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ASSESSOR

H A N D B O O K



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1. Introduction	4
2. Qualifications to Serve and Continue as an HEA Assessor.....	4
3. Eligibility Requirements for Fellowship	4
4. Context Statement (D1-D3)	5
5. Panel Review Timeline (D1-D3).....	6
6. Experiential Applications.....	9
7. Starting the Panel	10
8. Supporting Statements/Reference Letters (D1-3).....	11
9. Reviewing the First Submission.....	12
10. Recording Panel Discussions	13
11. Combined Panel Outcome.....	14
12. Lead Assessor Role in Coordinating Panel Outcome and Writing Referred Applicant Feedback	14
13 Writing Feedback to Applicants.....	15
14. Completing Sections 1-3 of the Panel Feedback and Outcome Template	18
14.1Section 1 of the Feedback and Outcome template (judgement against Descriptor table)	18
14.2Section 2 of the feedback and outcome template: Feedback summary	19
14.3Section 3 of the feedback and outcome template: Feedback key development points	19
14.4Allocated word limits for resubmission.....	19
14.5Section 4 of the Feedback and Outcome template: Panel outcome and feedback on revised application.....	20
15. Referred Applicants and Resubmissions	20
16. Guidance for Reviewing Associate Fellow Applications.....	22
Associate Fellowship application requirements.....	22
Using Descriptor 1 to review the application	23
17. Guidance for Reviewing Fellow Applications	27
Fellowship application requirements	27
Using Descriptor 2 to review the application	28
18. Guidance for Reviewing Senior Fellow Applications.....	29
Senior Fellowship application requirements.....	30
Using Descriptor 3 to review the application	31
Mentoring	34
Project Work.....	34

External Examining	34
Membership of committees	35
New approaches to teaching and learning.....	35
Appendices	36
Appendix 1: Review Grids.....	36
Associate Fellow Review Grid	36
Fellow Review Grid.....	39
Senior Fellow Review Grid	41
Appendix 2: Protocol for Issues with Supporting Statements (D1-3)	44
1. When to use the Panel Outcome and Feedback Form for revised or new supporting statements	44
2. Content in supporting statements is very similar	44
3. Supporting statements content is not linked to the applicant's practice	45
4. The date of the supporting statement is more than 6 months earlier than the application submission date. 45	
5. Supporting Statements (D1-3) are not written by a Fellow.....	45
6. Supporting Statement content is not linked to the PSF	46
Appendix 3: Checklist for Reviewing Applications for Fellowship	47
General review of individual applications	47
During the final stages of the fellowship panel	47
The application for which you are Lead Assessor	47

Introduction

This handbook is for Assessors reviewing applications for Associate Fellow (D1), Fellow (D2), and Senior Fellow (D3) at Utah Valley University, an institution accredited by [Advance HE](#) to offer HEA teaching and supporting learning Fellowships.

This handbook sets out the expectations for making judgements about fellowship applications and the processes to be followed.

1. Qualifications to Serve and Continue as an HEA Assessor

HEA Assessors play a crucial role in maintaining the quality standard of the PSF and UVU's accreditation commitment to Advance HE. What are the qualifications to serve as an Assessor?

- Be a Fellow of the HEA (FHEA/SFHEA/PFHEA)
- Complete the HEA Mentor and Assessor course
- Gain mentoring experience
- Complete the annual calibration exercise
- Complete assigned reviews in a timely manner with positive and constructive feedback for applicants, in collaboration with assessment partner

2. Eligibility Requirements for Fellowship

All the experience and evidence included in the application must relate to teaching and supporting learning in **higher education**.

Currency and evidence requirements

- 2.1 Examples will be drawn from recent practice (AF/F usually within the last 3 years, and SF usually within the last 5 years). If an applicant reflects on any historic professional practice beyond this timeframe as part of their evidence, they should explain how this has impacted on their current practice. Applicants taking a career break for a variety of reasons (e.g. maternity cover, illness, etc.) should not be disadvantaged; please use your professional judgement in determining the appropriateness of the currency of practice and seek advice from hea@uvu.edu if unsure.
- 2.2 The applicant is making a 'claim' that their work is successful and effective and has a positive impact. They should show clear rationale behind the way they work and the choices they make in their practice.
- 2.3 The word count for each category of Fellowship is set out below. Applications for fellowship are written submissions by either of two routes described in Section 5, namely the Teaching Excellence Program "Taught" route and "Experiential" route. Any web links, images, additional artifacts or information should not be reviewed.

