



THE AGA KHAN UNIVERSITY

 **AdvanceHE**



# PARTICIPANT HANDBOOK

Network of Quality, Teaching & Learning (QTL\_net)  
[www.aku.edu/qt/](http://www.aku.edu/qt/)

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## List of Abbreviations

AFHEA	Associate Fellow of Higher Education Academy
AKU	Aga Khan University
ALC-TL	Advanced Level Course on Teaching and Learning
APP	Account of your Professional Practice
CIME	Centre for Innovation in Medical Education
CF	Critical Friend
CFPD-HPE	Continuous Faculty Development program in Health Professions Education
D1	Descriptor 1
D2	Descriptor 2
CPD	Continuous Professional Development
DED	Department for Educational Development
EA	East Africa
EGR	Education Ground Rounds
FHEA	Fellow of Higher Education Academy
FHS	Faculty of Health Sciences
FOTL	Faculty Orientation to Teaching and Learning
HEA	Higher Education Academy
IED	Institute for Educational Development
IIS	Institute for Ismaili Studies
ISCM	Institute for the Study of Muslim Civilisations.
ISC-HPE	Introductory Short Course in Health Professions Education.
MC	Medical College
OTHE	Online Teaching in Higher Education
PSF	Professional Standard Framework
PFHEA	Principal Fellow of Higher Education Academy
RAP	Reflective Account of Professional Practice
QTL_net	Network of Quality, Teaching and Learning
RTT	Rethinking Teaching
SFHEA	Senior Fellow of Higher Education Academy
SONAM	School of Nursing and Midwifery

SoTL	Scholarship of Teaching and Learning
TA	Teachers' Academy
TD	Teaching Dossier
TEACH	Teaching Enhancement Accredited Certification of the Higher Education Academy
TLEW	Teaching and Learning Enhancement Workshop
UK	United Kingdom Professional

## **1. KEY INFORMATION**

### **1.1. Introduction to this Handbook**

The handbook describes the process for Aga Khan University (AKU) faculty members and staff supporting teaching and learning to gain Associate Fellowship or Fellowship with the UK Advance Higher Education (HE) through participation in the AKU TEACH (Teaching Enhancement Accredited Certification of the Higher Education Academy) Continuous Professional Development (CPD) Scheme. The Fellowships are intended for faculty and staff supporting teaching and learning at AKU and extended to the faculty members at the Institute for Ismaili Studies (IIS) in the UK, that is a special collaborative partner to AKU and co-located at AKU's UK campus in London.

This handbook guides you through the process of applying for the HEA Fellowship, including the details of the TEACH scheme, how to build your case for Fellowship and some examples of what can be included in your submission.

### **1.2. Background to the Higher Education Academy - HEA (UK)**

Launched in 2006, Advance HE's (formerly called, the Higher Education Academy-HEA) mission is to improve learning by raising the quality and status of teaching in higher education. Advance HE works with higher education providers and organizations to improve the professional experience of Higher Education teachers through accreditation of educational development provision and professional recognition of teaching practice through Fellowships benchmarked against the UK [Professional Standards Framework](#) (PSF).

The PSF is the only globally recognised framework dedicated to supporting the development of teaching and learning staff in higher education. Upon achieving accreditation, subscribing institutions are granted the authority to award Fellowships to eligible staff in recognition of their continuing success in teaching and supporting learning. Professional recognition programmes serve as an international benchmark for teaching excellence. Accreditation reflects achievement and commitment to teaching and learning and is a sign of quality for students, teachers and staff supporting teaching and learning.

AKU became Advance HE's first strategic accredited partner in the developing world in 2018. Although the AKU TEACH CPD scheme invites voluntary participation of the faculty and staff supporting teaching and learning to ensure ownership, many UK and international institutions are aiming towards 100% of their staff gaining [Fellowship](#) in recognition of their teaching standards. As of November 2021, there were some 150,000 HEA fellows in over 100 countries around the world. This includes a pool of 61 AKU faculty and staff involved in faculty development and 19 IIS faculty members. This group supports the TEACH peer-led scheme to mentor faculty, as 'Critical Friends', and act as Assessors for other faculty to gain Fellowship.

### **1.3. Benefits of Fellowship**

Fellowship gives AKU and IIS faculty members and staff supporting teaching and learning the opportunity to demonstrate a personal commitment to professionalism in teaching and learning in higher education and gain recognition of their impact of teaching and learning by benchmarking their practice against the PSF. Although voluntary we hope the scheme is irresistible in professionalising your teaching and

support for learning, recognising your effectiveness in teaching as well as enabling you to engage in reflective practice to transform your teaching.

By applying to become an Associate Fellow (AFHEA) or Fellow (FHEA) you will have the opportunity to:

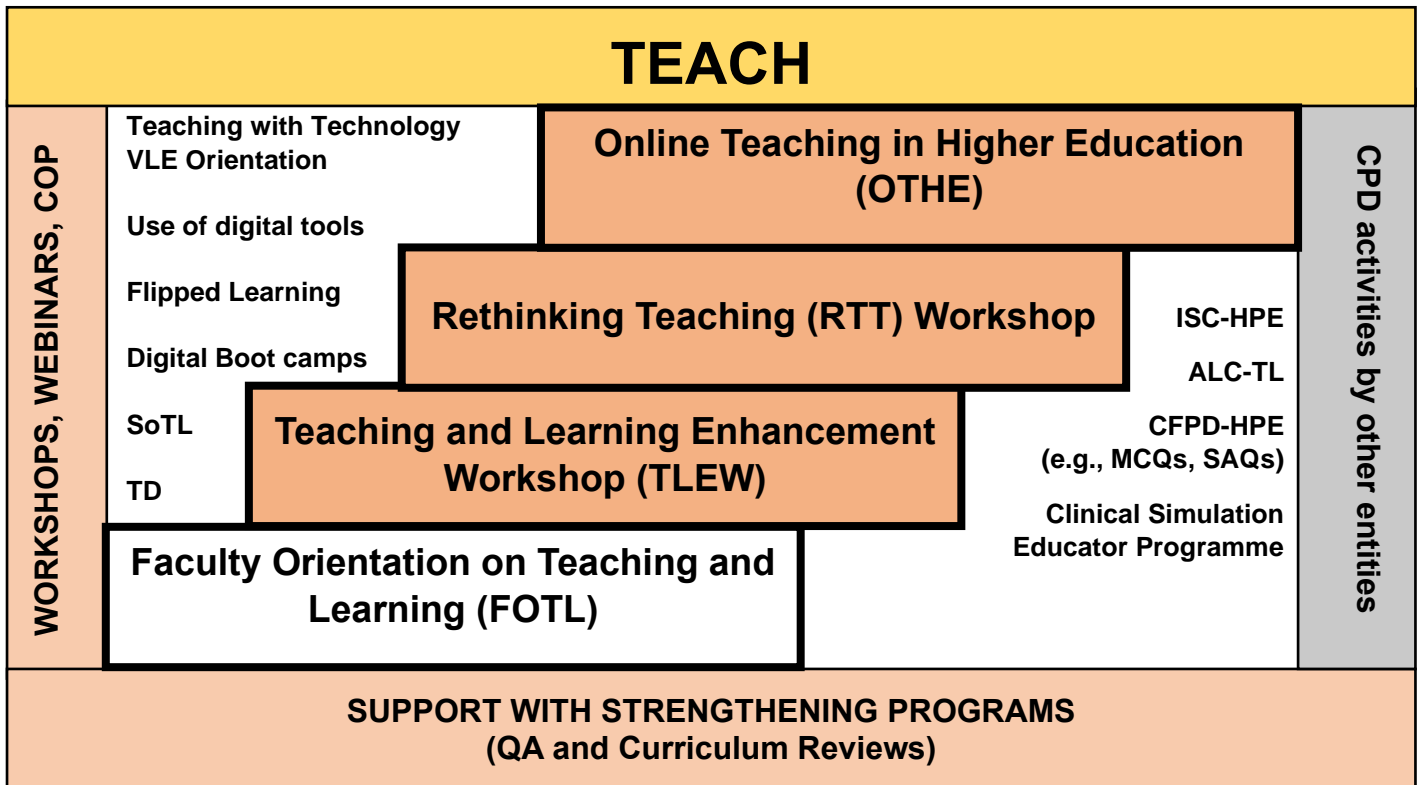
- Think deeply about and reflect on your teaching practice, thereby enhancing the quality and effectiveness of your work in teaching and supporting learning in higher education.
- Gain professional recognition for your role as a teacher and/or staff supporting teaching and learning activities within the higher education context that is increasingly recognised by international institutions.
- Benchmark your practice against professional standards and sector expectations.
- In gaining recognition, you will be entitled to use the respective post-nominal letters (AFHEA, FHEA) as a recognized qualification of your professional practice in teaching in higher education.
- Identify and celebrate your strengths and achievements through reflecting on your experience.
- Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development.
- Demonstrate your teaching effectiveness that enables those eligible to join the prestigious Haile T. Debas Teachers' Academy recognising teaching excellence and teaching leadership. For details on the Teachers' Academy and its eligibility criteria, please visit our [website](#).

**Please note there is no cost for AKU and IIS faculty and staff involved in teaching and learning to participate in the TEACH Scheme.**

#### **1.4. Overview of the AKU TEACH CPD Scheme**

TEACH is a CPD scheme that is flexible to suit your own professional and disciplinary focus and allows for an Account of your Professional Practice (APP), whether you are a new or a more experienced faculty member or a staff member supporting teaching and learning. It also provides you the opportunity to assess your impact on student learning through your engagement in a wide range of professional educational development opportunities both within QTL\_net (such as, TLEW, RTT, OTHE, etc.) as well as other avenues at AKU (including DED; IED; CIME;) or indeed externally (Appendix 9A & 9B). Figure 1 gives you an overview of these various PD activities offered by QTL\_net and other entities at AKU. It also features a range of services through QTL\_net taught workshops, webinars, and support programs for AKU faculty aimed at enhancing the quality of teaching and learning. This will provide individuals an opportunity to meet the relevant Descriptor criteria to seek the Associate/Fellowship award. An orientation of support available to AKU faculty, including gaining HEA Fellowship through TEACH, is provided in the Faculty Orientation to Teaching and Learning (FOTL).

Figure 1: An overview of the CPD activities offered at AKU



A cascade of QTL\_net flagship workshops include:

- The Teaching and Learning Enhancement Workshop (TLEW): a 24-hour Canadian certified instructional skills course compulsory for all AKU faculty and those involved in supporting teaching and learning. The workshop is offered face-to-face as well as virtually.
- The Rethinking Teaching (RTT) Workshop: a 32-hour course redesign workshop: it enables courses to be concept and competency driven with teaching and assessment strategies that are aligned to clearly defined learning outcomes. The workshop is offered face-to-face as well as virtually.
- The Online Teaching in the Higher Education (OTHE) Programme is a certificate programme designed to support faculty members in reflecting on and organizing, developing, and facilitating online learning based on proven practices such as Inclusive Teaching, Universal Design for Learning (UDL), authentic assessment and active learning/facilitation techniques. It consists of 4 courses and each course requires to spend 25 hours in 3 weeks (approx. 8 hours per week).
- A variety of Teaching with Technology workshops and use of digital/online tools, for example, use of a virtual learning environment and flipped learning, as well as digital bootcamps offered at the academic entity level and across the university.



In addition, webinars on various aspects of teaching, learning and assessment, including with technology, are offered throughout the year on topics such as: reflective practice, Scholarship of Teaching and Learning (SoTL), and creating a Teaching Dossier (TD).

Support programs and communities of practice around SoTL are also offered which include, one-to-one consulting support, and biennial SoTL Conferences.

One day workshop on teaching issue is offered for the IIS faculty by the Advance HE. There is also an orientation workshop for the new faculty at IIS.

## 2. THE TEACH PROGRAMME DESIGN

### 2.1 Categories of Fellowship of the AKU TEACH CPD Scheme

There are four categories of Fellowship (Descriptors) of the Higher Education Academy (HEA):

**Descriptor 1 (D1): Associate Fellow (AFHEA)**– for those that support teaching and learning in Higher Education, are new to teaching or that engage in limited teaching activities.

**Descriptor 2 (D2): Fellow (FHEA)** – for those that have experience of teaching in Higher Education.

**Descriptor 3 (D3): Senior Fellow (SFHEA)**– for those that are responsible for the leadership and management, and coordination of teaching and learning.

**Descriptor 4 (D4): Principal Fellow (PFHEA)**– for those with a track-record of strategic leadership of teaching and learning, with an institutional, national or international impact.

**The AKU TEACH Scheme provides the pathway for recognition accreditation for Descriptors 1 and 2 as Associate Fellow (AFHEA) or Fellow (FHEA), only for AKU and IIS faculty and staff that support teaching and learning.** AKU was the first Higher Education Institution to be Accredited by the HEA to award Fellowships in Pakistan and East Africa. This was initially granted for a period of 4 years (May 2018 – April 2022) and now extended by a further 4 years<sup>1</sup>.

The PSF has two other categories of Fellowship (Descriptors 3 and 4), Senior Fellow and Principal Fellow, but these are *not* available through the AKU TEACH CPD Scheme at this time. Those interested in these categories of Fellowship can apply directly through the experience route to the HEA at a subsidized cost due to AKU being a subscribing institution. Faculty Fellows who are members of the Haile T. Debas Teachers' Academy and develop a track record of leadership and mentorship for other faculty to gain Fellowship, may be supported by QTL\_net to gain SFHEA as they evidence impact of educational leadership and mentoring.

After the TEACH Introductory Webinar, you will identify which category of Fellowship you are eligible for. **Please note that the category of Fellowship does not necessarily reflect academic qualifications nor seniority, rather it is a reflection of the teaching roles you engage in and your activities and contributions to teaching and learning.**

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<sup>1</sup> subject to accreditation

## 2.2 Principles of the Fellowship Provision: The Professional Standard Framework (PSF)

Fellowship is recognised internationally and demonstrates your commitment to world-class teaching. At the heart of Fellowship is the [Professional Standards Framework \(PSF\)](#), which are the professional standards and guidelines underpinning good teaching. Applying the PSF helps you make your personal development planning more focused and effective at every stage of your career.

Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia. AKU is the first university in the developing world to strategically partner with the Higher Education Academy and the PSF. For more information, see: <https://www.advance-he.ac.uk/fellowship>

### 2.2.1 Aims of the Framework

The PSF:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

### 2.2.2 Dimensions of the Framework

The PSF identifies the diversity of higher education teaching and support roles and environments; this diversity is reflected and expressed in the Dimensions of the Framework. Each of these three sets of the Dimensions is subdivided into statements: five Areas of activity, six aspects of core knowledge and four Professional Values. Combined they cover the complexity of professional roles in higher education, be it teaching, learner support or the supervision of research students.

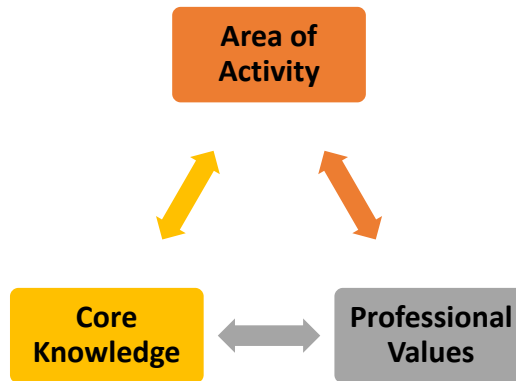
The Dimensions of the Framework ([PSF 2011, pg. 3](#)) are a set of statements outlining the:

- **Five Areas of Activity** that you undertake when teaching and/or support of learning within higher education;
- **Six aspects of Core Knowledge** that you need to carry out your teaching and/or support of learning activities at the appropriate higher education level;
- **Four Professional Values** that should inform and underpin your teaching and/or support of learning practice.

