HEA Fellowship

**Candidate support pack**

**Associate Fellow**

**(AFHEA, D1)**

**Experiential route**

The BCU Fellowship Scheme, aligned to the UK Professional Standards Framework (UKPSF)



**May 2021**

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## 1. UK Professional Standards Framework (UKPSF)

# 1.1 UKPSF overview

The UK Professional Standards Framework ([UKPSF](https://www.heacademy.ac.uk/system/files/downloads/UK%20Professional%20Standards%20Framework.pdf)) is an internationally recognised framework for benchmarking success within HE teaching and learning support, implemented to drive improvement and raise the profile of learning and teaching in HE. This comprehensive set of professional standards and guidelines are for everyone involved in teaching and supporting learning in HE, aimed at improving teaching quality. This professional standards framework is used by [Advance HE](https://www.heacademy.ac.uk/individuals/fellowship) (previously HEA, the Higher Education Academy) to determine Fellowship awards.

The Framework sets out practices that are carried out in a diverse range of teaching and support roles, and environments, within HE. These are expressed as three dimensions, referred to as the Dimensions of Professional Practice, and set out as:

* Areas of activity undertaken by teachers and support staff
* Core knowledge needed to carry out those activities at the appropriate level
* Professional values that individuals performing these activities should exemplify

Achieving HEA Fellowship demonstrates that your practice aligns with these Dimensions and shows a personal commitment to professionalism in HE learning and teaching. For recognition of this practice, Fellowship is awarded in one of four categories: Associate Fellow (AFHEA, D1), Fellow (FHEA, D2), Senior Fellow (SFHEA, D3) and Principal Fellow (PFHEA, D4), which are reviewed on a range of Dimensions (D1-D4).

This candidate support pack is aimed at colleagues applying for the category of Associate Fellow (AFHEA), which is assessed at Descriptor 1 (D1) of the UKPSF.

# 1.2 Dimensions of Professional Practice

The Dimensions of professional practice - Areas of Activity, Core Knowledge and Professional Values - form the foundation of application, through which you will reflect on your practice.

Areas of Activity (A) – describe what a professional in teaching/supporting learners *does*

Core Knowledge (K) – state what a professional needs to *know*

Professional Values (V) – explain *how* a professional should carry out their activities

Within each Dimension, there are specific areas of practice (as set out below) that will be referred to within this handbook as, for example, ‘A1’, ‘K3’, etc. You should familiarise yourself with these designations and their descriptions, as you will be using these when writing your application; for example, where you state [A3] in your narrative, this would be in relation to reflecting on ‘Assess and give feedback to learners’.

For Associate Fellowship (AFHEA, D1), you are required to submit an application that comprises **no more than 2200 words**, which provides evidence of successful engagement with **at least two** **Areas of Activity**. Your examples will show how your practice is underpinned by **Core Knowledge** (**at least K1 and K2**) and demonstrate your commitment to **relevant Professional Values**.

## 2. BCU Fellowship Scheme and processes

# 2.1. Overview

The BCU Fellowship Scheme is aligned to the UKPSF and Advance HE have accredited the Scheme to be able to award the D1-D3 categories of Fellowship. This provides a means for you to achieve a recognition award for your role in teaching and/or supporting learning. While the Scheme offers recognition through taught courses (such as the PGCert), this pack aims to support you in gaining Fellowship recognition through the experiential route.

A key necessity in applying for Fellowship is that the range and extent of your contribution to HE teaching and/or supporting learning is sufficient to meet the criteria for the category of Fellowship for which you are applying. Individual job titles *do not* necessarily have any bearing on the category that is most appropriate for a candidate. The focus of Fellowship is on academic practice, supporting the learning process - learning, teaching and assessment - rather than discipline/subject knowledge.

The Scheme is overseen by the [Education Development Service](https://www.bcu.ac.uk/about-us/education-development-service) (EDS), with External Reviewers and an External Adviser contributing to maintaining the Scheme’s overall quality and consistency. EDS hold an Advisory Board twice each year, to discuss, review and plan enhancement of the Scheme. Feedback is considered from internal and the external reviewers and other stakeholders, in relation to applications, judgements, CPD requirements and BCU PSF processes. You are welcome to offer feedback on any aspect of the Scheme – please email psf@bcu.ac.uk.