Word limit for first application

Category	Experiential Route
Associate Fellowship	1500 words excluding references
Fellowship	3000 words excluding references
Senior Fellowship	6000 word limit for Account of Professional Practice and Case Studies excluding references

3. Context Statement (D1-D3)

- 3.1 Applicants are required to write a Context Statement of up to 300 words in addition to the application requirements for D1-D3 (listed in the table above). This will help you to understand the nature of the applicant's work and the context of their practice in higher education.
- 3.2 The information in the Context Statement should be read before a review of the evidence provided in the application is undertaken. The Context Statement is intended to provide background to the application and should not be 'assessed'.
- 3.3 Applicants should provide a **brief summary** of their teaching and/or support of learning experience, including the context in which they work, their current role and responsibilities in teaching and/or support of learning. They should identify the type and location of institution, providing brief details relevant to their role.
- 3.4 Applicants should **identify** the learners/colleagues that they work with, for example, level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc. For **Senior Fellowship**, the applicant's work with students may be more indirect, as they may work more closely with colleagues/teams/external organisations/professional bodies, etc.
- 3.5 The Context Statement should focus on current or recent practice (See Section 3.1) and be based on the applicants' higher education practice. Applicant guidance emphasises that this should not be used to provide supplementary information that would add extra evidence of effective practice, i.e. not be used to extend the word limit for the application. Applicant guidance also makes clear that the Context Statement should not be linked to the PSF.

4. A curriculum Vitae (D1-D3)

- 4.1. All applicants are required to upload an updated CV as part of their application. The CV provides an overview of the applicant's qualifications and experience and provides a space for the applicant to list their accomplishments and highlight any relevant certifications, awards, or publications. Please note

that the CV is not to be assessed and should only be used to provide background context. It must not influence judgement.

- 4.2. Assessors review the CV to gain a comprehensive understanding of the applicant's career trajectory and areas of expertise.
- 4.3. Assessor's should use the CV to gain understanding of the applicant's background and not as a component of the application. The CV is not to be assessed and should not impact assessors' judgement. The CV should only be used to provide context about the applicant's background.

5. Panel Review Timeline (D1-D3)

- 5.1. Throughout the review process, it is the responsibility of all Assessors to effectively communicate with each other and provide a full audit trail of the decision-making process, contacting The Office of Teaching and Learning (OTL) if required at HEA@uvu.edu.
- 5.2. The full Review Timeline setting out each stage in the review process for each category of Fellowship is outlined below. Possible review outcomes for all categories of Fellowship are outlined in Section 10. Examples of the Review Grids for each category of Fellowship are included in Appendix 1.

Stage	Assessor Activity
	Associate Fellow/Fellow/Senior Fellow + Allocation of application(s) + One Assessor acts as Lead Assessor + Assessors review application(s) independently + Complete Section 1 of the shared Review Grid for each applicant noting whether the Descriptor criteria have been Met or Not Met, providing comments to the Panel in support of the judgement + If any criteria are Not Met, provide feedback for the applicant in Section 3 of the relevant Review Grid
	+ Discuss and resolve any individual differences in judgements to reach agreed consensus judgement + Lead Assessor to ensure that all Review Grids are fully completed with the final outcome judgement clearly recorded + For all applications, the Lead Assessor draws on the feedback provided by the Panel to complete the relevant Panel Outcome and Feedback Form + Completed Review Grids are submitted to the Assessment Lead at OTL (hea@uvu.edu)
Stage 3 End of week 2 Panel Outcome	+ Following the Panel, the Assessment Lead reviews the grids and finalizes feedback for applicants. The Assessment Lead convenes with the External Examiner and Accredited Programme Leader to discuss and ratify judgements. + Successful applicants will be notified of the outcome by an email from OTL including feedback on their application. + Any unsuccessful applicants will be sent the Panel Outcome and Feedback as an email attachment from OTL
Stage 4 Resubmission process	+ Applicants have one opportunity to revise and resubmit their application normally within a four-week period following notice of the Panel outcome; + The same Panel reviews any re-submissions within a two-week timeframe. If Referred on resubmission, the Lead Assessor completes Section 4 of the relevant Panel Outcome and Feedback Form; + The review process is now complete. Unsuccessful applicants may choose to reapply in future (6 months minimum); a new application will be required.

Below is a thorough explanation of the assessment process:

The process of assessing Higher Education Academy (HEA) fellowship applications at UVU begins with regular calibration and training activities for all internal HEA assessors, ensuring they are aligned in their understanding of the assessment criteria.

