, you will be invited to expand on your written submission, as you describe and discuss examples from your practice which highlight your impact and influence on colleagues and their learning and teaching practice. One aim of this assessed dialogue is to also provide an opportunity to probe deeper into elements of the written application and to explore gaps. The PC also provides the opportunity to share physical supporting evidence or artefacts if required.

A key defining characteristic of Senior Fellowship is the leadership or influence you have had on the practice of those who teach and/or support high quality learning (D3.1), and you will be asked about how you are influencing the student learning experience through leadership or influence.

This is a 'conversation' and not an interview and aims to provide you with a collegial space to share and discuss your learning and teaching practice and leadership. It provides the opportunity for applicants to share practice and celebrate their expertise by providing a narrative of their philosophy of teaching and learning in practice.

The PC will run for 30-45 minutes via video meeting with three reviewers, including one external reviewer. They will have independently read your application prior to the PC. The dialogue is recorded to meet Advance HE quality assurance requirements, and participants are asked for their consent for this prior to the PC. Following the PC, the lead reviewer facilitates the judgment and collates the written feedback which contributes to the overall feedback provided to applicants. An external moderator reviews samples of assessed dialogue recordings; assuring the quality of evidence which informs procedural judgments.

Some further information about the PC:

- The PC will usually begin by the panel introducing themselves and asking you to introduce yourself and briefly explain the work that you do. This is akin to the Context Statement in the application form, but with opportunities to expand and provide more detail.
- The panel will previously have met to decide what areas of the application they would like to focus on. The PC runs for 30-45 minutes, and this will not give enough time for an exhaustive examination of every aspect of the application, so the expectation is that areas that clearly address the PSF will not be discussed further.
- Part of the PC will focus on PSF D3.1: that you are able to evidence "a sustained record of leading or influencing the practice of those who teach and/or support high

quality learning", and PSF D3.3: that you are able to evidence "practice that extends significantly beyond direct teaching and/or direct support for learning". Ideally you will have provided examples of this in your application, in particular in your reflective Case Studies, and therefore the PC is an opportunity to explore the various experiences and reflect in more detail.

- You will have time towards the end of the PC to provide any further information that you feel may be relevant, or to ask questions. The panel will then discuss the PC after you have left and compare notes, which the lead reviewer will compile.

10. 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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