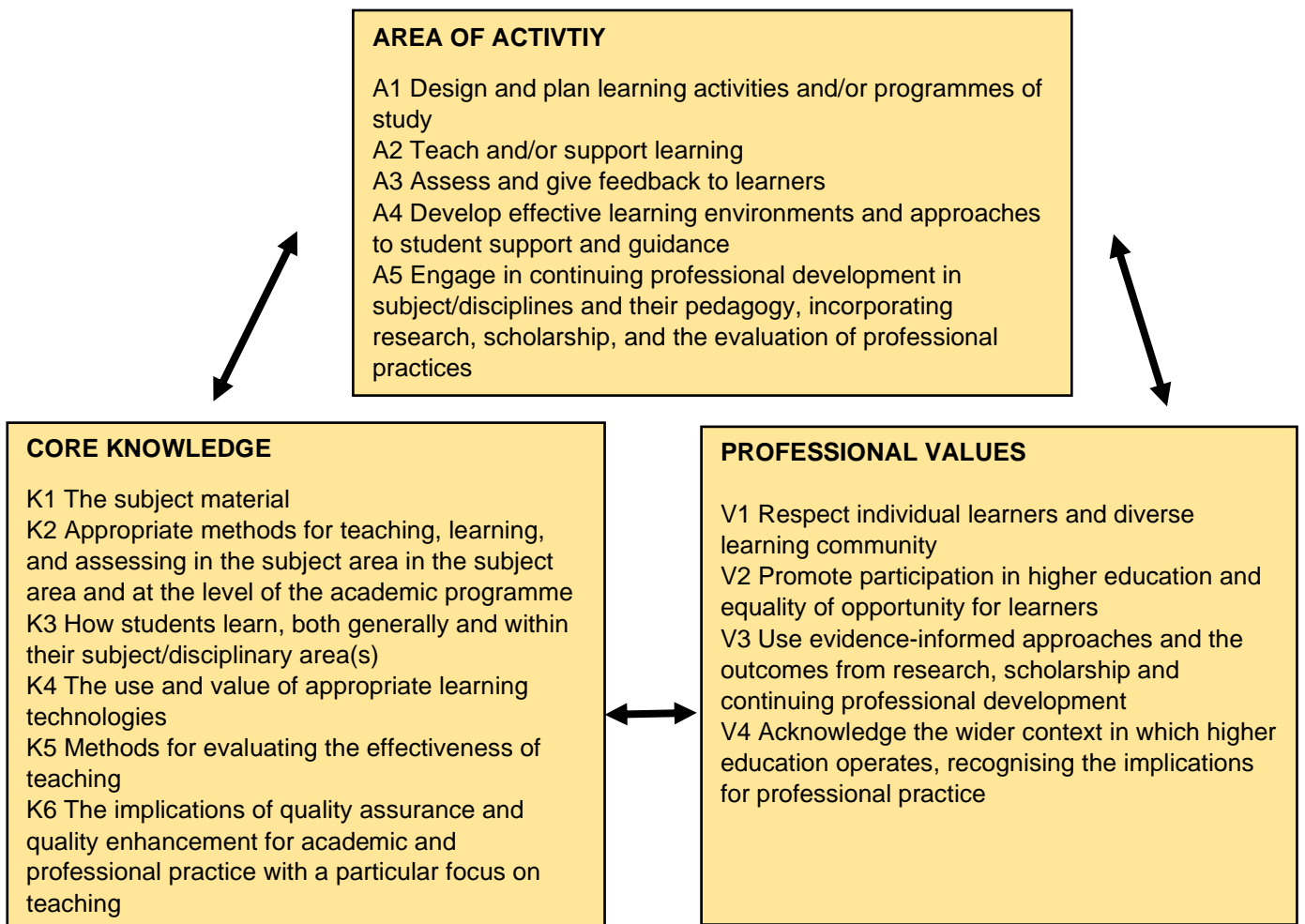
The PSF Descriptors ([PSF 2011, pgs. 4-7](#)) are a set of statements (referred to as Descriptor 'criteria') outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.

Dimensions of the framework and details on these dimensions are provided in the figures 2 & 3.

**Figure 2: Dimensions of the PSF**



**Figure 3: Details on the Dimensions of the Framework**



### 2.2.3 Details on the Descriptors, Roles & Criteria related to Fellowship

Use table 1 to decide the most appropriate category for you. The criteria for each descriptor as per the PSF and additional requirements by the TEACH scheme are provided in the table.

**Table 1: Roles & Criteria for D1 & D2**

Associate Fellow (Descriptor 1)	Fellow (Descriptor 2)
<p><b>ROLE AND CAREER STAGE</b></p> <p>Faculty and staff members who are able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.</p> <p>Typically, those likely to be at Descriptor 1 (D1):</p> <ul style="list-style-type: none"> <li>● are new to teaching and/or possess some teaching responsibilities.</li> <li>● in the early stages of your academic career;</li> <li>● support academic provision (e.g., faculty developers, librarians, instructional designers, educational technologists, and education developers).</li> <li>● are an experienced academic staff members working in a relevant professional area who works partly on teaching and/or supporting learning e.g., clinicians who also teach part time.</li> </ul>	<p><b>ROLE AND CAREER STAGE</b></p> <p>Faculty and staff members who are able to provide evidence of effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams.</p> <p>Typically, those likely to be at Descriptor 2 (D2) are:</p> <ul style="list-style-type: none"> <li>● in an academic or academic support role holding substantive teaching and learning responsibilities.</li> <li>● an experienced education developer, instructional designer, librarian, educational technologist.</li> <li>● Involved in teaching in higher education.</li> <li>● a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based or clinical settings.</li> </ul>
<p><b>DESCRIPTOR CRITERIA TO BE MET</b></p> <p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement with at least <b>two</b> of the five Areas of Activity.</li> <li>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</li> <li>III. Appropriate Core Knowledge and understanding of at least K1 and K2</li> <li>IV. A commitment to appropriate Professional Values in facilitating others' learning</li> <li>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</li> <li>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.</li> </ol>	<p><b>DESCRIPTOR CRITERIA TO BE MET</b></p> <p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement across <b>all five</b> Areas of Activity</li> <li>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</li> <li>III. A commitment to all the Professional Values</li> <li>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</li> <li>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</li> <li>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.</li> </ol>
<p><b>AUTHENTICATION OF PRACTICE:</b> One referee supporting statement to authenticate your practice</p>	<p><b>AUTHENTICATION OF PRACTICE:</b> Two referees supporting statements to authenticate your practice.</p> <p><b>ADDITIONAL TEACH FHEA REQUIREMENT</b> You need to submit a Teaching Dossier, aligned to the PSF (Appendix 6), which is required to assist you to write a strong Fellowship application.</p>

## 2.3 The Fellowship Application Process

Figure 4 shows the flow-chart of the application process with timelines. The process of applying for the Fellowship involves the following:

1. **Attend a 2 hour TEACH Introductory Webinar** to learn about the Fellowships, the TEACH CPD Scheme and the application process. These webinars are held virtually twice a year (usually in March and September).

### **Eligibility:**

There are NO prerequisites for faculty or those who support teaching and learning who wish to apply for Associate Fellowship (AFHEA). However, faculty, and those supporting teaching and learning or faculty development, who want to apply for FHEA, are required to complete either the **Teaching and Learning Enhancement Workshop (TLEW) and/or Rethinking Teaching (RTT) workshop and/or at least one course of the Online Teaching in Higher Education (OTHE)** before they are eligible to apply for FHEA through the TEACH route.

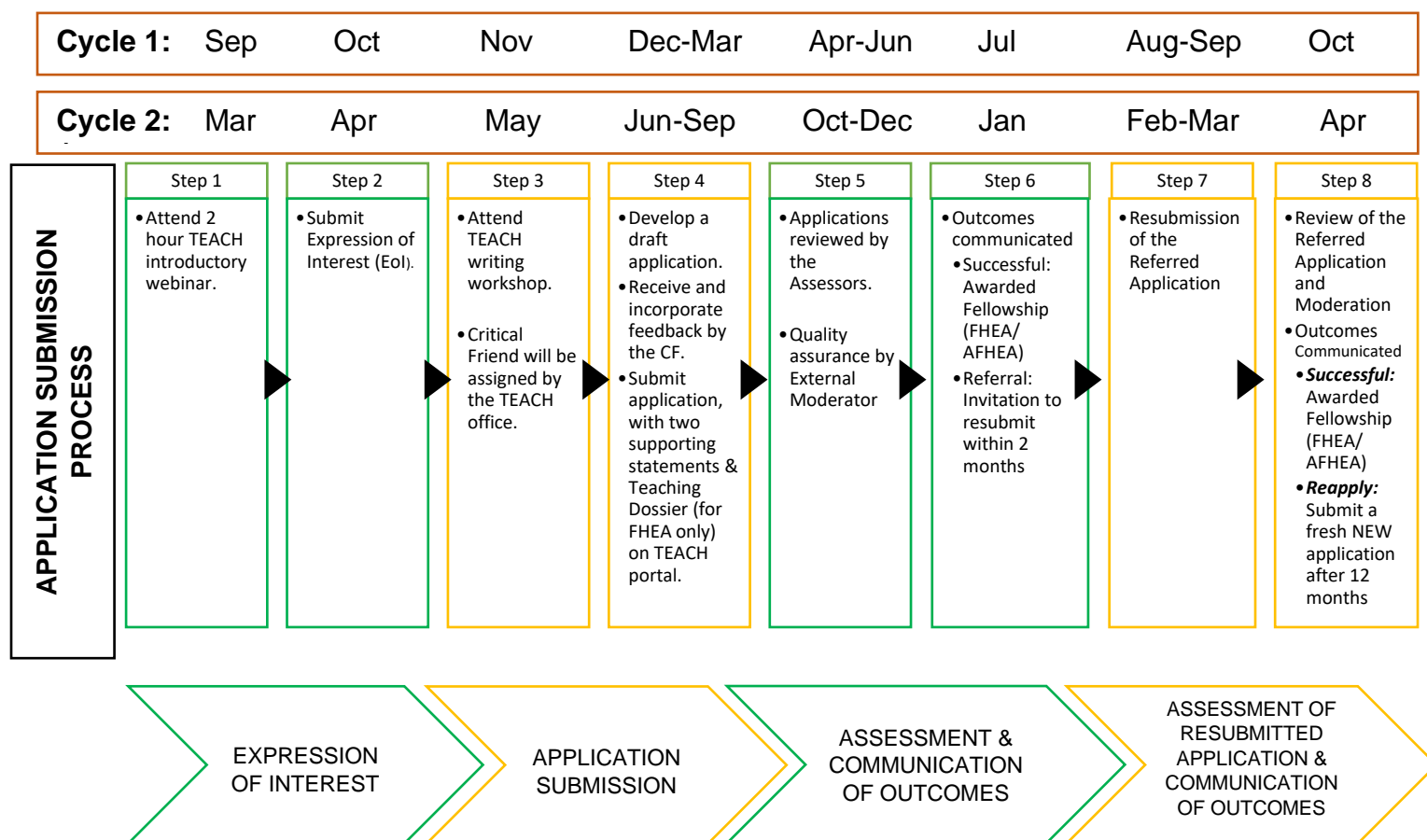
2. **Complete the Expression of Interest (Eoi)** form (Appendix 1). This form serves to ensure your eligibility, guide you on the relevant category of Fellowship, and inform QTL\_net staff that you are preparing an application for fellowship so they can set up the various support structures (Writing Workshop and Feedback on application). Once your submitted Eoi has been approved for processing (within 4 weeks) you will be invited to the TEACH Writing Workshop.
3. **Participate in the TEACH Fellowship Application Writing Workshop-** Two-half days, held virtually or in blended mode twice a year (usually in May and November). This begins your application writing process.
4. **Prepare your first draft application**, along with a Teaching Dossier for FHEA only, ideally within two months in order to seek feedback from your Critical Friend (CF). You will submit your application at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) and the TEACH office will send it out to a trained and experienced CF (unknown to you). Your CFs will provide written feedback only **once**, within one month of submission to them through the TEACH office. If further clarity is required you will have an opportunity for one 30-minute face to face or virtual meetings with your CF. Guidance notes are available to support your application writing process. Guidance for writing your contextual statement can be found in Appendix 2. Guidance notes for applicants for AFHEA and FHEA can be found in Appendix 3A & 3B respectively. The application templates are available in Appendix 4A & 4 B. You are also required to submit supporting statements- one for AFHEA and two for FHEA (Refer to Guidance notes for Referees: Appendix 5A & 5B) and a Teaching Dossier, in case of FHEA only (Appendix 6)
5. **Submit your final application** along with supporting statements (one for AFHEA and two for FHEA) and a Teaching Dossier (for FHEA only) to the [TEACH Portal](#) within 4 months of attending the TEACH workshop (submission deadlines: March 31<sup>st</sup> & September 30<sup>th</sup>). You will receive an acknowledgement email when your application is received.
6. **Wait to hear the outcome of your application** within 3-4 months of submission (i.e., January and July, respectively). If you are successful based on the

Assessment and External Moderation that verifies that you have met the required criteria of the PSF, you will be awarded the relevant category of Fellowship (FHEA/AFHEA).

7. **Resubmit, if you are unsuccessful on the first attempt.** When evidence is insufficient, you will be provided feedback from the Assessors and will be referred and asked to re-submit the application within 2 months after addressing the concerns raised by the Assessors. Upon request, you will be connected to your CF to help you understand the feedback received from the assessors (if needed). If you miss the deadline, you will need to re-apply after 12 months with a fresh application. After resubmitting the application, the Assessors will review your application again.
8. **Wait to hear the outcome of your application** within 4 weeks of resubmission. If you have addressed all the concerns and are successful, you will be awarded the relevant category of Fellowship. If not you will have an opportunity to reapply by submitting a fresh application after 12 months, to give you time to gain the relevant experience and educational development to meet the standards set.

**Please note that appeals related to the review outcome will not be entertained. However, if you have any complaints regarding the TEACH process, please contact TEACH office. For details, see section 6.**

Figure 4: Flow-chart of the application process with timelines



## 2.4 Preparing your Application for Fellowship

Each application for Associate Fellowship or Fellowship must meet the set criteria, but the ways it is put together will vary considerably. An application for Fellowship will generally focus on how you support your students or how you have made a difference around teaching and learning, while an application for Associate Fellowship will generally focus on how you practice teaching or learning support and the development of your understanding of teaching practice.

The PSF Framework guidance documents should help you to make meaningful links between your own practice and the different PSF Dimensions:

- [Dimensions of the Framework](#)
- [Dimensions of the Framework: Staff in learning support role](#)
- [Dimensions of the Framework: Digital lens on the UKPSF](#)

For **AFHEA** application, there are two components that need to be submitted through the [Portal](#):

- Account of Professional Practice includes a contextual statement and Reflective Account of Practice- RAP (Appendix 4A)
- supporting statements from one Referee (Appendix 5A)

For **FHEA** application, having met the pre-requisite of completion of either TLEW, RTT or OTHE, there are three components that need to be submitted through the [Portal](#):

- Account of Professional Practice includes a contextual statement and Reflective Account of Practice- RAP (Appendix 4B)
- supporting statements from two Referees (Appendix 5B)
- a Teaching Dossier (see Appendix 6)

### 2.4.1 Structuring your Reflective Account of Practice (RAP)

The RAP is a reflective commentary on your higher education roles, responsibilities and professional experience focused on Dimensions of the PSF. Although the RAP is structured around the Areas of Activity (A1-A5), applicants are required to map to Core Knowledge (K1-K6) and Professional Values (V1-V4) to demonstrate their understanding of the PSF and to show how their application meets all criteria. RAP will encompass the following

- a. Your recent education, training and experiences (in the past three years) which have enhanced your teaching practice or your beliefs and understanding of teaching and learning. You are encouraged to provide examples from AKU (QTL\_net; DED; CIME) or IIS based trainings (1-day orientation workshop for the new faculty; 1-day workshop on teaching issues offered by the Advance HE), SoTL conferences, or other professional development opportunities relating to teaching and learning, including TLEW, RTT or OTHE.
- b. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others' professional practice and on the wider teaching and learning context.
- c. Your development as a teaching professional, but it is not simply a Curriculum Vitae or summary. It is a reflective account of your contributions to teaching and learning in higher education including evidencing the impact you make on the student learning experience.

- d. Your contributions to teaching and learning in higher education. Use selective examples of practice which draws upon scholarly activity in teaching and learning. Ensure that your examples have direct relevance to your claim for Associate Fellowship or Fellowship.
- e. Incorporate relevant subject and pedagogic research and/or scholarship in your reflection.
- f. Rationalize your choice of activities and demonstrate its effectiveness and impact on teaching and learning in higher education.
- g. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it. Ensure you provide reasons for the choice of activities you describe and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the PSF is essential.

#### **2.4.2 Reflective Account of Practice (RAP) for Associate Fellowship**

Associate Fellowship of HEA is awarded to professionals who can demonstrate through their APP that they meet the criteria of Descriptor 1 (D1) of the PSF for teaching and supporting learning in higher education.

The overall word count for the Associate Fellow RAP is **1,400 word reflective account (RAP) plus citations (200 words); overall 1,600 words**. This is your combined evidence across the whole claim, working to 700 words per section (i.e., any two of five Areas of Activity). A brief contextual statement (max. 300 words) is included as an opening section of the application that will help the reader better understand the background of the applicant. Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application.

Your RAP should depict successful engagement with any **two Areas of Activity** of your choice. This would include showing how you use scholarly literature to inform your practice. Also provide examples of activities which have resulted in the development of your knowledge and practice. (**Note:** Through the TEACH workshop and one-on-one consultation with the TEACH office and other fellows, you will be supported to choose the two most appropriate categories for your D1 application.)