The Scheme is open to BCU staff who teach and/or support learning, such as academic staff, postgraduate researchers who teach, technicians, lab demonstrators, visiting lecturers, library staff and student services; and also colleagues who teach and support BCU students from partnerships and franchise provision.

For staff employed by BCU, the costs (including fees to Advance HE) are covered by EDS as part of our service to the University; for colleagues at partner institutions, costs must be met by individual staff or their sponsoring institution. The current cost for Associate Fellow (AFHEA, D1) is £150.

# 2.2 Candidate activities

Candidates should firstly review the BCU scheme on the [EDS website](https://www.bcu.ac.uk/about-us/education-development-service/ukpsf) and may also wish to look at the [Advance HE](https://www.heacademy.ac.uk/individuals/fellowship) website. We recommend using the [Fellowship Category Tool](https://www.heacademy.ac.uk/individuals/fellowship#section-2) provided by Advance HE if you are unsure of which Category is most appropriate for you to apply for. This will indicate whether you have sufficient experience across the range of the UKPSF; if some Dimensions indicate less than 75%, for the Category you were aiming for, it’s likely that you’ll require some further experience to achieve that Descriptor. If you have any general questions at this stage, you may wish to contact your School/ [Faculty Lead](https://icity.bcu.ac.uk/celt/Learning-and-Teaching/UKPSF).

You should next complete an **Evidence of Professional Practice** (EPA – see Appendix 1) or make note of examples from practice that you are considering using in your application. Arrange to discuss this with your School/Faculty Lead, who can provide any additional advice and/or allocate a mentor; each School or Faculty has their own mentoring arrangements. At this stage you should also decide on the submission date you are aiming for (as shown on [iCity](https://icity.bcu.ac.uk/celt/Learning-and-Teaching/UKPSF)).

Consider who you might ask to be a **Referee**. This person should be able to confirm the work you have discussed in your application; please note that they need not be an HEA Fellow, but must be familiar with the UKPSF to confirm alignment of your practice to the framework. Do contact your Referees at an early stage, sending them the Referee statement and guidance document (or a [link](https://www.bcu.ac.uk/about-us/education-development-service/ukpsf/mentor-reviewer-referee) to this) for details of what they will be asked to comment on (see Appendix 3).

Work on your application and maintain agreed contact with your mentor, if applicable. Once you’ve completed the application, send this to your Referees and advise them of your intended submission date, and the date you would like the reference by. See Section 4, ‘Completing your Application’, before submitting your work.

# 2.3 Review process

Colleagues who are Fellows act as Reviewers and are allocated to Panels by EDS, for each review cycle. Reviewers are advised of the Review Panel timeline, sent the Reviewer guidance (Appendix 4) and directed to [website resources](https://www.bcu.ac.uk/about-us/education-development-service/ukpsf/starting-strategies-support), such as this Candidate support pack and the Review form (Appendix 5).

EDS send Panels the application(s) for review and ask if there are conflicts of interest with any candidate(s). The expected return date for the decision from the Panel is confirmed, normally providing 4 weeks for consideration of the applications and reaching decisions.

Your application will be reviewed by two colleagues who have previously achieved Fellow, Senior Fellow or Principle Fellow. This Review Panel will comprise colleagues who work in a different School or Department; at times an External Reviewer may be attached to the Review Panel, as part of the Scheme’s quality assurance process.

Reviewers independently review the application and consider how you have presented your practices in relation to the D1 Descriptors (below):

|  |
| --- |
|  I. Successful engagement with **at least two** of the five Areas of Activity |
| II. Successful engagement in appropriate teaching practices related to the Areas of Activity  |
| III. Appropriate Core Knowledge and understanding of **at least K1 and K2** |
| IV. A commitment **to appropriate** Professional Values in facilitating others’ learning |
|  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 |

On completion of individual decisions, the Panel will consider the application(s) as a group and agree decision(s). One Panel member is allocated the role of Lead Reviewer and will co-ordinate any discussions between Panel members. The Lead Reviewer will record the Panel’s feedback and decision on the Review form and return this to EDS by the agreed date. EDS will advise candidates of decisions. If the Panel is unable to agree, the Lead Reviewer will raise this with EDS, stating the areas of concern. The Scheme Convenor will discuss the application with colleagues, reach a decision and advise the Panel of this.