When an application is ready for review, the OTL's Assessment Lead invites two internal HEA assessors to a secure, private folder containing the application. These assessors then independently review the application, each completing their respective sections of a standardized

review grid.

Following their individual assessments, the two assessors engage in a dialogue to discuss their findings and collaborate on crafting joint feedback. This meeting is facilitated by the lead assessor, who is responsible for guiding the discussion and documenting the agreed-upon feedback.

Several scenarios can arise during this collaborative phase:

- If both assessors concur with an "Accept" outcome, the lead assessor uses the review grid to formulate the feedback.
- If one assessor recommends "Accept" while the other suggests "Refer," and a consensus cannot be achieved, the application is automatically referred. In the rare event that the two assessors cannot reach a consensus, the application is forwarded to a third reviewer, and the majority prevails.
- If both assessors recommend "Refer," the review grid is used to provide specific feedback on what the applicant needs to modify or add to meet the fellowship criteria.

To ensure quality and consistency in the assessment process, each application is first reviewed by a pair of trained UVU HEA assessors. A random sample of applications is then independently reviewed by the External Auditor, who also receives completion and success rate data for the cohort. In addition to moderating the sample, the External Auditor reviews and **ratifies all review grids** completed by internal assessors.

In cases where the External Auditor's judgment differs from that of the UVU assessors, the Assessment Lead convenes a meeting with the assessors and the External to review the case and reach a consensus.

Once all reviews and moderation are complete, the Assessment Lead notifies applicants of their outcome. Unsuccessful applicants receive detailed written feedback and are encouraged to meet with their mentor and the Assessment Lead to discuss next steps.

Following applicant notification, the full list of results is submitted to the HEA Oversight Council for formal ratification and reporting. The outcomes are then shared with the broader UVU community.

The figure below shows all the steps in the fellowship judgement process and timeline from submission to final decision, including resubmission.

Fellowship Application Assessment Process

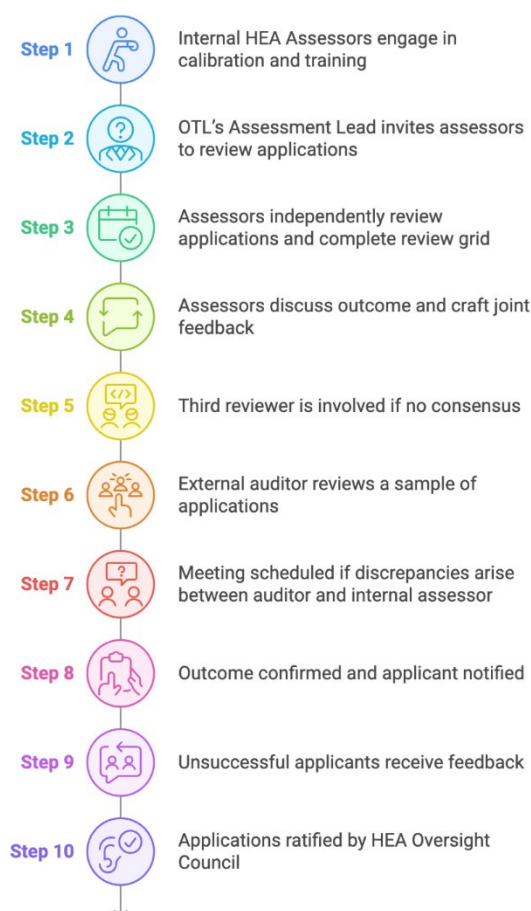


Figure 5: Experiential Route assessment Process

6. Experiential Applications

Experiential applications, as illustrated in Figure 5.1, are reflective narratives of varying word counts (1500 words for D1, 3000 words for D2, and 6000 words for D3, excluding references). D1 applications require one supporting statement and D2/D3 require two supporting statements. D3 applications allocate ~2000 words to the APP itself and ~2000 words to each of the two case studies. HEA Assessors review these applications against the appropriate Descriptor requirements. Appendix 1 includes review grids for D1, D2, and D3 to guide the assessor in making judgements. Final fellowship outcomes are ratified by the HEA Oversight Council after review by the External Examiner who holds either an SFHEA or a PFHEA.