Aim to include examples of your use of/commitment to the relevant Professional Values and Core Knowledge of the PSF throughout your RAP. Adopt a reflective stance to your RAP and make clear why and how you apply appropriate Core Knowledge and understanding of at least **K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessment in the subject area and at the level of the HE provision)**. Include evidence of how you demonstrate commitment to appropriate Professional Values set out in the Framework. It is at your discretion which Professional Values you choose.

Where appropriate, explicitly incorporate in your chosen Areas of Activities how you have successfully engaged in professional development activity related to teaching, learning and assessment responsibilities.

Applicants should provide different examples in each of the two Areas of Activity. One example within each Area of Activity or across the whole application is not sufficient



Examples of activities consistent with an Associate Fellow application include:

- annual personal/professional development review discussion about your teaching development;
- participating in staff development events relating to teaching and learning, generally and/or in your discipline;
- evidence of engagement with continuing professional development activities and how you have used the learning;
- use of academic and/or professional practice resources as part of your work;
- observation of teaching/learner support;
- inviting observation and feedback on your own practice;
- making use of a piece of published pedagogic research to inform your practice.
- contributing to the creation of learning resources – physical and/or online
- mentor learners to support their learning and contribute to courses and programmes that develop learning in higher education
- carrying out assessments such as questionnaires, surveys, interviews, observations, testing and examinations;

For more details, see: Associate Fellow – Guidance for Applicants (Appendix 3A) and AFHEA Application Template (Appendix 4A)

### **2.4.3 Reflective Account of Professional Practice (RAP) for Fellowship**

Fellowship of HEA is awarded to professionals who can demonstrate through their APP that they meet the criteria of Descriptor 2 (D2) of PSF for teaching and supporting learning in higher education.

The overall word count for the Fellow RAP is **3,000 words plus citations (500 words); overall 3500 words**. This is your combined evidence across the whole claim, working to 600 words for each of the five Areas of Activity. A brief contextual statement is included as an opening section of the application that will help the reader better understand the background of the applicant. Whilst the opening statement is not assessed it should include reference to your teaching approach/philosophy that will help the reader to contextualise the application. The indicative word count for the contextual statement for FHEA application is up to 300 words.

The RAP for a Fellowship application consists of a reflective commentary on your higher education roles, responsibilities and professional experience focused on **all** the Dimensions of the PSF. It must include evidence of achievement in each of the Areas of Activity, Core Knowledge and Professional Values, including appropriate rationale for the choices made and any evidence of success, influence, and impact in teaching and/or supporting learning. It is important you address **all** the Dimensions of the PSF. Your RAP should make clear how you apply the Core Knowledge and Professional Values to all the Dimensions of Practice in the PSF and the examples of evidence across your RAP.

Applicants should provide at least two examples of engagement in each Area of Activity. Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies.

Examples of activities consistent with a Fellow application include:

- using the experience of peer observation of teaching to reflect upon and enhance aspects of your own teaching;

- reading and making use of the published pedagogic literature to inform your practice;
- demonstration of successful engagement in scholarship of teaching and learning through conducting research on teaching and learning and disseminating it through conferences, papers, etc.;
- writing a research paper on the approaches to supporting learners for example, supporting students with learning difficulties, using technology to optimize learning;
- contributing to staff development/staff research events;
- engagement with a professional association;
- evidencing reflection on teaching through your Teaching Dossier
- Reflections on your experiences with TLEW and/or RTT and/or OTHE and other educational development activities along with their impact on your teaching practice and impact on students learning.
- designing or redesigning curricula, courses and programmes of study;
- teaching activities such as lecturing, clinical, supervision, distance learning and the use of virtual learning environments;
- carrying out assessments such as questionnaires, surveys, interviews, observations, testing and examinations;
- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs

For more details see: Fellow– Guidance for Applicants (Appendix 3B) and FHEA Application Template (Appendix 4B).

#### **2.4.4 Supporting Statements**

Your application must be supported by statements from referees (one for AFHEA and two for FHEA). The function of your referees is to provide an informed peer review of your eligibility for Associate Fellowship or Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are able to comment on and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your APP. You must provide them with a copy of the Guidance for Referees- writing a support statement for AFHEA or FHEA (Appendix 5A & 5B). At least one of your referees should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the PSF.

#### **2.4.5 Teaching Dossier (TD)**

The TEACH scheme is designed to be transformative to teaching and promotes reflective practice. Hence, you are required to include a TD that encapsulates your reflection on practice and provides supporting evidence to help you to put together an evidential based application. The TD is not to authenticate the practice but to assist the applicant to make a strong case for Fellowship (Descriptor 2) that is evidence based and aligned to the PSF. Whilst the TD will not be directly assessed, your Assessors will refer to it to provide them with contextual evidence of your practice. You must develop it alongside with your application as well as submit it to your CF for the draft review. Please note that your TD, which is aligned to the PSF, can also be used for academic promotion or Teachers' Academy membership. For details, please refer to Appendix 6.

### 3. SUPPORT AND GUIDANCE FOR THE APPLICANTS

To help you understand and complete the process, the TEACH office has in place various support systems.

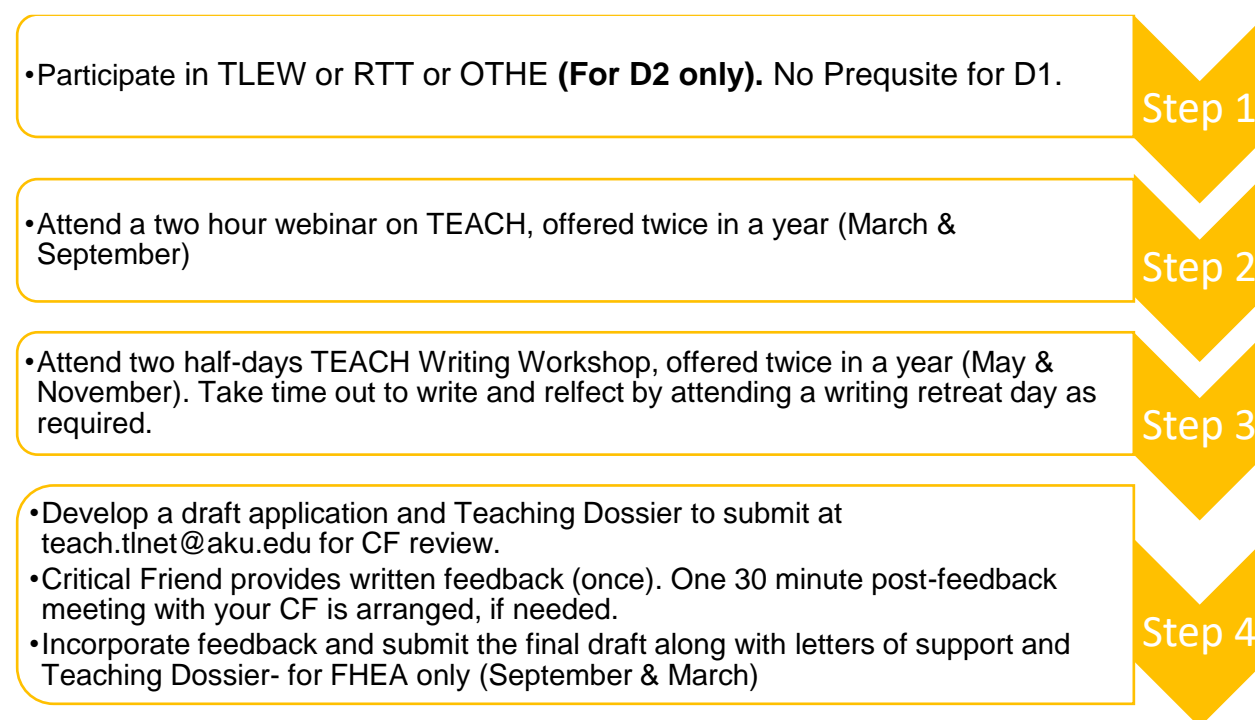
First, you will have to attend the two-hour TEACH Introductory Webinar followed by submitting your Expression of Interest (EOI) form (Appendix 1) which, guides you on the relevant category of Fellowship. You are encouraged to contact the TEACH Office if you need any support to make this decision. Your EOI will also inform the TEACH office on the numbers interested in TEACH so that they can set up the various support measures such as writing workshops, review of a draft application.

After that, the TEACH Writing Workshop will facilitate you in making associations between relevant PSF and your practice. **TEACH Introductory Webinars** and **Writing Workshops** will be offered twice per year to provide a space and time for applicants to focus on the development of their submissions. These will be offered online having a blend of synchronous and asynchronous activities. A series of writing retreats will be organized (as needed) throughout the writing phase to allocate dedicated time for the applicants to write and reflect; and build a community for peer-discussion and feedback. Hence, through the Writing Workshops you will become a part of a peer group that comprises other AKU and IIS faculty and staff supporting teaching and learning who are completing the HEA Fellowship recognition process at the same time.

Trained QTL\_net staff, faculty members or staff involved in supporting teaching and learning, who hold an appropriate Fellowship title will review your draft application once. You are required to send your draft application and Teaching Dossier (FHEA-D2 applicants only) to the TEACH office, which will be sent out to a CF for review and feedback. Your application will be randomly assigned to a CF, unknown to you. However, your application will not be given to a CF from the same department to avoid any conflict of interest. If required, the TEACH office will set-up a one-on-one 30-minute meeting with your CF, in case you have any difficulty in understanding the feedback received from your respective CF. In addition, it is recommended that your application be shared with at least one other applicant from your peer group for feedback before submission for Assessment. All Critical Friends (CFs) will possess an appropriate category of Fellowship (for AFHEA, CFs will be AFHEA/FHEA; for FHEA, CFs will be FHEA/SFHEA) in order to demonstrate knowledge and understanding of the PSF and Fellowship requirements and be trained to guide the applicants at the relevant category.

Guidance notes are available to support your application writing process. Guidance for writing your contextual statement can be found in Appendix 2. Guidance for applicants for AFHEA and FHEA can be found in Appendix 3A & 3B. The application templates are available in Appendix 4A & 4B. You are also required to submit supporting statements- one for AFHEA and two for FHEA (Appendix 5A & 5B) and a Teaching Dossier, in case of FHEA only. (Appendix 6) The TEACH Office will be available throughout the process to respond to your queries. You can write at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu). See Figure 5 for details.

**Figure 5: Guidance and Support for the Applicants**



#### **4. JUDGEMENT PROCESS**

Your application for Fellowships will be assessed by Assessors who are AKU or IIS faculty holding an appropriate category of Fellowship (Fellows and Senior Fellows of the HEA). All Assessors are knowledgeable about the PSF and have been trained in assessing Fellowship applications.

Applications for both D1 (AFHEA) and D2 (FHEA) will be reviewed by **two** independent Assessors (called a 'panel'), each will be a Fellow or Senior Fellow of the HEA. External moderation of a sample of applications will occur prior to the Fellowship judgment.

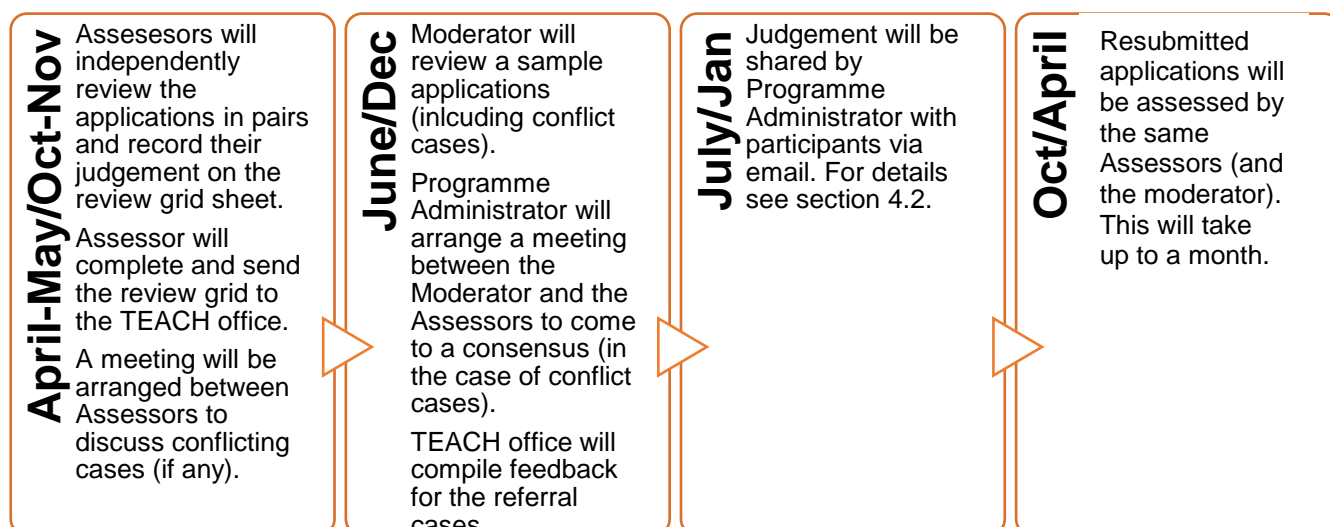
##### **4.1 How do the Assessors reach their judgement?**

Figure 6 shows an overview of the assessment process along with the timelines after you have submitted the Fellowship application (i.e., March or September).

Assessors will be faculty members who hold an appropriate Fellowship title (FHEA or SFHEA) and be trained to make Fellowship judgements at the relevant category. QTL\_net staff holding Fellowship will only serve as CFs and not Assessors. Those faculty members who will be involved as CFs in a particular cycle will not be involved in the assessment process to avoid any conflict of interest. See Appendix 8 for a list of people who have been awarded Fellowship at AKU and the IIS.

The Assessors will be looking for evidence that your practice meets the requirements of relevant Descriptor (1 or 2) across your APP and will check that the Supporting Statements provide appropriate endorsement for your application. They will assess your application against each of the Descriptor (1 or 2) criteria. The two Assessors then reach a combined consensus judgement. For D2 applications, Assessors may refer to the Teaching Dossier to understand contextual evidence of the applicant's practice and not to authenticate their practice. Assessors will not assess the TD.

**Figure 6: Flow-chart of the Assessment and Moderation Process**



Guidance notes and review grids for our Assesors are provided to them, explaining how they are expected to make professional judgements on Fellowship applications. Associate Fellow and Fellow Review Grids are appended in appendix 7A & 7B for your reference.

An External Moderator, who is a Principal Fellow (PFHEA), will ensure standardization of quality and verify Assessor judgments meet international benchmarks and ensure due process has been followed. External moderator will also assess a sample of applications and will help in resolving conflict cases (if required).

#### **4.2 Two Possible Outcomes**

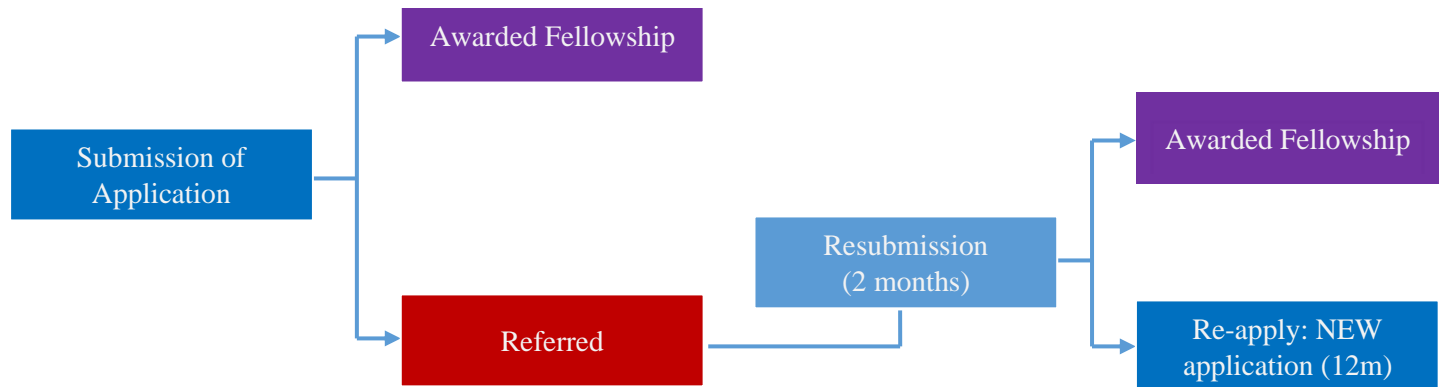
You will be awarded Fellowship upon successfully meeting the criteria for your chosen descriptor (D1 or D2). There are 2 possible outcomes that you will receive within 12 weeks of applying (See Figure 7).

1. **Successful:** The evidence provided is deemed to be sufficient in meeting the PSF to award you the appropriate category of Fellowship. If the application is successful, the Programme Administrator will add the AFHEA/FHEA candidate to the HEA My Academy Portal from where the certificate can be downloaded.
2. **Referred:** The evidence is insufficient and you may use the guidance from the If the application is referred, the applicant has a two-month period to re-submit the application with the incorporated changes highlighted in the referral letter sent to the applicant by the Programme Administrator via email.