## 3. Working on your application

# 3.1 Overview

There are three elements required for your Associate Fellowship application: a reflective account of two Areas of Activity (A1-A4), a CPD review/action plan (A5), and supporting statements from two referees. These sections are set out on the application form (see Appendix 2) and references should be completed on the Referee statement (Appendix 3).

The reflective commentary is about your role(s), responsibilities and professional experience in Higher Education, focusing on **at least two Areas of Activity** and showing how your practice is underpinned by Core Knowledge (at least K1 and K2) and a commitment to Professional Values. The word allowance for this part is **1500 words**.

The CPD section (to meet A5) comprises a **review** of what you have done and a **plan** of what you aim to do, in relation to developing and enhancing your professional practice in teaching, learning and supporting learners. This section should be around **700** words.

As the whole application is to be submitted at the same time, it’s recommended that you contact your Referees at an early stage to advise them of when they will receive your application and the date that you will require their statement to be returned by. We would recommend providing at least two weeks for colleagues to return their statements.

# 3.2 Identifying and using your examples

You should use the Evidence of Professional Activity (EPA – see Appendix 1) or your own notes to develop your narrative, which is a reflective commentary of your activities. When you choose an example, to demonstrate evidence of a particular Area of Activity, it makes sense to opt for those activities which form the largest part of your current role and/or those that have had greatest impact. This is an opportunity to share some of the great practices you carry out in working with students and/or colleagues. Think through at this stage how your examples will link to the Dimensions of Core Knowledge and Professional Values.

You should include an appropriate rationale for the choices you have made in teaching and/or supporting learning and provide evidence of success and effectiveness. While you may discuss professional practice from elsewhere, this should be recent (from the previous two years); do ensure the example has currency and reflect on its impact on your current practice and working within BCU.

Your reflection is a personal account and its focus throughout should be on your own professional practice and decision-making; all of your reflection will be based on real examples of practice, which are informed by scholarly activity in learning and teaching. Evidence to supplement your reflection, such as survey results or comments from others, should be embedded in the narrative, rather than presented as screen shots or images; these should enhance your discussion and corroborate what you have done. Overall, your application should reflect a process of continuing professional development which demonstrates your understanding of specific aspects of effective teaching, learning support methods and student learning.

# 3.3 Working with a Mentor

Any colleague who has recognition as a HEA Fellow, may act as a Mentor and may or may not have completed specialist CPD in this area of work. Their familiarity with UKPSF and their own application journey, as well as their knowledge and experience of teaching and learning in HE, serves as a firm foundation to support you. Each Faculty or School has different arrangements for mentoring Fellowship candidates; your School/Faculty Lead may allocate a BCU colleague to act as your Mentor, or you will be advised of the mentoring arrangements, which may be to ‘find your own’ from available colleagues.

Colleagues acting as Mentors often have limited time allocated to this. At your first meeting you will be able to discuss plans and expectations, so that both parties are clear on the contract. Generally, the mentor will offer advice to the mentee throughout the application process and discuss evidence, development and presentation, of the application.

The overall time commitment made available to Mentors varies, but would likely be at least three hours over the whole period. Together you will discuss the mentor-mentee agreement that will work for you both, identifying specific meeting times and tasks; in most cases this would include reviewing one written draft of your application, as this nears completion. This mentor-mentee agreement ends once you have submitted your application. If your application is judged as a Refer, you will be provided with feedback from the Review Panel and may then consult with your School/Faculty Lead prior to re-submission (or with your line manager, if appropriate).

Remember that your Mentor is a colleague who – like you – will have many other commitments, challenges and workloads to manage, and takes on this role in a voluntary capacity, to support others in their professional development. Your Mentor will therefore appreciate it if any meeting arrangements are made or if you have agreed any completion dates for tasks, that these are adhered to where possible.

Please note that your Mentor in this scheme would be unable to act as a Reviewer for your Fellowship application.

# 3.4 Writing reflectively

Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than a description of your activity. Be concise in your descriptions – if the detail of an example is not central to your reflection on teaching and learning and its impact, this is probably not the most effective use of the word allowance. If your narrative comprises more description than reflection, you may have ‘gone off track’ and should think about these type of questions, in relation to your examples:

* What is your approach to teaching and learning and how did this develop?
* What are your professional values and how do these influence your practice?
* Why did you do something in a particular way?
* What were you expecting to happen?
* Was there a specific outcome you hoped to achieve?
* Why was doing this activity important?
* What was the impact on others?

If you have not previously written in a reflective style, or it is some time since you have done this, you may wish to consider a [model of reflection](https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm) or advice on [writing skills](https://www.heacademy.ac.uk/knowledge-hub/reflective-writing-skills) for this particular style.

If you did not complete an EPA, and have not yet identified which Core Knowledge and Professional Values Dimensions you will be reflecting on within your example, it can be useful to have the list of Dimensions to hand, while you are writing. The Core Knowledge and Professional Values Dimensions need to be incorporated in your examples for the Area of Activity you are discussing. For example, if you have selected A1, you might be describing how you designed a particular activity, and reflected on what you did and why; then consider the other Dimensions that are relevant:

‘…*In developing this session I acknowledged that learners in the group might have different support needs and/or additional requirements [V1] and I considered the accessibility of the resources I used, both in person and in the VLE*…’

‘…*as one of the learning outcomes for the session required demonstration of using the tool by the student, I used the method of xxx (xxx, 2018) as this is now considered best practice [K2] in this subject area. Using this method led to*…’

Note that the short designation for a Dimension - [V1], [K2] - is inserted at the relevant point in the narrative.

Candidates sometimes ask for examples of applications and find it useful to view others’ previous submissions; to address this some of our colleagues have kindly permitted us to share excerpts from their successful applications [here](https://www.bcu.ac.uk/Download/Asset/7b594804-e16c-e911-b49e-0003ff39b41b).

# 3.5 Practical matters

As this is not an academic paper, few references would be expected; as a guideline, one or two for each example (or no more than two references for a 750 word section) would likely suffice. Where you use a reference, it should be in relation to what you have actually applied in your practice and incorporated within your reflection; you should not ‘waste words’ explaining a theoretical idea, but focus on how you have aligned your practice to that theory. Any in-text citations to publications, journals, etc., will need to be accommodated within your overall word count. You may include a reference list at the end of the application form, which would not be included in the word count.

Throughout your work, you should insert the Dimension that is being evidenced, using a short designation, for example [A4], [K2] or [V3] inserting these in the relevant position in your narrative (not listing a number of designations at the end of a sentence or paragraph). There may be a number of Dimensions that could align with what you have written, but there is no need to list all of these; you should be selective and consider which Dimension is most strongly aligned with what you have said. Check over the application as a whole to ensure you have incorporated all of the necessary Dimensions. There is no ‘rule’ on the number of designations to be inserted, but if one is inserted every couple of sentences, that is probably too many and will impact on your word count. Again, you may find it helpful to view the excerpts from applications [here](https://www.bcu.ac.uk/Download/Asset/7b594804-e16c-e911-b49e-0003ff39b41b).

We all make spelling and grammatical errors at times and this is not an exercise in written English, but do use a word processor with a spell checker, and make amendments if required. Also review your reflection as a whole, to sense-check this – does it ‘tell a story’ and is it written in a reflective style?

Do not include any appendices, as these will not be read by the Panel. Any evidence should be part of your reflective narrative and embedded within this.

Please adhere to the word allowance – these are clearly stated on the application form, for each section. The Panel may refer your application if the word count is exceeded.

## 4. Completing your Application

# 4.1 What you need to do

It is your responsibility to check that the correct documents are submitted (a completed application and two referee statements) in good time to meet the selected submission date.

On the application form you are asked to complete your name, role/job title and Faculty and School/Institute/Department, as well as your submission date (date you sent application) and the date you started the application (if you do not have a specific date, please enter the 1st of the most likely month, as this is required by Advance HE, to register for an Award). Please answer Yes or No to the question of any previous application; again, this is required by Advance HE for their refer rate data.