**Resubmission:** If after Referral Resubmission the Assesors and the Moderator decide you have not been able to satisfy the concerns raised in your initial application you may submit a NEW application after 12 months, providing you time to gather the evidence, experience, and educational development to meet the PSF. The Assesors

**PLEASE NOTE:** There is no appeals procedure regarding the review outcome.

**Figure 7: Possible Outcomes of Applications**



## 5. A NOTE ABOUT QUALITY ASSURANCE

You can be assured of a fair, transparent process that is standardized and quality assured in the following ways:

1. The overall lead of the TEACH CPD Scheme and the Vice Provost, (Quality, Teaching and Learning), Professor Tashmin Khamis, is a Principal Fellow. She is on Advance HE Global Perspective Strategic Advisory Group (SAG), and hence, well-versed with HEAs expectations and QA practices. As the Vice Provost (QTL), Professor Tashmin Khamis reports directly to the AKU Provost, providing close oversight of the programme and reporting to the highest level of academic governance at AKU. Annual reports that include updates on TEACH are provided to the Provost and Academic subcommittee of the Board of Trustees, thus enabling the engagement of the University's most senior leadership in the scheme, including the Board. She is the key contact person to deal with any issues and complaints related to the overall process of the scheme and making any strategic decisions.
2. The TEACH programme leader and Director, TL, Dr Jane Rarieya, is a Senior Fellow and has been recently appointed to Advance HE's Expert Advisory Group on Fellowship and Accreditation Committee She is the first point of contact for the administrator to seek an opinion on or deal with a problem.
3. The TEACH Administrator, Sahreen Chauhan, is a FHEA and regularly monitors the TEACH CPD scheme. She is tasked to liaise with Advance HE on the provision of trainings as part subscription days and inform all the Fellows about upcoming events, share monthly newsletters, etc. She is responsible for addressing any administrative issues that occur during the support and judgement phases and consults leaders of the TEACH scheme for any unresolved issues.
4. All critical friends of applicants will hold a category of Fellowship (AFHEA, FHEA, SFHEA, PFHEA) and will be trained before being invited to run the introductory webinar and writing workshops. All assessors of applications will hold an appropriate category of Fellowship (SFHEA, FHEA) and will be involved in assessment of AFHEA and FHEA applications after receiving training. The QTL\_net staff will not serve as assessors to avoid any conflict of interest or compromise on QTL\_net's neutrality in providing a safe, non-judgmental space to support faculty. Faculty members cannot be both CFs and Assessors of the same applicants at the same time. Advance HE approved

trainers will provide training for both CFs and Assessors to ensure robustness in our processes and support.

5. An External Moderator will ensure a standardised approach to fair, robust and internationally benchmarked judgements.
6. Associate Fellow and Fellow application forms and guidance provided by HEA will be used by the TEACH scheme, with some modifications. By TEACH mirroring the direct route application processes we will ensure consistency and standardization with international benchmarking.
7. To ensure the originality of the applications and reference letters, the documents will pass through a plagiarism test through a Turnitin application embedded in the [TEACH Portal](#), used for the submission of the application.
8. Authentication of teaching practice will occur through the supporting statements of Referees.
9. For FHEA submissions, the Teaching Dossier will act as a tool for reflection that enable applicants to reflect on the CPD they engage in and the impact on their teaching thereby assisting them to submit an evidential based application. The TD is not to authenticate practice but to assist the applicant to make a strong case for Fellowship (Descriptor 2), which is aligned to the PSF.
10. TEACH scheme is also part of QTL\_net's strategic plan 2020-25 and is budgeted annually as part of QTL\_net.
11. TLEW and/or RTT and/or OTHE are the three key flagship programmes of the QTL\_net (details in section 1a), which will also help the applicants to make a clear association between the PSF and their professional practice (details in section 1a). Whilst TLEW and/or RTT and/or OTHE is a requirement to apply for D2 for TEACH, the TEACH CPD scheme will be voluntary but an irresistible incentive for faculty and those supporting teaching and learning to recognise teaching that meets the PSF.
12. In addition, Advance HE reviewed the AKU TEACH CPD scheme after the initial 12-month probation period of accreditation and the TEACH CPD scheme was extended for another 3 years until April 2022. We have now been reaccredited until 2026.
13. TEACH participates in the Annual HEA Review of Accredited CPD schemes which will also benchmark AKU's TEACH scheme internationally.
14. Reflective roundtable sessions/retreats with critical friends and assessors will take place after each year.

## 6. WHAT IF I HAVE OTHER QUESTIONS?

If you require further assistance, please email at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) or to any of the following TEACH QTL\_net team members.

- 1) **Ms Sahreen Chauhan**, FHEA, Manager, Teachers' Academy, Network of Quality, Teaching & Learning (email: [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu))
- 2) Dr Jane Rarieya, SFHEA, Associate Professor, Director, Network of Quality, Teaching & Learning (email: [jane.rarieya@aku.edu](mailto:jane.rarieya@aku.edu))
- 3) Dr Tashmin Khamis, PFHEA, Professor and Vice Provost, Quality, Teaching & Learning (email: [tashmin.khamis@aku.edu](mailto:tashmin.khamis@aku.edu))

## APPENDICES

### APPENDIX 1: HEA fellowship of Higher Education Academy Expression of Interest (EOI)

#### Overview

The Aga Khan University (AKU) is offering writing workshops aiming to gain **Fellowship** or **Associate Fellowship** with the UK Higher Education Academy (HEA) through participation in the AKU TEACH (Teaching Enhancement Accredited Certification of the Higher Education Academy) Continuous Professional Development (CPD) scheme. The Fellowships are intended for faculty and staff involved in supporting teaching and learning at AKU and the IIS. Brief overview of these two categories is stated below:

#### Associate Fellow:

Faculty and staff members who are able to provide evidence of effectiveness in relation to their professional role(s) which typically will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1):

- are new to teaching and possess some teaching responsibilities
- in the early stages of your academic career;
- support academic provision (e.g. librarians, instructional designers, learning technologists and education developers);
- are an experienced academic or staff member working in a relevant professional area who works partly on teaching and/or supporting learning.

#### Fellow:

Faculty and staff members who are able to provide evidence of effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) are:

- in an academic or academic support role holding substantive teaching and learning responsibilities;
- an experienced education developer, instructional designer, librarian, educational technologist involved in teaching in higher education;
- a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

**NB:** *You must have attended the TEACH webinar before submitting your EOI.*



## Applying for the workshop

In order to take part in the workshop, we would like you to write a brief (300 words maximum) statement on why you think your experience matches your chosen category of fellowship (Associate Fellow or Fellow), and why you would like to recognise your teaching practice by applying.

**I CONFIRM, I ATTENDED A TEACH WEBINAR ON \_\_\_\_\_(Date) .**

**FOR D2-FHEA ONLY: I CONFIRM, I COMPLETED TLEW and/or RTT and/or OTHE ON \_\_\_\_\_(Date/s) (please attach a copy of your TLEW/RTT/OTHE certificate/badge).**

**I, commit to FULL participation on xxx (date of the workshop), and to applying in my chosen fellowship category. I have informed my head of department/dean of my intention to apply for TEACH Fellowship.**

NAME:

DEPARTMENT:

LOCATION:

SIGNATURE:

DATE OF SUBMISSION:

## **APPENDIX 2: Writing Your Contextual Statement <sup>2</sup>**

All applicants are individuals. Their practice will inevitably be influenced by a number of factors: the nature of their department/school, role or subject discipline. Two colleagues with the same job title will not be doing exactly the same thing and they certainly won't be doing it in the same way. Their career history and the particular philosophy/approach that underpins their work will also influence their practice.

Obviously it is important that whoever reads your application can easily understand the work you are presenting. The contextual statement is, therefore, an important part of your application. This is where you can include any information (school specific, institution specific, discipline specific, etc.) that will help the reader to better understand your application.

Use your contextual statement wisely. The word count for each section of the APP is only 600 words. Putting contextual information in this opening section effectively buys you words to build your case within the APP.

The indicative word count for the contextual statement is 300 for AFHEA and 500 for FHEA applications. Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application.

A common structure for the contextual statement is:

- General contextual information
- General approach/philosophy

Below you will find some activities to help you to generate and structure your ideas. They are not meant to be prescriptive or followed slavishly. Ultimately you should use whatever format or structure you feel does this best. Remember at all times that this is your application: the aim is always to put forward the strongest case you can for Fellowship. Use whatever structure or format helps you to do this.

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<sup>2</sup> This resource was provided by our external Critical Friend/External Moderator for the TEACH CPD Scheme Dr. Eileen Hyder (PFHEA), Manager of FLAIR CPD Scheme, Centre for Quality, Support and Development (CQSD).

## Part 1: General contextual information

<p><b>Information about your career</b></p> <p>This is most relevant for colleagues who have experience of working in other HE institutions or who bring prior professional experience to their role. How is this prior experience relevant to what you do currently?</p>	
<p><b>Information about your role</b></p> <p>What are your key responsibilities? Are there any unique factors about the way your role is interpreted/enacted within your local context?</p>	
<p><b>Information about your department/school</b></p> <p>How does your department/school differ to others? What makes it special/distinctive? Is the department/school facing any specific challenges that are impacting on what you do?</p>	
<p><b>Information about your students</b></p> <p>The Professional Values require you to demonstrate that you respect individual learners and diverse learning communities (V1) and that you promote participation in higher education and equality of opportunity for learners (V2). It can be useful to outline the particular profile/characteristics of the students you work with and then draw on this within the application.</p>	
<p><b>Information about your discipline</b></p> <p>Are there any pedagogic approaches that are specific to/distinctive of your discipline? Are there any external factors you need to consider within your practice?</p>	

## Part 2: Your approach/philosophy

To start you might find it useful to read the following article. Gillis, C. & Johnson, C.L. (2002). Metaphor as Renewal: Re-Imagining Our Professional Selves. The English Journal, Vol. 91, No. 6, pp. 37-43 <http://www.tnellen.com/alt/Metaphor.pdf>

### Activity 1:

The list below is based on the metaphors in the article (plus a few others). Do any of them reflect how you feel about your work, your role and the relationship between you and students? If not, is there another metaphor that would be more meaningful for you?

Movie director	Actor	Coach	Engineer
Sculptor	Conductor	Gate keeper	Architect
Cheerleader	Chef	Spark	Magician
Gardener	Mother bird	Weaver	Preacher
Tour guide	Juggler	Potter	Petrol pump attendant

- Metaphors can help us to express our feelings about our work/role. For example...
  - ...a teacher is a lighthouse, shining a light to guide and give confidence but not imposing the route. Ultimately students have to make their own decisions and find their own way.
  - ...a teacher is a cook, gathering the right ingredients, mixing them, shaping them and offering them to be tasted. You can't/shouldn't force something down someone else's throat. You want what you offer to be tasty enough to be gobbled up.
- Now try putting your chosen metaphor into a sentence to describe your own feelings about your work/role:
  - For me, an educator/teacher is a...
  - I see my role in supporting students as...
- The metaphors we use help to conceptualise our approach. The literature on metaphors and teaching includes transmission metaphors, facilitation metaphors, catalyst metaphors and nurturing metaphors (among others).
  - Because I see my role as a gardener, this positions me as a nurturer in relation to my students. I prepare the ground, choose the right seeds, plant them, water them and provide scaffolding and support until the seedlings can stand on their own. Then I stand back and let them thrive.
- Look at what you wrote in the last activity. Can you now expand this to describe how the way you see your role affects the dynamic/relationship between you and your students?

## Activity 2

Making the implicit explicit. Look at the questions below. Choose the most relevant for you.

- What is the most important thing for you in your work?
- What is the vision/aim behind the work you do?
- What principles/rationale underpin what you do?
- What do you want most for the students you work with?
- What specific principles/theories underpin your work? This might be generic pedagogic principles and/or subject specific pedagogic principles.
- What priorities (departmental/school/institutional) impact on your work? See the table below for some possible ideas

<b>Theories (This supports K2 and K3)</b>	<b>Broader factors you might refer to (This supports V4)</b>
Active learning Andragogy (how to engage adult learners) Bloom's taxonomy Constructivism and social learning Constructive alignment Deep/surface/strategic learning Experiential learning Group work Independent learning Modelling and scaffolding Motivation (intrinsic/extrinsic) Students' prior knowledge Student-centred activities	The University's T&L Strategy The Curriculum Framework Diversity & inclusion Employability Internationalisation/globalisation Research-led teaching TEF Professional accreditation requirements

### Please note:

Once you have written your contextual statement use it as a thread to stitch the whole application together. Draw on it in the APP (e.g. in A1 you might refer back to the key theories to explain how you design/plan learning). This helps to make your application coherent.

## APPENDIX 3A

### Guidance Notes for Applicants<sup>3</sup> : Associate Fellowship of the Higher Education Academy (AFHEA)

These guidance notes provide you with an overview of the process required to apply for Associate Fellowship of the Higher Education Academy (AFHEA).

Associate Fellowship is awarded to higher education (HE) teaching and learning professionals that can demonstrate they meet the requirements of Descriptor 1 (D1). You will need to keep referring to the PSF (see Section 2) as you progress with your application and make associations between your practice, **specific** PSF Dimensions and Descriptor 1 (**PSF**, p4).

To achieve Associate Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the six **Descriptor 1 (D1)** criteria, which are as follows:

- D1.I** Successful engagement with **at least two of the five** Areas of Activity
- D1.II** Successful engagement in appropriate teaching and practices related to these Areas of Activity
- D1.III** Appropriate Core Knowledge and understanding of **at least K1 and K2**
- D1.IV** A commitment to **appropriate Professional Values** in facilitating others' learning
- D1.V** Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- D1.VI** Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities

This Associate Fellowship applicant guidance document should be read and used in conjunction with other Advance HE guidance documents; you will find these in the applicant 'pack' you downloaded or by following the web links below:

- [UK Professional Standards Framework 2011 \(PSF\)](#) for teaching and supporting learning in higher education (see Section 2);
- [Dimensions of the Framework](#) guidance documents
- **Associate Fellow Application Template** (See Appendix 4A); use this Word document template to draft your application. The Associate Fellowship template also enables you to share the final version of your application with your referees. You can write at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) to access a copy of it.

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<sup>3</sup> Adapted from Associate Fellowship applicant guidance Aug 2020

## 1. What are the main evidence requirements for Associate Fellowship?

There are two main elements to your application:

- Account of Professional Practice include a Reflective Account of Practice (RAP) and an opening contextual statement (See Appendix 2 & 4A).
- supporting statements from one referee (See Appendix 5A).

## 2. Your Account of Professional Practice

Associate Fellowship is based on meeting Descriptor 1 (D1) of the PSF and your Account of Professional Practice is the core of your application. The Account of Professional Practice consists of a Context Statement and a Reflective Account of Practice against two PSF Areas of Activity.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Account of Practice (RAP)** should provide evidence that your professional practice meets the requirements of PSF **Descriptor 1**.

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 Supporting Statements will verify that what you write about in your Account of Professional Practice represents your practice in a genuine way (see Appendix 5A).

It is important to note that you focus on evidencing your effective practice to date in your application. 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 1.

In your **Reflective Account of Practice (RAP)**, you should include appropriate rationale for the approaches you take and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your Reflective Account of Practice should be based around real examples from your practice and should make clear **what** you do, **why/how** you do it that way and **how you know** that this is **effective**.

Writing about 'why' you took each approach will enable you to include the 'evidence-base' that informs and underpins your practice within your RAP. You also need to include the ways in which the professional development you have undertaken has influenced your personal practice.

Provide **selective** examples of practice in your RAP and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. 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 reflect on any historic professional practice as part of your evidence, ensure that you focus on how this now impacts on your current practice.

## 2.1 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 Assessors and you need to show these Assessors 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 1. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Your application must be submitted in English. The HEA Fellowship application should be submitted in plain text. **Please DO NOT use diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.**

## 2.2 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 Assessors 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 Account of Practice (RAP) against the PSF Descriptor 1; this section provides the **background** to your RAP and is not 'assessed' against Descriptor 1.

**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 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 Associate 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 2 for further information about eligibility for Associate 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 Assessors 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 Associate Fellowship in your RAP (i.e., it cannot be used to extend the word limit of your RAP).

## 2.3 Structuring your Reflective Account of Practice (RAP)

The written **Reflective Account of Practice (RAP)** is structured into two sections; you write about your practice in relation to **two of the five PSF Areas of Activity**. You should choose



to write about the two Areas of Activity that are most appropriate to your own practice (see Section 2 below for further guidance).

As well as covering two Areas of Activity, to address D1.III you also need to make sure that across the two sections of the RAP you include evidence that you are effectively using **Core Knowledge 1 (K1)**; the subject material and **Core Knowledge 2 (K2)**; appropriate methods for teaching, learning and assessing in the subject area and at the level of HE provision.