Your application should be a word document, rather than saved as a PDF or other format. Your application is to be submitted as **one** document or **one** file; if you have separate documents, create one zipped file for your submission. Name your document or file by surname, Category of application and Faculty/Department - e.g. **'SMITH\_D1\_EDS'**.

Send the completed application as one document or zipped file to psf@bcu.ac.uk.

You will receive an acknowledgement of receipt for your application and be advised of the expected date that you will receive a decision by.

# 4.2 What happens next?

Submissions are allocated to Review Panels within a few days and Panels are asked to return their decision by a specified date. When Panels have completed their discussions and reached a decision on your application, this will be recorded on the Review form as Award, Refer or Award Pending Conditions (APC), with feedback from the Panel. You will be advised of the decision by email, with the completed Review form attached.

If you have received an **Award** – congratulations! Your name will be added to the Advance HE database as a new HEA for the Category of Fellowship awarded. You will receive an email (normally within a week) from Advance HE to confirm this, which will provide information on creating a My Advance HE account (if you do not already have one) and a link to download your certificate.

If you have received an **APC**, this means that the Award is pending, awaiting some conditions to be met: there will be one or more aspects of your reflection that require clarification before a final decision can be made. You are asked to review the feedback and prepare to justify how you have met the requirements of the Dimension(s). This process is carried out via dialogue with one or more members of the Panel and will last no longer than 20 minutes. It is your responsibility to contact the Lead reviewer of the Panel, to arrange this dialogue; the email from EDS will advise you who the Lead Reviewer is and the date by which the dialogue should take place.

You will be advised of the final decision, normally within a few days of the dialogue.

If you have received a **Refer** on this occasion, this means that one or more Dimensions were insufficiently covered in your reflection. You will be provided with feedback and may wish to discuss this with your School/Faculty Lead or Mentor (or line manager, if appropriate) before re-submitting an application at a future submission date.

**5. To remain in good standing**

Once you have been awarded your HEA Fellowship, you have a commitment to remain in good standing as an HE practitioner.

# 5.1 Advance HE statements

It is implicit within the UKPSF that all Fellows remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations. It is the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard and the Fellowship of the HEA [Code of Practice](https://www.heacademy.ac.uk/individuals/fellowship).

Proof of good standing:

‘We expect all HEA Fellows to be able to demonstrate compliance with (at least) their awarded level at any given time. Fellows should record their professional development activity to ensure that they remain in good standing.’

<https://www.heacademy.ac.uk/ukpsf#section-5>

The HEA Code of Practice fully aligns to the University’s Core Values, Strategic Plan and Academic Plan. Once you have achieved a Fellowship through the Scheme you will be expected to abide by the Code of Practice and BCU’s Values.

The University expects you to remain in good standing as a Fellow and is committed to developing reflective practitioners. It is for this reason that part of your application is a CPD review and action plan which links to our appraisal scheme for appropriate teaching and/or supporting learning roles, particularly in relation to remaining in good standing. Fellowship recognition will be an expectation for internal promotion to appropriate roles.

As part of your commitment to remaining in good standing, the University expects you to support colleagues on their Fellowship journey and contribute to BCU’s Fellowship scheme; this can be demonstrated by acting as a Mentor and/or a Reviewer. Please see the EDS [website](https://www.bcu.ac.uk/about-us/education-development-service/ukpsf/mentor-reviewer-referee) for further information on these roles; any training opportunities for these roles will also be on the [iCity site](https://icity.bcu.ac.uk/celt/Learning-and-Teaching/UKPSF).

If you would like to Mentor/Review at the earliest opportunity, do contact your School/Faculty Lead; otherwise, you will be contacted when your assistance as a Mentor and/or Reviewer is required. This is to support your commitment to remain in good standing and to ensure there is an equitable distribution of Fellowship Scheme duties across our academic community.

## Appendices

These Appendices are available for download as individual documents from the website.