In addition to K1 and K2, in providing examples of your practice in each section of your RAP, you are likely to also identify some aspects of other Core Knowledge (K3-K6) that you are applying to your work. Where this is the case then make clear why and how you apply these.

Descriptor 1 requires you to demonstrate your commitment to **appropriate Professional Values** in facilitating others' learning' (D1.IV). Think about which of the Professional Values you use to inform your practice and include examples that demonstrate your use of these values within your RAP.

You will see that Sections 3 and 4 below keep referring to the Advance HE Dimensions of the Framework guidance as this guidance should really help you to make appropriate links between your practice and the PSF Dimensions and to identify relevant evidence to include in your application.

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. (V2) 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 for each of the two Areas of Activity, try to use different examples in each Area that best demonstrate your engagement with specific Dimensions. It is important that you don't rely on the same examples in each of the two Areas of Activity as this is unlikely to provide *sufficient* evidence that your practice meets all the requirements of Descriptor 1. 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 1.

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 chosen Area of Activity and which also allow you to demonstrate the specific elements of the Core Knowledge and Professional Values required (see Section below related to word limit).

## 2.4 RAP word limit

The overall word limit for the Associate Fellow RAP is **1,400 words plus citations (200 words); overall maximum 1,600 words**. Although you can choose how to spread the balance of the word limit across your RAP, we recommend that you should aim to use around 700 words in each of the two sections plus citations. Please do not exceed the word limit.

## 2.5 Reflect on your practice throughout your RAP

Developing your RAP requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing your RAP, you should avoid long descriptions of what you 'do' and take a **reflective** stance so that it is clear

what you do, how/why you do it that way, how you know this is effective and what you will do in the future as a result.

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

- o **What** you do (be selective with the examples you choose to include – see Section 2.3);
- o **Why** you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.);
- o **How** you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);
- o How you **evaluate the effectiveness** of what you do (explain the kinds of ‘information’ you use to review and evaluate your work including the impact this has on your students’ learning)- this provides evidence for K5;
- o **What changes** you have made as a result of evaluating your effectiveness (for example, you might have modified a session in response to student/ peer feedback and then evaluated the effectiveness of the change you implemented);
- o How you ensure that you **continue to develop and enhance** your practice; for example, engaging in peer review, developing your evidence-base (D1.V) or engaging in professional development (D1.VI), etc. and applying this learning to enhance your practice (use examples to illustrate).

## **2.6 Refer to the evidence-base that informs and underpins your practice (D1.V)**

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application (D1.V) to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

As you will be writing about your approach to teaching and learning in your RAP, you should cite/refer to the ‘evidence-base’ you use to inform your practice where appropriate within your RAP. For example, you might cite scholarly literature such as journals (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 text or journal article to plan your learning environment in a certain way.

Where you cite in the text of your RAP, you need to include the full reference in a list at the end of the relevant section of your RAP. Your word limit includes up to 200 words for your reference list. We ask you to provide a full list of all the references you directly cite so that Assessors 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).

## 2.7 Engagement in professional development activity related to teaching, learning, and assessment responsibilities (D1.VI)

Engagement in ongoing professional learning is integral to your role as an educator. Your RAP should reflect your engagement in ongoing professional development relevant to your teaching and learning role and responsibilities and make clear how the learning you have taken from this development has been applied to and/or enhanced your practice. Evidence of your engagement in professional development activities is required for addressing D1.VI and Dimensions V3 and A5 for example.

You may attend formal events such as courses/workshops/symposia/conferences but 'professional development' activities can also include formal/informal learning opportunities. For example, learning from colleagues (e.g. peer review/ mentoring/ curriculum development/blogs, etc.), from students (students as partners work/ focus groups/ action research, etc.), from scholarly theory, experience in the profession/industry, etc.

### 3. Evidencing the required PSF Dimensions for Descriptor 1

Although the RAP for Associate Fellow applications is structured around two of the five Areas of Activity this does not mean that the Areas of Activity are more important than the Core Knowledge or Professional Values PSF Dimensions; the Dimensions will be **inter-dependent and integrated** within your professional practice; put simply, the Areas of Activity are what you do, the Core Knowledge is what you need to know to effectively carry out this work and the Professional Values should inform and underpin your work.

Across the 1,400 words of your RAP, as well as evidencing two Areas of Activity, you need to ensure that you evidence a minimum of Core Knowledge 1 and 2 (K1 and K2) and appropriate Professional Values as required for Descriptor 1.

The Dimensions of the Framework guidance provides you with some typical examples to help you to identify where you use PSF Core Knowledge and Professional Values within your practice. In each of the two Areas of Activity, choose to evidence just the aspects of the Core Knowledge and Professional Values that are particularly relevant to your work in that Area.



Figure 1: Illustrating how the PSF Dimensions are integrated within Descriptor 1

**Example to illustrate how the Dimensions are inter-dependent and integrated:**

Designing and planning a learning activity successfully (A1) requires you to use the appropriate level of subject knowledge (K1) and select appropriate teaching and learning methods (K2). You also need to consider the needs of individuals within your student group (V1) and plan appropriately so that your students will all have opportunity to fully engage in the learning activities you are planning (V2).

Section 4 below focuses on each of the five Areas of Activity. After each Area of Activity, an example is provided to further support you to understand how you might evidence the required PSF Dimensions when writing against two Areas of Activity in an application for Associate Fellowship.

#### **4. Evidencing Two Areas of Activity**

Deciding which two Areas of Activity to base your RAP around is an important stage in planning and developing your application. You might like to consider all five Areas of Activity and then make a choice when you have mapped out your likely evidence against each one and so can see which Areas of Activity will make the strongest claim against Descriptor 1. *You can also approach the TEACH office or other HEA fellows to make this decision.*

Alternatively, it may be very clear to you immediately that your evidence is associated with two specific Areas of Activity because of the nature of your specialist practice.

The guidance below further explains each of the Areas of Activity. As you consider each Area of Activity below, you should also refer closely to the Dimensions of the Framework guidance document(s) as you consider what examples of practice you might choose to write about.

Remember that across both Areas of Activity you must also evidence Core Knowledge 1 and 2 (K1 and K2) and appropriate Professional Values as a minimum to meet Descriptor 1; as well as demonstrate your effective engagement with scholarship (D1.V) and professional development (D1.VI).

#### **Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

Area of Activity 1 refers to what you do to design and plan learning activities, whether face-to-face or in a virtual learning environment.

The focus of Area of Activity 1 (A1) is the preparation you do for your engagement with learners. The focus is therefore not on your actual teaching practice or the learning environment, which are covered by A2 and A4 (although there may be overlaps between A1 and these Dimensions). Although Area of Activity 1 is all about design and planning of learning activities, you will need to demonstrate that your planning and design has been effective, i.e. you are reflecting on the effectiveness of practice that has taken place and not practice that you have planned for the future.

The evidence of designing and planning learning activities will vary depending on the context of your work and there are many different types of evidence against Area of Activity 1 that Associate Fellows might evidence. The Dimensions of the Framework guidance will provide you with a range of typical examples that applicants use as evidence against Descriptor 1.

Depending on your role and context you may be designing and planning individual learning activities and/or sessions in modules, courses and programmes but you might have input to the design and planning of a whole programme of study.

Different factors will affect the way you plan and prepare your learning activities, for example; the HE level of the students, the learning outcomes for a module/ programme of study or learning support activity. You need to show that you understand that what you have planned is appropriate for your learner/s. In all cases, your design and planning should reflect your knowledge and understanding of relevant Core Knowledge and be informed by appropriate Professional Values

**In Area of Activity 1, write about:**

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for your choice of:
  - a. subject material;
  - b. activities and techniques;
  - c. the particular learning technologies included in your plan.
3. How you make choices to facilitate learning to suit the needs of your learners and the learning aims/ level/ subject area/ curriculum, etc.
4. How and where you have incorporated relevant Core Knowledge and Professional Values within the examples of your practice you discuss;
5. How effectively your design and planning has resulted in a good learning experience for your all students

**Evidencing Area of Activity 2: Teach and/or support learning**

This Area of Activity is about your direct engagement and interaction with learners whether in groups or individually, face to face or remotely. Depending on the context in which you teach and/or support learning, your practice might be based in formal, timetabled sessions or it might be outside of scheduled classes and more informal in nature.

Depending on the nature of your practice, your evidence for Area of Activity 2 could include teaching or support for learning activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching or mentoring, online learning and the use of virtual learning environments, etc. The Dimensions of the Framework guidance gives some typical examples of teaching and/or support for learning activities evidenced by Associate Fellows.

The examples you choose to include in your application should demonstrate your awareness of different approaches and methods of teaching and/or support for learning appropriate to your context and explain how you chose the most appropriate approach to meet the needs of your learners and the achievement of the learning aims.

**In Area of Activity 2, write about:**

1. The main ways in which you teach and/or support learners;

2. The activities or techniques you use and the rationale for this choice. How your teaching/support for learning is influenced by your student group(s) and the learning aims/objectives?
3. Why you think your teaching and learning activities/techniques have been successful in supporting student learning. Are there any changes you plan to make in future and why?
4. How you incorporate other Dimensions of the Framework such as:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

### **Evidencing Area of Activity 3: Assess and give feedback to learners**

Area of Activity 3 requires you to think about how you use assessment and feedback to promote and support learning. Area of Activity 3 does not require the summative marking of student work for academic credit but can relate to informal formative assessment of learners within the HE setting.

You may use formative and/or summative, formal and/or informal assessment methods. Your feedback could be delivered face-to-face, written, or using electronic means such as podcasts and social media. As assessment and feedback are not always 'formal' and 'summative', where relevant to your practice you might include work with research students, colleagues and peers and activities relating to learners in learning support contexts; however, they must relate to HE provision.

As an Associate Fellow you may not be setting or writing assessment criteria, but you will need show that you understand the important role that assessment and feedback plays in supporting your students' learning and demonstrate your effective use of assessment and feedback/feed-forward approaches. You should explain how you choose the most appropriate approach for the achievement of your learning aims and use criteria to make informed, formative and/or summative judgements about learners' work, providing constructive, supportive, and actionable feedback.

Depending on the nature of your practice, your evidence for Area of Activity 3 could be drawn from a wide range of activities such as teaching sessions, one to one tutorials, practical work, examinations, assignment marking, presentations, live performance, group work, diagnostic assessment in learning support activities, online tests, etc. The Dimensions of the Framework gives further examples of the types of activities where you might assess and give feedback to learners. This guidance also provides some typical examples of the ways in which Associate Fellows evidence how they assess and feedback to students in their applications.

#### **In Area of Activity 3, write about:**

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why, you choose these particular approaches and methods;
3. How you ensure your assessment is reliable and the standards you apply are appropriate;
4. How you give feedback to learners and ensure that it supports and improves their understanding of the subject, their performance and/or their development as learners;
5. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you used;

- relevant Professional Values that inform your practice; for example, how you ensure that your assessment and feedback practices are fair and accessible to all your students.

### **Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance**

Area of Activity 4 is about how you effectively use formal and/or informal learning environments to facilitate learning and how you meet the needs of your learners for educational support and guidance. Area of Activity 4 therefore consists of two elements: the learning environment (formal and/or informal) and student support/guidance; both academic and pastoral aspects of your work.

It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs. The 'learning environment' includes the physical environment (e.g. lecture theatre, online platform, workplace, etc.). It can also include the learning 'culture'; for example, context, discipline, institutional culture, ways of behaving, ways of interacting, ethos, etc. Use examples from your practice that evidence your contribution to the learning environment that ensured it was effective for your learners;
- work with learners, possibly in collaboration with other support services, to ensure that your learners can access and use a broad range of learning opportunities. Support might include activities such as personal and academic tutoring, supporting additional learning needs, one-to-one advice, counselling, developing practice to meet the individual needs of learners and supporting diverse learning communities.

The examples you might use will be personal to your practice and depend on the physical and virtual environments in which you teach and/or support learners, the nature of the subject or discipline and the types of learner/s. The emphasis should be on your understanding of the importance of the learning environment/s, acknowledging the different ways of learning that take place in them; environments could include physical and virtual learning spaces, visual, written and practice-based learning, etc. Learning activities might refer to differentiated support to ensure equity of opportunity and appropriate level of challenge, one-to-one advice, counselling, supporting learners with specific learning needs, etc.

The Dimensions of the Framework guidance gives some typical examples of how Associate Fellows evidence Area of Activity 4.

#### **In Area of Activity 4, write about:**

1. The main types of learning environments/spaces in which you practice and how the different environments impact on your learners (and on you);
2. What you do to develop an effective learning environment for your learners and why;
3. What kinds of support and guidance you give to your learners (formal and/or informal);
4. Why you choose these particular approaches/strategies and how well they have worked in the examples you discuss. How you ensure your practice is inclusive;
5. How you incorporate other Dimensions of the Framework, for example:
  - Relevant Core Knowledge you used and why;
  - Relevant Professional Values that inform your practice.

## **Evidencing Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.**

Being a professional HE educator involves keeping up to date with the context in which HE is operating, the evolving needs of students, advances in the discipline, current research and scholarship, technological advances, innovations in pedagogy, etc.; a commitment to ongoing professional learning is key to the role. Area of Activity 5 is about how you maintain and develop your capability to perform your teaching and learning support roles. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development.

You should discuss your ongoing engagement in formal or informal professional learning and the positive ways in which this learning has impacted on your practice and how you know this (through evaluation of your practice).

Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods. The Dimensions of the Framework guidance includes some typical examples of professional development that Associate Fellows refer to in their applications.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research but as an Associate Fellow you might typically be more likely to use others' research (subject or pedagogy-related) to inform your practice. Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity. Explain the ways in which you gather information and evaluate your own practice to ensure that you are delivering a high-quality learning experience and that the students are learning from the process.

### **In Area of Activity 5, write about:**

1. How you engage with and use your ongoing professional learning activities to enhance your practice;
2. How you incorporate subject and pedagogic research and/or scholarship within your practice;
3. How you gather information and evaluate the effectiveness of your own professional practice;
4. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you use;
  - relevant Professional Values that inform your practice.

**NOTE: The [AFHEA Applicant guidance](#) (published in August 2020) notes **has examples for each area of activity. You may be interested in referring to these examples for your application.****



## 5. Supporting Statements

Your application for Associate Fellowship must be endorsed by Supporting Statement from one referee. This will be used to confirm that your application presents a fair and accurate reflection of your Higher Education practice. However, the Assessor will need to see sufficient evidence of effective practice in your Account of Professional Practice (APP) for them to meet Descriptor 1 to award Associate Fellowship.

Your referee 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 Statement should reflect professional relationships, i.e. not be from family members or based on personal friendships.

Referees will be expected to have current or recent experience of working in Higher Education and will normally hold one of the four categories of Fellowship, although this is **not essential**. All referees need to be familiar with the PSF.

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 they are ready for uploading in [TEACH portal](#).

## 6. Guidance for referees

Provide your referee with a copy of the **Associate Fellow Supporting Statement Guidance** and the **Supporting Statement template**; both of these documents will be in the Appendix 5A. You can also obtain a copy of the template separately by writing at TEACH office at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu)

In the Supporting Statement, your referee will need to confirm that you have represented your practice accurately and fairly. Therefore, your referee need to be **provided with the final version of your application** to enable them to provide an effective reference. In the Supporting Statement, your referee will confirm that in his/her professional opinion, you demonstrate the requirements of Descriptor 1 and should be awarded Associate Fellowship.

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 upload it with your application.

TEACH office reserves the right to contact your referees for clarification so please ensure that both Supporting Statements include verifiable contact details (e.g. name, job title, email address, department). As part of TEACH ongoing quality assurance process, all support letters will go through a plagiarism check for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some referees will be contacted to confirm that the Supporting Statement submitted by the applicant through the online application 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 final application for review

- a) Check you can sign into your [TEACH portal](#) using AKU VLE account. You will be enrolled at the time of TEACH workshop.
- b) Prepare and write your APP in the Associate Fellowship application template offline;
- c) Obtain one Supporting Statement from an appropriate referee; have it ready to upload as pdf file;
- d) When you have all your application documents, follow these steps to submit your application for review:
  - Sign in to your [TEACH portal](#) account.
  - Choose the tab for 'Associate Fellowship'.
  - Upload your application and a Supporting Statement.

## 8. What if I have other questions?

If you require further assistance, please email [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) and one of our team member will be able to assist you. You can also email the manager on [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu)

## APPENDIX 3B

### Guidance Notes for the Applicants<sup>4</sup>: Fellow of the Higher Education Academy (FHEA)

These guidance notes provide you with an overview of the process required to apply for Fellowship of the Higher Education Academy (FHEA).

Fellowship is awarded to higher education (HE) teaching and learning professionals that can demonstrate they meet the requirements of Descriptor 2 (D2). You will need to keep referring to the PSF (see Section 2) as you progress with your application and make associations between your practice, **specific** PSF Dimensions and Descriptor 2 (**PSF**, p4).

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

- D2.I** Successful engagement across all **five Areas of Activity**
- D2.II** Appropriate knowledge and understanding across **all aspects of Core Knowledge**
- D2.III** A commitment to **all the Professional Values**
- D2.IV** Successful engagement in appropriate teaching practices related to the Areas of Activity
- D2.V** Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- D2.VI** Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional Practices

This Fellowship applicant guidance document should be read and used in conjunction with other Advance HE guidance documents:

- [UK Professional Standards Framework 2011 \(PSF\)](#) for teaching and supporting learning in higher education (see Section 2);
- [Dimensions of the Framework](#) guidance documents
- **Fellow Application Template** (See Appendix 4A); use this Word document template to draft your application. The Fellowship template also enables you to share the final version of your application with your referees. You can write at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) to access a copy of it.

#### 1. What are the main evidence requirements for Fellowship?

There are two main elements to your application:

- Account of Professional Practice include a Reflective Account of Professional (RAP) and an opening contextual statement (See Appendix 2 & 4B).
- supporting statements from two referees (See Appendix 5B).
- Teaching Dossier (See Appendix 6)

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<sup>4</sup> Adapted from Associate Fellowship applicant guidance Aug 2020

## 2. Your Account of Professional Practice (APP)

Fellowship is based on meeting Descriptor 2 (D2) of the PSF and your Account of Professional Practice is the core of your application. The Account of Professional Practice consists of a Context Statement and a Reflective Account of Practice written against each of the five Areas of Activity.

Your **Context Statement** provides a summary of your higher education roles, responsibilities and professional experience and your **Reflective Account of Practice (RAP)** should provide evidence that your professional practice meets the requirements of PSF **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 Supporting Statements will verify that what you write about in your Account of Professional Practice represents your practice in a genuine way.

It is important to note that you focus on evidencing your effective practice to date in your application. 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 Account of Practice (RAP)**, you should include appropriate rationale for the approaches you take and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your Reflective Account of Practice should be based around real examples from your practice and should make clear **what** you do, **why/how** you do it that way and **how you know** that this is **effective**.

Writing about 'why' you took each approach will enable you to include the 'evidence-base' that informs and underpins your practice within your RAP. You also need to include the ways in which the professional development you have undertaken has influenced your personal practice.

Provide **selective** examples of practice in your RAP 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. 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 reflect on any historic professional practice as part of your evidence, ensure that you focus on how this now impacts on your current practice.

### 2.1 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 Assessors and you need to show these Assessors 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 1. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Your application must be submitted in English (please refer to the [TEACH website](#) for further information). The HEA Fellowship application should be submitted in plain text. **Please DO NOT use diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.**

## 2.2 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 Assessors 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 Account of Practice (RAP) against the PSF Descriptor 2; this section provides the **background** to your RAP 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 students 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.;
- Identify any relevant work with colleagues/external groups/other organisations that you plan to include and discuss in your RAP;
- 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.

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The Assessors 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 RAP (i.e. it cannot be used to extend the word limit of your RAP).

## 2.3 Structuring your Reflective Account of Practice (RAP)

The written **Reflective Account of Practice (RAP)** is structured into two sections; you write about your practice in relation to **each of the five PSF Areas of Activity**.

As well as covering all five Areas of Activity, to address Descriptor 2 you also need to make sure that across the five sections of the APP you include evidence that you are effectively using all six aspects of **Core Knowledge** and that the four **Professional Values** inform your practice.

You will see that Sections 3 and 4 below keep referring to the Advance HE **Dimensions of the Framework guidance** as this guidance should really help you to make appropriate links between your practice and the PSF Dimensions and to identify relevant evidence to include in your application.

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. (V2) 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) 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. 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 chosen Area of Activity and which also allow you to demonstrate the specific elements of the Core Knowledge and Professional Values required (see Section below related to the RAP word limit).

## 2.4 RAP word limit

The overall word limit for the Fellow APP is **3,000 words plus citations (500 words); overall maximum 3,500 words**. Although you can choose how to spread the balance of the word limit across your APP, we recommend that you should aim to use around 600 words in each of the five sections plus citations. Please do not exceed the word limit.

## 2.5 Reflect on your practice throughout your RAP

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

A **reflective model** for you to use throughout your RAP could be to clearly explain:

- o **What** you do (be selective with the examples you choose to include – see Section 2.3);
- o **Why** you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.);
- o **How** you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);
- o How you **evaluate the effectiveness** of what you do (explain the kinds of 'information' you use to review and evaluate your work including the impact this has on your students' learning)- this provides evidence for K5;
- o **What changes** you have made as a result of evaluating your effectiveness (for example,

you might have revised the assessment strategy for a module in response to student/peer feedback and then evaluated the effectiveness of the change you implemented);

- o How you ensure that you **continue to develop and enhance** your practice; for example, engaging in peer review, developing your evidence-base (D2.V) or engaging in professional development (D2.VI), etc. and applying this learning to enhance your practice (use examples to illustrate).

## **2.6 Refer to the evidence-base that informs and underpins your practice (D2.V)**

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application (D2.V) to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

As you will be writing about your approach to teaching and learning in your APP, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your APP. For example, you might cite scholarly literature such as journals (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 text or journal article to plan your learning environment in a certain way.

Where you cite in the text of your APP, you need to include the full reference in a list at the end of the relevant section of your APP. Your word limit includes up to 500 words for your reference list. We ask you to provide a full list of all the references you directly cite so that Assessors 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).

## **2.7 Engagement in professional development activity related to teaching, learning, and assessment responsibilities (D1.VI)**

Engagement in ongoing professional learning is integral to your role as an educator. Your APP should reflect your engagement in ongoing professional development relevant to your teaching and learning role and responsibilities and make clear how the learning you have taken from this development has been applied to and/or enhanced your practice. Evidence of your engagement in professional development activities is required for addressing D2.VI and Dimensions V3 and A5 for example.

You may attend formal events such as courses/workshops/symposia/conferences but 'professional development' activities can also include formal/informal learning opportunities. For example, learning from colleagues (e.g. peer review/ mentoring/ curriculum development/ blogs, etc.), from students (students as partners work/ focus groups/ action research, etc.), from scholarly theory, experience in the profession/industry, etc.

## **3. Evidencing the required PSF Dimensions for Descriptor 2**

Although the RAP 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 Core

Knowledge or Professional Values PSF Dimensions; the Dimensions will be **inter- dependent and integrated** within your professional practice; put simply, the Areas of Activity are what you do, the Core Knowledge is what you need to know to effectively carry out this work and the Professional Values should inform and underpin your work.

Across the 3,000 words of your APP, as well as evidencing each of the five Areas of Activity (A1-5), you need to ensure that you also evidence all six aspects of Core Knowledge (K1-6) and all four Professional Values (V1-4) as required for Descriptor 2.

The Dimensions of the Framework guidance provides you with some typical examples to help you to identify where you use PSF Core Knowledge and Professional Values within your practice. In each of the five Areas of Activity, choose to evidence the aspects of the Core Knowledge and Professional Values that are particularly relevant to your work in that Area; ensuring that across the five Areas of Activity you have demonstrated your engagement with all six aspects of Core Knowledge and the four Professional Values.

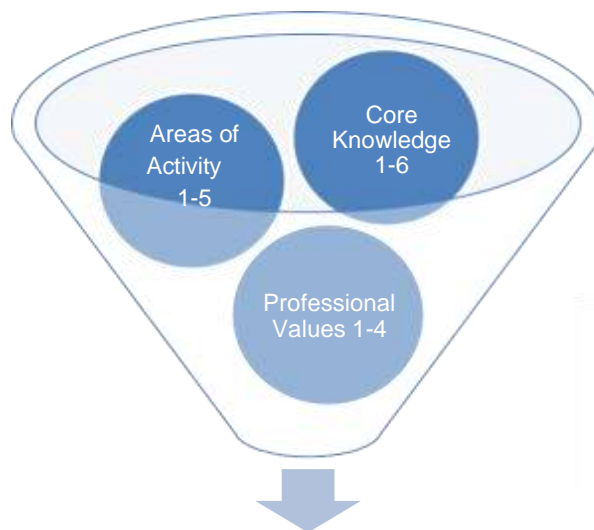


Figure 1: Illustrating how the PSF Dimensions are integrated within Descriptor 2

**Example to illustrate how the Dimensions are inter-dependent and integrated:**

Designing and planning your sessions for a module successfully (A1) requires you to use the appropriate level of subject knowledge (K1) and select appropriate teaching and learning methods (K2). You also need to consider the needs of individuals within your student group (V1) and plan appropriately so that your students will all have opportunity to fully engage in the learning activities you are planning and be appropriately supported to undertake the module assessment (V2).



Section 4 below focuses on each of the five Areas of Activity. After each Area of Activity, an example is provided to further support you to understand how you might evidence the required PSF Dimensions when writing against that Area of Activity in an application for Fellowship (Descriptor 2).

#### **4. Evidencing the Five Areas of Activity**

Your application for Fellowship is structured around each of the five Areas of Activity. Deciding which examples of your practice to include under each Area of Activity is an important stage in planning and developing your application. You might like to map out your likely evidence against each Area of Activity so that you can balance your evidence across your APP to make a strong 'claim' against Descriptor 2.

The guidance below further explains each of the Areas of Activity. As you consider each Area of Activity below, you should also refer closely to the **Dimensions of the Framework** guidance document(s) as you consider what examples of practice you might choose to write about.

Remember that across the five Areas of Activity you must also evidence all Core Knowledge (K1-6) and all four Professional Values (V1-4) as well as demonstrate your effective engagement with scholarship (D2.V) and professional development (D2.VI).

#### **Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

Area of Activity 1 refers to what you do to design and plan learning activities, whether face-to-face or in a virtual learning environment.

The focus of Area of Activity 1 (A1) is the preparation you do for your engagement with learners. The focus is therefore not on your actual teaching practice or the learning environment, which are covered by A2 and A4 (although there may be overlaps between A1 and these Dimensions). Although Area of Activity 1 is all about design and planning of learning activities, you will need to demonstrate that your planning and design has been effective; i.e. you are reflecting on the effectiveness of practice that has taken place and not practice that you have planned for the future.

The evidence of designing and planning learning activities will vary depending on the context of your work and there are many different types of evidence against Area of Activity 1 that Fellows might evidence. The **Dimensions of the Framework** guidance will provide you with a range of typical examples that applicants use as evidence against Descriptor 2. Depending on your role and context you may be designing and planning learning activities, sessions, modules, courses and/or programmes.

Different factors will affect the way you plan and prepare your learning activities, for example; the HE level of the students, the learning outcomes for a module/ programme of study or learning support activity. You need to show that you understand that what you have planned is appropriate for your learner/s. In all cases, your design and planning

should reflect your knowledge and understanding of relevant Core Knowledge and be informed by appropriate Professional Values and your evidence base.

**In A1, Write about:**

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for your choice of:
  - a. subject material;
  - b. activities and techniques;
  - c. the particular learning technologies included in your plan.
3. How you make choices to facilitate learning in general and within your learners' subject area;
4. How and where you have incorporated relevant Core Knowledge and Professional Values within the examples of your practice you discuss;
5. How effectively your design and planning has resulted in a good learning experience for your all students.

**Evidencing Area of Activity 2: Teach and/or support learning**

This Area of Activity is about your direct engagement and interaction with learners whether in groups or individually, face to face or remotely. Depending on the context in which you teach and/or support learning, your practice might be based in formal, timetabled sessions or it might be outside of scheduled classes and more informal in nature.

Depending on the nature of your practice, your evidence for Area of Activity 2 could include teaching or support for learning activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching or mentoring, online learning and the use of virtual learning environments, etc. The **Dimensions of the Framework** guidance gives some typical examples of teaching and/or support for learning activities evidenced by Fellows.

The examples you choose to include in your application should demonstrate your awareness of different approaches and methods of teaching and/or support for learning appropriate to your context and explain how you chose the most appropriate approach to meet the needs of your learners and the achievement of the learning aims.

**In A2, Write about:**

1. The main ways in which you teach and/or support learners;
2. teaching/support for learning is influenced by your student group(s) and the learning aims/objectives?
3. Why you think your teaching and learning activities/techniques have been successful in supporting student learning. Are there any changes you plan to make

in future and why?

4. How you incorporate other Dimensions of the Framework, for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

### **Evidencing Area of Activity 3: Assess and give feedback to learners**

Area of Activity 3 requires you to think about how you use assessment and feedback to promote and support learning. Area of Activity 3 does not require the summative marking of student work for academic credit but can relate to informal formative assessment of learners within the HE setting.

You may use formative and/or summative, formal and/or informal assessment methods. Your feedback could be delivered face-to-face, written, or using electronic means such as podcasts and social media. As assessment and feedback are not always 'formal' and 'summative', where relevant to your practice you might include work with research students, colleagues and peers and activities relating to learners in learning support contexts; however, they must relate to HE provision.

As a Fellow you will need show that you understand the important role that assessment and feedback plays in supporting your students' learning and demonstrate your effective use of assessment and feedback/feed-forward approaches. You should explain how you choose the most appropriate approach for the achievement of your learning aims and use criteria to make informed, formative and/or summative judgements about learners' work, providing constructive, supportive and actionable feedback.

Depending on the nature of your practice, your evidence for Area of Activity 3 could be drawn from a wide range of activities such as teaching sessions, one to one tutorials, practical work, examinations, assignment marking, presentations, live performance, group work, diagnostic assessment in learning support activities, online tests, etc. The **Dimensions of the Framework** guidance gives further examples of the types of activities where you might assess and give feedback to learners. This guidance also provides some typical examples of the ways in which Fellows evidence how they assess and feedback to students in their applications.

#### **In A3, write about:**

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose these particular approaches and methods;
3. How you ensure your assessment is reliable and the standards you apply are appropriate;
4. How you give feedback to learners and ensure it supports and improves their understanding of the subject, their performance and/or development as learners;
5. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you used;

- relevant Professional Values that inform your practice; for example, how you ensure that your assessment and feedback practices are fair and accessible to all your students.

### **Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance**

Area of Activity 4 is about how you effectively use formal and/or informal learning environments to facilitate learning and how you meet the needs of your learners for educational support and guidance. Area of Activity 4 therefore consists of **two elements**: the **learning environment** (formal and/or informal) and **student support/guidance**; both academic and pastoral aspects of your work.

It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs. The 'learning environment' includes the physical environment (e.g. lecture theatre, online platform, workplace, etc.). It can also include the learning 'culture'; for example, context, discipline, institutional culture, ways of behaving, ways of interacting, ethos, etc. Use examples from your practice that evidence your contribution to the learning environment that ensured it was effective for your learners;
- work with learners, possibly in collaboration with other support services, to ensure that your learners can access and use a broad range of learning opportunities. Support might include activities such as personal and academic tutoring, supporting additional learning needs, one-to-one advice, counselling, developing practice to meet the individual needs of learners and supporting diverse learning communities.
- The examples you might use will be personal to your practice and depend on the physical and virtual environments in which you teach and/or support learners, the nature of the subject or discipline and the types of learner/s. The emphasis should be on your understanding of the importance of the learning environment/s, acknowledging the different ways of learning that take place in them; environments could include physical and virtual learning spaces, visual, written and practice-based learning, etc. Learning activities might refer to differentiated support to ensure equity of opportunity and appropriate level of challenge, one-to-one advice, counselling, supporting learners with specific learning needs, etc.

The **Dimensions of the Framework** guidance gives some typical examples of how Fellows evidence Area of Activity 4.

#### **In A4, write about:**

1. The main types of learning environments/spaces in which you practice and how the different environments impact on your learners (and on you);
2. What you do to develop an effective learning environment for your learners and

why;

3. What kinds of support and guidance you give to your learners (formal and/or informal);
4. Why you choose these particular approaches/strategies and how well they have worked in the examples you discuss. How you ensure your practice is inclusive;
5. How you incorporate other Dimensions of the Framework, for example:
  - Relevant Core Knowledge you used and why;
  - Relevant Professional Values that inform your practice.

### **Evidencing Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

Being a professional HE educator involves keeping up to date with the context in which HE is operating, the evolving needs of students, advances in the discipline, current research and scholarship, technological advances, innovations in pedagogy, etc.; a commitment to ongoing professional learning is key to the role. Area of Activity 5 is about how you maintain and develop your capability to perform your teaching and learning support roles. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development.

You should discuss your ongoing engagement in formal or informal professional learning and the positive ways in which this learning has impacted on your practice and how you know this (through evaluation of your practice).

Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods. The **Dimensions of the Framework** guidance includes some typical examples of professional development that Fellows refer to in their applications.