# 1. Evidence of Professional Activity (EPA) – AFHEA (D1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimension: Areas of Activity (As) – select 2 from A1-A4, plus A5 | Examples 2 required | Dimension:Core knowledge (K); D1 – K1/K2 required | Dimension: Professional Values | Literature |
| Think of the type of tasks/activities you carry out in your practice in each of these As | What did I do? How did I do it? | Why do I do it this way?  | How does it enhance my practice and impact on others? | Any key literature/ theorists/ models? |
| 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 |  |  |  |  |

# 2. Application form

# Application form – Associate Fellow (AFHEA, D1)

Submit this application as **one** document or **one** zipped file (to include referee statements).

Label the document or file as ‘YOUR SURNAME\_D1\_SCHOOL/DEPT’ and email to psf@bcu.ac.uk.

The application is to be within the word count - please state your word count here: 0000 (either by selecting ‘Update Field’ or insert your own count; this should not exceed 4118 words (2200 for D1, plus existing text on this document). Please ensure that you have permission to name any individual referred to, and confirm this, otherwise the Panel may return your application.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | Date started |  |
| **Role/job title**  |  | Date submitted |  |
| **Faculty/Dept. and School/Institute/Team** |  | Have you previously applied for AFHEA? YES / NO |

**Reflective account of two Areas of Activity** (around 1500 words in total for this section)

|  |
| --- |
| **Area of Activity:** (state if A1, A2, A3 or A4) and provide two examples of practice, which show engagement with Core Knowledge (at least K1 and K2) and commitment to appropriate Professional Values, using **no more than 750 words**. |
|  |
| **Area of Activity:** (state if A1, A2, A3 or A4) and provide two examples of practice, which show engagement with Core Knowledge (at least K1 and K2) and commitment to appropriate Professional Values, using **no more than 750 words**. |
|  |

**CPD reflective review and action plan** (around 700 words in total for this section)

To meet the A5 Dimension, this section should provide evidence of your engagement with professional development activity and your plans to remain in good standing.

Write a brief reflective review of your most recent and relevant CPD, in relation learning, teaching and your academic practice, focusing on how this has impacted on and/or influenced the student learning experience. This should be **no more than 500 words**.

|  |
| --- |
| **CPD review**  |
|   |

**CPD action plan**

Concisely state (in around **200 words**) your planned CPD activities for the year ahead, for developing your learning and teaching practice. There is an expectation that at least **three** activities will be identified for this part.

|  |
| --- |
|  **Continuous Professional Development Action Plan** |
| **Activity**(What I want to achieve) | **Rationale**(Why this is important) | **Actions**(What I’ll do, which support/ training) | **Success Criteria** (How I’ll know I met the targets) | **Time scale** (Start/end dates) | **Review**(What now, where next?) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 3. Referee statement and guidance

# Referee statement and guidance – Associate Fellowship (AFHEA, D1)

A **single A4** page statement will normally be sufficient for this Category of Fellowship.

This statement is in support of the following applicant:

|  |  |
| --- | --- |
| **Applicant name** |  |

|  |
| --- |
| **Referee details** |
| Name |  |
| Job Title |  |
| School/Institute/Department |  |
| Email Address |  |
| Capacity in which offering statement |  |
| Do you hold HEA Fellowship? |  |

|  |
| --- |
| 1. Please comment on the **validity of the evidence** claimed by the applicant, in relation to evidence of their commitment to teaching and/or supporting learning.  |
|  |
| 2. Please refer to the following, providing practical examples to support your comments* applicant's **experience and achievements** in teaching, learning and assessment practice
* **contribution** the applicant makes **to the student experience** within their area of practice (refer to research only if this *directly informs* their teaching)
* applicant’s **contribution to Faculty or School objectives in teaching and learning** and engagement in processes that support the enhancement of learning and teaching
 |
|  |
| *Any further comments*  |

Signature: (electronic)

Date:

**Writing the supporting statement - guidance for referees**

Thank you for agreeing to act as a referee and offering to provide a statement for an applicant seeking a claim for Associate Fellow through BCU’s Professional Standards Framework (PSF). The aim of the statement is to provide a review of the applicant’s experience and to support and supplement the applicant’s information. If possible, please comment on the applicant’s most recent role and responsibilities. When the applicant has sent you their completed application, please review this and provide your statement on this form, then send this to the applicant. It is the applicant’s responsibility to collect the statement from you and advise you of the expected return date, to ensure their application is submitted on time.