Activities you undertake as part of a group or team are valued as much as individual activities, but you will need to explain how these activities have impacted on your own practice.

Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity.

Explain the ways in which you gather information and evaluate your own practice to ensure that you are delivering a high quality learning experience and that the students are learning from the process.

#### **In A5, write about:**

1. How you engage with and use your ongoing professional learning activities to enhance your practice;

2. How you incorporate subject and pedagogic research and/or scholarship within your practice;
3. How you gather information and evaluate the effectiveness of your own professional practice;
4. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you use;
  - relevant Professional Values that inform your practice.

**NOTE: The [FHEA Applicant guidance \(published in August 2020\)](#) notes has examples for each area of activity. You may be referring to these examples for your application.**

## **5. Supporting Statement**

Your application for Fellowship must be endorsed by Supporting Statements from **two referees**. These will be used to confirm that your application presents a fair and accurate reflection of your Higher Education practice.

The **two Supporting Statements endorse** your claim and will be used to confirm that your application presents a fair and accurate reflection of your Higher Education practice. However, your Assessors will need to see sufficient evidence of effective practice in your Account of Professional Practice to meet Descriptor 2 for them toward Fellowship.

Your two 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 professional relationships i.e. not be from family members or based on personal friendships.

Referees will be expected to have current or recent experience of working in Higher Education and will normally hold one of the four categories of Fellowship, although this is not essential.

All referees need to be familiar with the PSF.

It is important that you read the Supporting Statements 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 they are ready for uploading on TEACH portal.

## 6. Guidance for referees

Provide your referees with a copy of the **Fellow Supporting Statement Guidance** and the **Supporting Statement template**; both of these documents will be in the Appendix 5B. You can also obtain a copy of the template separately by writing at TEACH office at [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu)

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

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 upload these with your application.

TEACH office reserves the right to contact your referees for clarification so please ensure that both Supporting Statements include verifiable contact details (e.g. name, job title, email address, department). As part of TEACH ongoing quality assurance process, all support letters will go through a plagiarism check for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some referees will be contacted to confirm that the Supporting Statement submitted by the applicant through the online application 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 final application for review

- a) Check you can sign into your [TEACH portal](#) using AKU VLE account. You will be enrolled at the time of TEACH workshop.
- b) Finalise your APP in the Fellowship application template offline;
- c) Obtain two Supporting Statements from appropriate referees; have these ready to upload as pdf files;
- d) Finalise your Teaching Dossier
- e) When you have all your application documents, follow these steps to submit your application for review:
  - Sign in to your [TEACH portal](#) account;
  - Choose the tab for 'Fellowship';
  - Upload your application, two Supporting Statements and the Teaching Dossier.

## **8. What if I have other questions?**

If you require further assistance, please email [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) and one of our team member will be able to assist you. You can also email the manager on [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu)



## APPENDIX 4A

### **Application Template: Associate Fellow of Higher Education Academy (AFHEA)<sup>5</sup>**

This Associate Fellow application template has been created to support individuals in accordance to the below guidance documents:

- The Professional Standards Framework (PSF), Descriptor 1
- Associate Fellow overview in TEACH Participant Handbook
- Associate Fellow guidance notes for applicants.

This template has been designed so that you add text under the subheadings provided in two Areas of Activity. No appendices or additional documents are required as part of the application (other than your reference letter from a referee). Guidance notes for the referees are available on Appendix 5A.

Please delete the other Areas of Activity you are not providing evidence for. Once completed, this template can be sent to your referees to corroborate your application. Once received letter from the referee, upload your application and the referees' letter on TEACH Portal.

The overall word count for the Associate Fellow APP is 1,400 words plus 200 for citations. This is your combined evidence across the whole claim, working to 700 words per section. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your application.

In addition to this, you will write an opening statement (up to 300 words) to provide contextual information that will help the reader to better understand the context of the applicant. Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application. For details on writing your contextual statement, see Appendix 2.

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<sup>5</sup> Adapted from Associate Fellowship Application Template Aug 20

## Associate Fellow - Application

<b>Name as you would like it to appear on your certificate</b>	
<b>Email address</b>	

### Context statement:

Write your Context statement here:

### Evidencing Area of Activity 1 (A1): Design and plan learning activities and/or programmes of study

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 2 (A2): Teach and/or support learning**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 3 (A3): Assess and give feedback to learners**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 4 (A4): Develop effective learning environments and approaches to student support and guidance**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 5 (A5): Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**References/Citations:**

Write any references or citations used in any Areas of Activity here:

## APPENDIX 4B

### **Application Template: Fellow of Higher Education Academy (FHEA)<sup>6</sup>**

This Fellow application template has been created to support individuals in accordance to the below guidance documents:

- The Professional Standards Framework (PSF), Descriptor 2
- Fellow overview in TEACH Participant Handbook
- Fellow guidance notes for applicants

This template has been designed so that you must structure reflective commentary around all five PSF Areas of Activity. Once completed, this template can be sent to your referees to corroborate your application. Guidance notes for the referees are available in Appendix 6A. Once received letters from both the referees, upload your APP, Teaching Dossier and reference letters on TEACH Portal.

The overall word count for the Fellow APP is 3,000 words including citations. This is your combined evidence across the whole claim, working to less than 600 words per section.

Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

In addition to this, you will write an opening statement (300 words) to provide contextual information that will help the reader to better understand the context of the applicant. Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application. For details on writing your contextual statement, see Appendix 2.

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<sup>6</sup> Adapted from Fellowship Application Template Aug 20

## Fellow - Application

<b>Name as you would like it to appear on your certificate</b>	
<b>Email address</b>	

### Context statement:

Write your Context statement here:

### Evidencing Area of Activity 1 (A1): Design and plan learning activities and/or programmes of study

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 2 (A2): Teach and/or support learning**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 3 (A3): Assess and give feedback to learners**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 4 (A4): Develop effective learning environments and approaches to student support and guidance**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**Evidencing Area of Activity 5 (A5): Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

Write your reflective commentary here. References and citations are to be listed in a dedicated field below:

**References/Citations:**

Write any references or citations used in any Areas of Activity here:



## APPENDIX 5A

### **Guidance Notes and Template for Referees: Associate Fellow of Higher Education Academy (AFHEA)<sup>7</sup>**

Thank you for agreeing to provide supporting statement required to corroborate an application for Associate Fellowship of the Higher Education Academy (HEA). This guidance and the template have been designed to help you structure your supporting statement to provide the information required by the Advance HE, as explained below.

The template is included at the end of this document for information but please use the Word version of the template that is provided by your referee to write your Supporting Statement.

#### **What is the function of the supporting statement?**

Please note that the statement supporting an application for Associate Fellowship is not the same as a job application reference. The award of Associate Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in Higher Education (HE). During the Associate Fellowship review process, the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's Higher Education practice.

#### **Am I the right person to provide a supporting statement for the applicant?**

You will be expected to have current or recent experience of working in Higher Education and will normally hold one of the four categories of Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 1 criteria of the UK Professional Standards Framework (PSF).

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

Please note that supporting statements for applications for Associate Fellowship should reflect professional relationships, i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

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<sup>7</sup> Adapted from Associate Fellowship Support Statement Guidance Aug 20

If you feel, having read this guidance that you are not in a position to give a supporting statement then you should decline the request.

### **Individual role requirements of Descriptor 1 of the UK Professional Standards Framework**

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

Typically, those likely to be able to evidence Descriptor 1 include:

- are new to teaching and possess some teaching responsibilities
  - in the early stages of their academic career;
  - support academic provision (e.g. librarians, instructional designers, educational technologists and education developers);
- are an experienced academic or staff member working in a relevant professional area who works partly on teaching and/or supporting learning.

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

**Applicants must demonstrate an understanding of specific aspects of effective teaching and/or learning support methods and student learning. Individuals should be able to provide evidence of:**

**I. Successful engagement with two of the five Areas of Activity (A1-A5)**

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

A3 Assess and give feedback to learners

A4 Develop effective learning environments and approaches to student support and guidance

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**II. Successful engagement in appropriate teaching and practices related to these Areas of Activity**

**III. Appropriate Core Knowledge and understanding of at least K1 and K2**

**K1 The subject material**

**K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme**

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

#### **IV. A commitment to appropriate Professional Values in facilitating others' learning.**

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

#### **V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities**

#### **VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities**

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

The applicant will also include an opening statement (300 words) to provide contextual information that will help the reader to better understand the context of the applicant.

Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application.

#### **Preparing to write your supporting statement**

The applicant needs to first provide you with their Account of Professional Practice (APP). Please read this account before you begin to write your supporting statement to verify its accuracy.

#### **Format of the supporting statement**

A template is provided for you to complete your supporting statement. A copy of the template is included in this guidance booklet for your information. The template is available as a Word document in this guidance and should be completed in this format. Scanned documents or those with a scanned image cannot be accepted.

In addition to Descriptor 1 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;

- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Associate Fellowship requirements.

### **After completing your supporting statement**

Once you have completed the supporting statement template, please return it to the applicant in Word format. The applicant will upload the supporting statement from your chosen referees through [TEACH portal](#).

### **TEACH Quality Assurance Process**

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant. As part of the TEACH's on-going quality assurance process, the TEACH routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals will be contacted to confirm that the supporting statement submitted by the applicant through TEACH portal is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

## Supporting Statement Template – Associate Fellowship

Name	
Institution/organisation/other	
Job Title	
Email address	
Your Fellowship Status (if appropriate)	
Relationship to Applicant	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p><b>Date:</b></p>

## Supporting Statement

Please provide your statement to support the applicant's submission for Associate Fellowship in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

A single page statement will normally be sufficient for this category of Fellowship.

## APPENDIX 5B

### Guidance Notes & Template for Referees: Fellow of the Higher Education Academy (FHEA)<sup>8</sup>

Thank you for agreeing to provide one of the two supporting statements required to corroborate an application for Fellowship of the Higher Education Academy (HEA). This guidance and the template have been designed to help you structure your supporting statement to provide the information required by the Advance HE, as explained below.

The template is included at the end of this document for information but please use the Word version of the template that is provided by your referee to write your Supporting Statement.

#### **What is the function of the supporting statement?**

Please note that the statement supporting an application for Fellowship is not the same as a job application reference. The award of Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in Higher Education (HE). During the Fellowship review process, the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's Higher Education practice.

#### **Am I the right person to provide a supporting statement for the applicant?**

You will be expected to have current or recent experience of working in Higher Education and will preferably hold one of the four categories of Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements of Descriptor 2 criteria of the [UK Professional Standards Framework](#) (PSF).

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

Please note that supporting statements for applications for Fellow should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

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<sup>8</sup> Adapted from Fellowship Support Statement Guidance Aug 20

If you feel, having read this guidance that you are not in a position to give a supporting statement then you should decline the request.

### **Individual role requirements of Descriptor 2 of the UK Professional Standards Framework**

Individuals will be able to provide evidence of broad-based effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams.

Typically, those likely to be able to evidence Descriptor 2 are:

- in an academic or academic support role holding substantive teaching and learning responsibilities;
- an experienced education developer, instructional designer, librarian, educational technologist involved in teaching in higher education;
- a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

For your information, the Descriptor 2 criteria of the PSF are set out below:

**Individuals will demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:**

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

Therefore, for the award of Fellow, the applicant must demonstrate that their HE practice evidences **all** Areas of Activity, Core Knowledge and Professional Values of the PSF.

The applicant will also include an opening statement (300 words) to provide contextual information and teaching approach/ philosophy that will help the reader to better understand the context of the applicant. Whilst the opening statement is not assessed it should include reference to your teaching approach/ philosophy that will help the reader to contextualise the application.



### **Preparing to write your supporting statement**

The applicant needs to first provide you with their Account of Practice (APP). Please read this account before you begin to write your supporting statement to verify its accuracy.

### **Format of the supporting statement**

A template is provided for you to complete your supporting statement. A copy of the template is included in this guidance booklet for your information. The template is available as a Word document in this guidance and should be completed in this format. Scanned documents or those with a scanned image cannot be accepted.

In addition to Descriptor 1 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Fellowship requirements.

### **After completing your supporting statement**

Once you have completed the supporting statement template, please return it to the applicant in Word format. The applicant will upload the two supporting statements from each of their chosen referees through [TEACH portal](#).

### **TEACH Quality Assurance Process**

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant. As part of the TEACH's on-going quality assurance process, the TEACH routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals will be contacted to confirm that the supporting statement submitted by the applicant through TEACH portal is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

### Supporting Statement Template – Fellow

<b>Name</b>	
<b>Institution/organisation/other</b>	
<b>Job title</b>	
<b>Email address</b>	
<b>Your Fellowship status (if appropriate)</b>	
<b>Relationship to applicant</b>	
<b>How long have you worked with the applicant (insert dates)</b>	
<b>Declaration</b>	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement, you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p><b>Date:</b></p>

## Supporting Statement

Please provide your statement to support the applicant's submission for Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

Two sides of A4 will normally be sufficient for this category of Fellowship.

## APPENDIX 6: Teaching Dossier for Applications to FHEA (Descriptor 2)

### *What is a Teaching Dossier?*

Historically, Teaching Dossiers have been used by architects, photographers and artists to showcase the excellence of their work (Seldin, 2000). Recently, Dossiers are widely used in the precinct of education, specifically higher education with the purpose to demonstrate faculty members' accomplishments and struggles in the journey of becoming a better teacher. Moreover, it is used as a tool for the evaluation of the accomplishments of the faculty members.

### *What is the purpose of submitting a Teaching Dossier?*

FHEA applicants are required to develop a Teaching Dossier to put together a robust application. The Teaching Dossier is a tool for reflection that enables applicants to reflect on their practice over time thereby assisting them to submit an evidential based application. It's submission with the Fellowship (Descriptor 2) application to the Assessor is not to authenticate practice but to provide the Assessor contextual evidence of the applicant's practice. You must develop it alongside with your application as well as submit it to your CF for the draft review. Please note that your TD, which is aligned to the PSF, can also be used for academic promotion or Teachers' Academy membership.

### *What to include in the Teaching Dossier?*

You are required to write **reflective accounts** for each of the following sections.

#### A. Teaching (including, where applicable, clinical teaching) Philosophy/Statement

State your teaching philosophy (teaching statement). Make reference to your teaching beliefs and practices, your professional values, your assessment approaches, quality assurance practices, role of technology in your teaching (as applicable) and evaluation of your teaching effectiveness. **[Max. 750 words]**

#### B. Evidence of Excellence for Teaching (including, if applicable, Clinical Teaching)

Address the following points in this section of your account **[Max. 500 words]**:

1. The role of your subject knowledge in relation to student learning.
2. The main ways in which you teach and/or support learners.
3. The activities, techniques and technologies you use and why; how you came to use them and why you think they were successful in supporting student learning? Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject.
4. Which professional values<sup>9</sup> are particularly relevant to your teaching and why?

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<sup>9</sup> Respect for your individual learners and diversity; promotion of participation and equality of opportunity for learners; use of evidence from research, scholarship and CPD; situating your professional practice in the wider context of Higher Education.

5. How you evaluate your teaching and its effect on improvement of practice. This must be supported by evidence/examples of recognition of your teaching effectiveness such as, awards, invitation as keynote speaker, panel discussion member, media appearance; course leader, academic team leader; a reflective note on selected lesson/session plans (evidencing significant change in teaching); reflective commentary on teaching innovation/ newly adopted teaching strategies.

#### C. Evidence of Excellence for Educational Leadership, including Mentorship

Summary of your contribution in achieving excellence in educational leadership, including mentorship **[Max. 500 words]**.

This must be supported by providing evidence/examples such as: mentorship activities; engagement with other QTL\_net and other faculty/professional development activities including reflection of experience and impact on teaching (self and others); supporting colleagues in their professional development (supervision, publication, orientation, grant applications etc.); leading academic/teaching teams and learning with and from peers (e.g., teaching squares, reflective circles, communities of practice, partnerships).

#### D. Evidence of Excellence for Curriculum Development or Programme Design

Address the following in this part of your account **[Max. 500 words]**:

1. The main ways in which you design and plan programmes of study or curriculum.
2. The reasons for your choice of subject material; activities and techniques; and the particular learning technologies included in your plan.
3. How your choices facilitate your students' learning in general and within their subject area.
4. Demonstration of your considerations of subject knowledge, quality assurance and professional values in developing the curriculum.

This must be supported by the evidence/examples of course materials such as: course outlines, selected lesson/session plans (evidencing significant change in plan) and a reflective note on them, curriculum development or revisions and students' feedback or need analysis.

#### E. Evidence of Excellence for Learner Assessment

Address the following points in this section of your account **[Max. 500 words]**:

1. The assessment approaches and strategies that you use with learners.
2. The reasons for your choice of particular approaches and methods.
3. How you employ assessment to facilitate learning of content and understanding of progress and development of learners.
4. The feedback strategies you use and why.
5. How assessment of your teaching practice helps to improve your understanding of self, practice, and learners.

This must be supported by the evidence/examples of evaluations such as: students' evaluation, self-evaluation, and peer-review (colleagues and supervisors).

#### F. Evidence of Excellence for Scholarship

Address the following in your account **[Max. 500 words]**:

1. Your main strategies for updating and developing your capability as a teacher/supporter of learning. Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example, staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.
2. How you used the outcomes from the above CPD strategies to improve student learning experience and your own working practice.
3. How you ensure that your practice is evidence-informed i.e. using the outcomes from research, scholarship and continuing professional development.
4. How you considered your subject discipline and professional values in your own professional development. This must be supported by evidence/examples of SoTL activities such as: research, publication, conferences, seminars, and professional development.

This must be supported by evidence/examples of SoTL activities such as: research, publication, conferences, seminars, and professional development.

*What is the recommended format of the TD?*

You will submit a digital version of your TD. You can copy and paste the link a in word file and upload it through the online submission system ([TEACH Portal](#)).

## APPENDIX 7A: Associate Fellow Review Grid<sup>10</sup>

<b>Applicant name</b>						
<b>Outcome first submission</b>	<b>Award</b>		<b>Refer</b>		<b>Date</b>	
<b>Panel number (in any)</b>						
<b>Assessor 1</b>						
<b>Assessor 2</b>						
<b>Moderator</b>						
<b>Outcome following resubmission</b>	<b>Award</b>		<b>Unsuccessful</b>		<b>Date</b>	

### Section 1: Assessor judgement and feedback against Descriptor 1 Criteria

Each Assessor to complete their section of the review grid below to note their judgement against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

<b>SECTION 1: Review of application against Descriptor 1 Criteria</b>			
<b>D1.I Successful engagement with at least two of the five Areas of Activity</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D1.II Successful engagement in appropriate teaching practices related to these Areas of Activity</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D1.III Appropriate Core Knowledge and understanding of at least K1 and K2</b>		<b>Met</b>	<b>Not Met</b>

<sup>10</sup> This review grid is adapted from the Advance HE Accreditor Handbook (2020-21) Reviewing direct applications for Fellowship (Descriptors 1- 4).

Assessor 1			
Assessor 2			
Moderator			
<b>D1.IV A commitment to appropriate Professional Values in facilitating others' learning</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>Do Supporting Statements broadly corroborate the account?</b> (If 'no' add comments below)		<b>Yes</b>	<b>No</b>
Assessor 1			
Assessor 2			
Moderator			



<b>SECTION 2: Record of Panel discussions</b>				
<b>SECTION 3: Initial individual Assessor judgement and feedback to referred applicants</b>			<b>Award</b>	<b>Refer</b>
Assessor 1				
Assessor 2				
Moderator				
<p><b>The TEACH Office to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.</b></p>				

## APPENDIX 7B: Fellow Review Grid<sup>11</sup>

<b>Applicant name</b>						
<b>Outcome first submission</b>	<b>Award</b>		<b>Refer</b>		<b>Date</b>	
<b>Panel number (in any)</b>						
<b>Assessor 1</b>						
<b>Assessor 2</b>						
<b>Moderator</b>						
<b>Outcome following resubmission</b>	<b>Award</b>		<b>Unsuccessful</b>		<b>Date</b>	

### Section 1: Assessor judgement and feedback against Descriptor 2 Criteria

Each Assessor to complete their section of the review grid below to note their judgement against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

<b>D2.I Successful engagement across all five Areas of Activity</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D2.III A commitment to all the Professional Values</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			

<sup>11</sup> This review grid is adapted from the Advance HE Accrerator Handbook (2020-21) Reviewing direct applications for Fellowship (Descriptors 1- 4).

Assessor 2			
Moderator			
<b>D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</b>		<b>Met</b>	<b>Not Met</b>
Assessor 1			
Assessor 2			
Moderator			
<b>Do Supporting Statements broadly corroborate the account?</b> (If 'no' add comments below)		<b>Yes</b>	<b>No</b>
Assessor 1			
Assessor 2			
Moderator			
<b>SECTION 2: Record of Panel discussions</b>			

<b>SECTION 3: Initial individual Assessor judgement and feedback to referred applicants</b>		<b>Award</b>	<b>Refer</b>
Assessor 1			
Assessor 2			
Moderator			

**The TEACH Office to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.**

## APPENDIX 8: HEA FELLOWS AT AKU & IIS

### PAKISTAN

#### MEDICAL COLLEGE

1. El Nasir Lalani, Fellow of the Higher Education Academy (FHEA)
2. Faisal Wasim Ismail, Senior Fellow of the Higher Education Academy (SFHEA).
3. Kulsoom Ghias, Senior Fellow of the Higher Education Academy (SFHEA).
4. Rehana Rehman, Fellow of the Higher Education Academy (FHEA).
5. Satwat Hashmi, Fellow of the Higher Education Academy (FHEA).
6. Sadia Fatima, Fellow of the Higher Education Academy (FHEA).
7. Anita Anis Allana, Fellow of the Higher Education Academy (FHEA)
8. Muhmmad Irfan, Fellow of the Higher Education Academy (FHEA).
9. Sana Saeed, Fellow of the Higher Education Academy (FHEA).
10. Saara Muddasir, Fellow of the Higher Education Academy (FHEA)
11. Fareena Bilwani, Fellow of the Higher Education Academy (FHEA)
12. Hasan Salman Siddiqi, Fellow of the Higher Education Academy (FHEA)
13. Rahila Ali, Fellow of the Higher Education Academy (FHEA)
14. Rashna Sukhia Aga, Fellow of the Higher Education Academy (FHEA)
15. Salima Alibhai, Fellow of the Higher Education Academy (FHEA).
16. Saniya Sabzwari, Senior Fellow of the Higher Education Academy (SFHEA).
17. Zehra Jamil, Fellow of the Higher Education Academy (FHEA)
18. Lena Jafri, Fellow of the Higher Education Academy (FHEA)
19. Marium Mansoor, Fellow of the Higher Education Academy (FHEA)
20. Rafay Iqbal, Fellow of the Higher Education Academy (FHEA)
21. Sadia Masood, Fellow of the Higher Education Academy (FHEA)
22. Shazia Babar, Fellow of the Higher Education Academy (FHEA)
23. Syed Hani Abidi, Fellow of the Higher Education Academy (FHEA)

#### SONAM

24. Syeda Naghma Rizvi, Fellow of the Higher Education Academy (FHEA)
25. Shanaz Cassum, Fellow of the Higher Education Academy (FHEA).
26. Khairulnissa Ajani, Senior Fellow of the Higher Education Academy (SFHEA).
27. Kiran Mubeen, Fellow of the Higher Education Academy (FHEA)
28. Laila Akber Cassum, Fellow of the Higher Education Academy (FHEA)
29. Shirin Rahim, Fellow of the Higher Education Academy (FHEA)
30. Shahnaz Shahid, Fellow of the Higher Education Academy (FHEA)
31. Yasmin Parpio, Fellow of the Higher Education Academy (FHEA)
32. Zohra Jetha, Fellow of the Higher Education Academy (FHEA)

#### IED

33. Anil Khamis, Fellow of the Higher Education Academy (FHEA)
34. Azra Naseem, Senior Fellow of the Higher Education Academy (SFHEA)

35. Sadia Bhutta, Fellow of the Higher Education Academy (FHEA)
36. Munira Amir Ali, Fellow of the Higher Education Academy (FHEA)
37. Tasneem Anwar, Fellow of the Higher Education Academy (FHEA)
38. Nusrat Rizvi, Fellow of the Higher Education Academy (FHEA)
39. Yaseem Mehboob, Fellow of the Higher Education Academy (FHEA)

## **EAST AFRICA**

### MEDICAL COLLEGE-Kenya

40. Constance Shumba, Fellow of the Higher Education Academy (FHEA)
41. Catherine Gathu, Fellow of the Higher Education Academy (FHEA)

### SONAM-Kenya

42. Eunice Ndirangu, Associate Fellow of the Higher Education Academy (AFHEA)
43. Festus Mulakoli, Associate Fellow of the Higher Education Academy (AFHEA)
44. Ruth Wagathu, Fellow of the Higher Education Academy (FHEA)

### MEDICAL COLLEGE- Tanzania

45. Athar Ali, Fellow of the Higher Education Academy (FHEA)
46. Nahida Zahir Walli, Fellow of the Higher Education Academy (FHEA)
47. Nancy Matillya Fellow of the Higher Education Academy (FHEA)

### SONAM-EAST AFRICA- Tanzania

48. Eunice S Pallangyo, Associate Fellow of the Higher Education Academy (AFHEA)

### IED- Tanzania

49. Tashmin Khamis, Principal Fellow of the Higher Education Academy (PFHEA)
50. Jane Rarieya, Senior Fellow of the Higher Education Academy (SFHEA)

### SONAM-Uganda

51. Ahmed Sarki, Associate Fellow of the Higher Education Academy (AFHEA)
52. Mary Grace Nakate, Fellow of the Higher Education Academy (FHEA)
53. Grace Edwards, Senior Fellow of the Higher Education Academy (SFHEA)

## **UK**

### ISMC

54. Jeff Tan, Fellow of the Higher Education Academy (FHEA)
55. Walid Ghali, Fellow of the Higher Education Academy (FHEA)

### IIS

56. Tullio Lobetti, Associate Fellow of the Higher Education Academy (AFHEA)
57. Stephen Burge, Fellow of the Higher Education Academy (FHEA)
58. Rosa Barugh, Fellow of the Higher Education Academy (FHEA)
59. Nazmin Halani, Fellow of the Higher Education Academy (FHEA)
60. Daryoush Poor, Fellow of the Higher Education Academy (FHEA)

61. Nemat Alifbekov, Fellow of the Higher Education Academy (FHEA)
62. Maria de Chillis, Fellow of the Higher Education Academy (FHEA)
63. Maryam Rezaee, Fellow of the Higher Education Academy (FHEA)
64. Laila Halani, Fellow of the Higher Education Academy (FHEA)
65. Shainool Jiwa, Fellow of the Higher Education Academy (FHEA)
66. Dagi Dagiev, Fellow of the Higher Education Academy (FHEA)
67. Roy Wilson, Fellow of the Higher Education Academy (FHEA)
68. Alessandro Cancian, Fellow of the Higher Education Academy (FHEA)
69. Zulfiqar Khimani, Fellow of the Higher Education Academy (FHEA)
70. Hasan Al-Khooe, Fellow of the Higher Education Academy (FHEA)
71. Faheem Hussain, Fellow of the Higher Education Academy (FHEA)
72. Zamira Dildorbekova, Senior Fellow of the Higher Education Academy (SFHEA)
73. Orkhan Mir-Kasimov, Senior Fellow of the Higher Education Academy (SFHEA)
74. Gurdofarid Miskinzoda, Senior Fellow of the Higher Education Academy (SFHEA)

**QTL\_net (Staff supporting teaching and Learning)**

75. Edward Misava, Associate Fellow of the Higher Education Academy (AFHEA)
76. Sahreen Chauhan, Fellow of the Higher Education Academy (FHEA)
77. Zeenar Salim, Fellow of the Higher Education Academy (FHEA)
78. Faisal Notta, Associate Fellow of the Higher Education Academy (AFHEA)
79. Kiran Qasim Ali, Associate Fellow of the Higher Education Academy (AFHEA)

**Library (Staff supporting teaching and Learning)**

80. Elizabeth Oyange, Associate Fellow of the Higher Education Academy (AFHEA)

## APPENDIX 9A: TEACH CPD SCHEME PROGRAMMES OFFERED BY AKU QTL\_NET

Name of the Programme	Who should attend	Purpose	Duration
Teaching and Learning Enhancement Workshop (TLEW)	Faculty members and staff involved in supporting teaching and learning	To improve faculty members' teaching practice through lesson planning in a structured way (use of BOPPPS) <i>It is a prerequisite to the application of Fellowship</i>	24 hours
Rethinking Teaching workshop (RTT)	Faculty members and staff involved in supporting teaching and learning	To improve students' learning by redesigning courses using taxonomy of significant learning.	32 hours
Online Teaching in Higher Education	Faculty members and staff involved in supporting teaching and learning	OTHE is a certificate programme designed to support faculty members in reflecting on and organizing, developing, and facilitating online learning based on proven practices such as Inclusive Teaching, Universal Design for Learning (UDL), authentic assessment and active learning/facilitation techniques at AKU.	For each course (4 in total) participant will spend 25 hours in 3 weeks (8 hours per week)
An introductory webinar on TEACH	Faculty members and staff involved in supporting teaching and learning	To induct faculty on the AKU TEACH Fellowships, the AKU TEACH CPD Scheme and the application process for the fellowship.	2 hours
TEACH writing workshop	Faculty members and staff involved in supporting teaching and learning	To enable faculty, internalize the HEA resources such as the PSF, Code of Practice and requirements for different categories of fellowship and the participant's handbook. It will enable the participants to make clear associations between their practice and the appropriate Descriptor of PSF.	1 day or 2 half-days



Teaching and Learning Seminars/webinars & workshop series	Faculty members and staff involved in supporting teaching and learning	To improve the teaching practice in different teaching and learning aspects in higher education	2 hours- 2-3 times in a year
Teaching with Technology- Workshop series and use of online tools (e.g. use of VLE, flipped learning, digital boot camps)	Faculty members and staff involved in supporting teaching and learning	To enhance students' engagement through use of appropriate technology	Ongoing
Support to strengthen academic programmes	Faculty members (AKU) and staff involved in supporting teaching and learning	Entity specific facilitation is available from the QTL Networks to support QA and curriculum review as well as rubric development	Various entity needs based

**APPENDIX 9B: CPD SCHEME PROGRAMMES OFFERED BY OTHER ENTITIES AT AKU<sup>12</sup>**

<b>Name of the Programme</b>	<b>Who should attend</b>	<b>Purpose</b>	<b>Entity</b>	<b>Duration</b>
Clinical Simulation Educator Programme	Healthcare Educators and Clinicians	To equip participants with the skills, knowledge and practical experience to enable informed choices to be made regarding where, how, and when Clinical Simulation is applicable. It is designed for faculty and clinicians who wish their teaching skills to be current, credible and at the cutting edge.	Centre of Innovation in Medical Education	5 full days (F2F)
Clinical Simulation Leadership Programme	Strategic Leaders, Directors, Deans, Departmental Heads, and Managers	To focus on practical and easy-to-use guidelines on different aspects of the strategic planning of education that could be applicable in various contexts. It will benefit the senior policy/decision-makers and stakeholders to develop a strategic plan with simulation programme-specific goals, strategies, objectives and tactics, thus, providing a critical foundation for the operation of the simulation program.	Centre of Innovation in Medical Education	2 full days
Introductory Short Course in Health Profession Education (ISC-HPE)	Health Professions Educator (newly recruited faculty and senior residents).	To introduce participants to educational philosophies underpinning Health Professions Education globally and to innovative teaching learning strategies and pitfalls in assessment.	Department of Educational Development	5 days
Advanced Level Course on Teaching and Learning in	Health Professions Educator having at least two years teaching experience	To enable students to build a conducive learning environment and design, conduct and evaluate effective teaching and learning based on insights into learning theories,	Department of Educational Development	10 weeks

<sup>12</sup>.

Health Professions Education (ALC-TL)	[Perquisite: ISC-HPE]	emerging teaching-learning needs, learning resources and support systems.		
Continuous Faculty Development program in Health Professions Education (CFPD-HPE)	Health care providers and health professions educators. Faculty from Medical College, School of Nursing and Midwifery and Allied Health.	To promote development and enhancement of basic educational principles and practice related to HPE.	Department of Educational Development	Ongoing
Education Grand Rounds (EGR)	FHS AKU faculty, residents and students	Sessions offered as part of EGR are theme based on relevant topics in HPE and aims to deliver faculty development following the core principles of the Aga Khan University.	Department of Educational Development	Ongoing

## Appendix 10: BLUEPRINT FOR FELLOWSHIP APPLICATION<sup>13</sup>

This an additional resource for your reference and guidance. It can be used as a to develop a blueprint of your Fellowship application before you start writing your application.

### Can I make a Blueprint

Sections	what did I do? (why and how)	Evidence/ Impact	Core knowledge	Professional values
A1: design & plan learning activities				
A2: teach and or support learning			<p><b>Core Knowledge</b></p> <p>K1 The subject material</p> <p>K2 Appropriate methods for teaching learning and assessing in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p><b>Professional Values</b></p> <p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognizing the implications for professional practice</p>
A3: Assess and give feedback to learners				
A4: develop effective learning environment				
A5: engage in CDP				

<sup>13</sup> This resource is developed by Dr Zehra Jamil, FHEA and a faculty member in the Department of Biomedical and Bioscience (BBS), Medical College, Pakistan.