Your statement should primarily refer to the applicant's experience and achievements in teaching and learning and/or supporting students; reference to the applicant’s research record is relevant only where this directly informs their teaching. Base your statement on how the applicant meets the dimensions of the [UK Professional Standards Framework (UKPSF)](http://www.heacademy.ac.uk/ukpsf) at the relevant Descriptor (D1 – see below), using your knowledge of their work, their professional practice and the context in which the applicant works. We recognise that this is a different kind of reference from one required for promotion or a job, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning, rather than general academic achievement.

Please provide practical examples to support your comments; for example, peer observation of the applicant, innovative practices, or contributions to developments in pedagogy and/or within the discipline. The Core Knowledge and Professional Valuesof the UKPSF underpin the practice of those seeking recognition, so please provide examples of these, where appropriate.

**Associate Fellow (AFHEA, D1)**

Applicants for D1 should be able to provide evidence of:

 I. Successful engagement with at least two of the five Areas of Activity

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

IV. A commitment to appropriate Professional Values in facilitating others’ learning

 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

**The UKPSF Dimensions of Professional Practice**



# 4. Reviewer guidance

# Reviewer guidance: Associate Fellow (AFHEA, D1)

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| **1. The Review process**  |
| You will be provided with application(s) to assess and will be allocated to a Panel; for D1, this will be with one other colleague (others may participate for developmental or quality assurance purposes).You should firstly independently assess the application, considering the Areas of Activity, Core Knowledge and Professional Values, as appropriate for this category, as set out overleaf. Using the Review form, select Award, Award Pending Condition (APC) or Refer for each Descriptor and, considering all of the Descriptors together, reach an overall decision. You may wish to make your own notes on why you have reached this decision, to discuss with other Panel members. |
| One colleague will act as Lead Reviewer for the Panel and is responsible for arranging and facilitating any discussion about the application. The Panel should agree an overall decision; if the Panel is unable to agree a decision, the Lead Reviewer will raise this with EDS, stating the areas of concern. The Convenor will discuss the application with EDS colleagues, reach a decision and advise the Panel of this. The Lead Reviewer will complete and return the Panel’s Review form to EDS, by the required date, and this should include any comments for the candidate, which the Panel have agreed on. |
| Whether as a Lead reviewer or Panel member, your feedback on the process, applications overall or suggestions for enhancement to the PSF scheme are always welcome and these will be taken forward to our Advisory Board, which meets twice each year. You may pass your comments on working as a Panel to the Lead Reviewer, who can return with the completed Review forms, or do contact us directly at psf@bcu.ac.uk. If you would like to attend the Advisory Board, do let us know. It would be useful if you could highlight any application, or part of an application, that is seen as an excellent example, in order that we can liaise with the applicant for potential future use of their application.  |
| EDS will advise candidates of the Panel’s decision and attach the completed Review form. If the decision is APC, the applicant will be advised to review the dimension(s) that has been judged as requiring more evidence and to prepare for a professional dialogue with one or more Panel members; the Panel may agree that this can be conducted by one Panel member only. It is the candidate’s responsibility to contact the Panel Lead to arrange a date for this dialogue. In the case of both Refer and APC, candidates are advised to contact their School/Faculty Lead (Fellowship) (or line manager if appropriate) for advice, although EDS may contact one of more Panel members to clarify any feedback on the Review form, should the candidate request this.  |

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| **2. Reviewing applications** |
| You should judge applications in relation to these UKPSF Descriptors for D1:I. Successful engagement with at least two of the five Areas of ActivityII. Successful engagement in appropriate teaching practices related to the Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2IV. A commitment to appropriate Professional Values in facilitating others’ learningV. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activitiesVI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |
| **Making your judgement** |
| D1.I and 1.II are closely linked and an application should provide evidence of successful engagement with at least two Areas of Activity, providing brief descriptions of specific examples of when and how the candidate engaged with the Areas selected, drawn from recent practice. Candidates should provide at least two examples of engagement for each Area selected and clearly indicate their personal contribution to any activity examples given. The depth of coverage will vary according to the candidate’s context and role, so sections won’t necessarily be of the same length, but the two Areas must be adequately addressed.If you ‘Refer’ any Area of Activity then this is an automatic overall Refer for the application; if other Panel member’s judgement differs, then a joint decision must be negotiated.The evidence for successful engagement with the two Areas of Activity should be reflective and structured around the other Dimensions of Framework - the Core Knowledge and Professional Values - not just with the Areas of Activity.**D1.III** - The reflection should include the candidate’s approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of the chosen Core Knowledge, particularly K1 and K2. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.**D1.V** - AFHEA candidates will unlikely to be undertaking pedagogic research with a view to publication in peer reviewed journals, but they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example they might provide evidence of K1 and 2 through reference to reading and using research on their subject material, and adopting techniques derived from educational literature on HE teaching. **D1.VI** - No candidate should gain AFHEA unless they have clearly and explicitly evidenced a real and practical commitment to professional development. Evidence for this Descriptor is likely to be found in the A5 section – CPD review and action plan – although there may be evidence of engagement with professional development in the Area of Activity discussions. **D1.IV** - Professional Values underpin all of the professional activity of teaching and supporting learning and the candidate needs to provide evidence of their commitment to the values throughout their application. The professional values adopted will appropriately link with the chosen Areas of Activity.  |
| **Completing the Review form** |
| Insert the candidate’s name, the names of all Panel members and date the decision was agreed.For ‘Overall decision’ insert Award, APC or Refer, as appropriate:Award: all criteria have been met; comment if there are substantial strengths which it would be good to share with the applicantAPC: one or more Dimensions require clarification before a final decision can be made. The candidate will be invited to consider Reviewers’ feedback and prepare to justify how they have met the requirements of the Dimension(s). This process is carried out via dialogue with one or more members of the Panel and lasts no longer than 20 minutes. It is the candidate’s responsibility to contact the Lead reviewer to arrange this dialogue and the EDS will advise the date by which the dialogue should take place. The Lead Reviewer should advise EDS of the final decision, no later than one week of the dialogue taking place.Refer: one or more Dimensions were insufficiently covered. The candidate will be directed to use Reviewers’ feedback in preparing for a re-submission and should therefore indicate what the applicant needs to do to achieve Award. Please name the Review form ‘NAME\_CATEGORY\_DECISION’ e.g. ‘SMITH\_D1\_REFER’ and return the form to psf@bcu.ac.uk, by the agreed date.  |

# 5. Reviewer form

**Review form – Associate Fellow (AFHEA, D1)**

**Applicant:**

**Review Panel:**

**Date agreed:**

**Overall decision**: (Please insert Award, APC or Refer here)

Being an Associate Fellow recognizes effectiveness in specific aspects of teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 1 of the [**UK Professional Standards Framework**](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf) for teaching and supporting learning in higher education. If Award, comment if there are substantial strengths which it would be good to share with the applicant; if APC or Refer, indicate what the applicant needs to do to achieve Award.

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| **Descriptors relating to Areas of Activity** | Award | APC | Refer |
| I. Successful engagement with at least two of the five Areas of Activity |  |  |  |
| II. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |  |  |
| **Comments:** |
| **Descriptors relating to Core Knowledge** |  |  |  |
| III. Appropriate knowledge and understanding of at least K1 and K2 |  |  |  |
| V. Successful incorporation of relevant professional practices, subject and pedagogic research and/or scholarship within the activities |  |  |  |
| VI. Successful engagement, where appropriate, in professional development activity in relation to teaching, learning and assessment responsibilities |  |  |  |
| **Comments:** |
| **Descriptor relating to Professional Values**  |  |  |  |
| IV. A commitment to appropriate Professional Values |  |  |  |
| **Comments:**  |
| **Referee statements:** Do the referees broadly corroborate the applicant’s account? Y / N |
| If Award, provide any constructive feedback that would be valuable for the applicant in terms of their claim and/or future development and comment if there are substantial strengths which would be good to share more widely. If APC, suggest the areas of discussion that the applicant should prepare for when you meet for a Professional Dialogue. If Refer, list recommendations for what the applicant needs to do to receive Award. |
| **Summary remarks:**  |