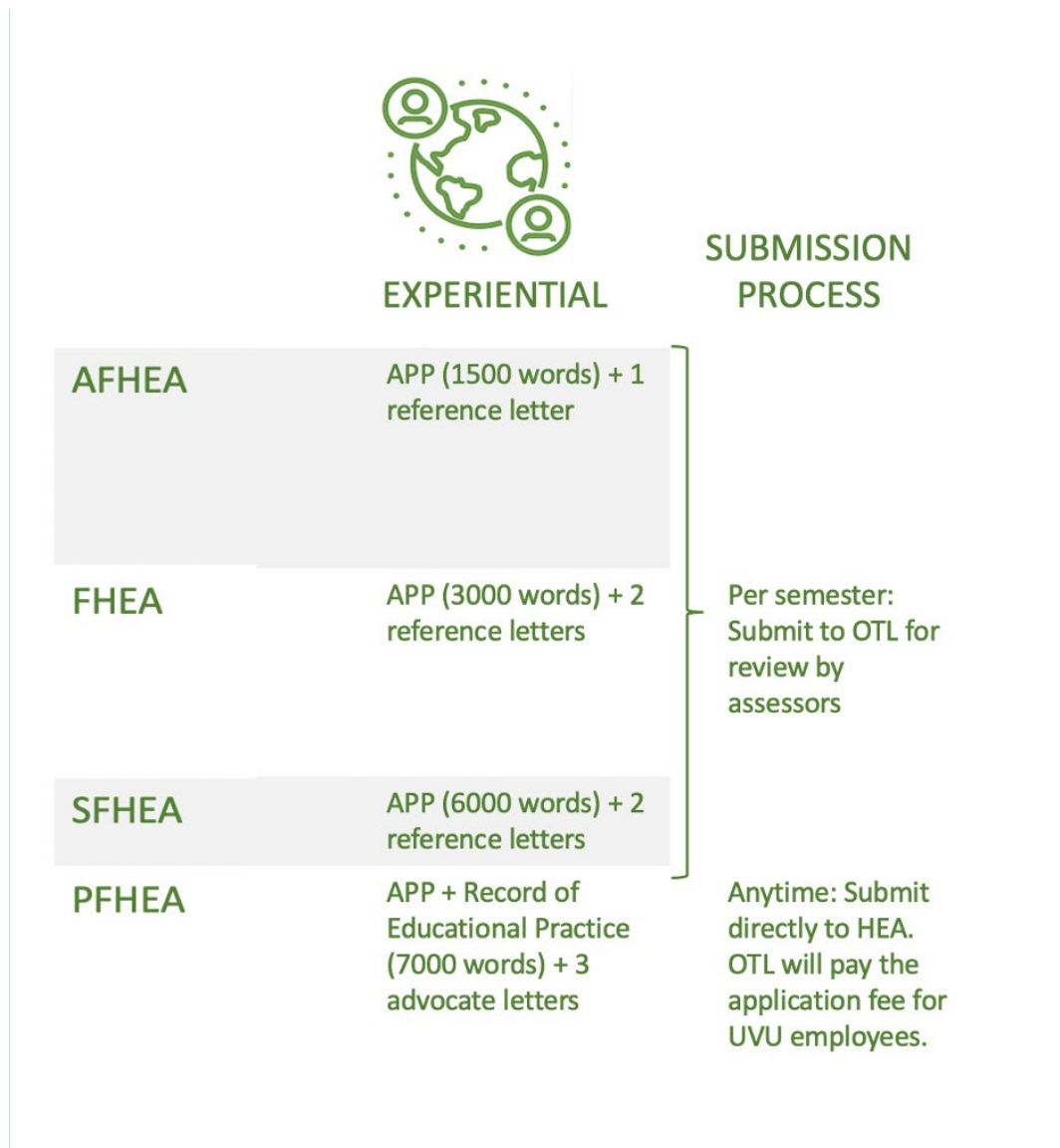


Figure 5.1 Application requirements and submission process for TEP Experiential and Experiential Routes to HEA fellowship at UVU.

7. Starting the Panel

- 7.1 You will receive email correspondence from the OTL (hea@uvu.edu) notifying you of the details of the Panel; this will include the link to the applications, names of the other Assessor(s) on the Panel and start and end date. You will also be provided with a list of applications for which you are Lead Assessor.
- 7.2 All applications are initially independently reviewed by two Assessors in an Associate Fellow/Fellow Panel. See Sections 14, 15, and 16 for specific guidance to support your reviews of the applications. One Assessor is designated as the Lead Assessor, who collaborates with the other Assessor, builds consensus, finalizes the feedback, and informs OTL's Assessment Lead when the review is completed. In the event that consensus cannot be reached, the Lead Assessor communicates with OTL (hea@uvu.edu).

- 7.3 All **Senior Fellow** applications are initially independently reviewed by two Assessors over a two-week period. See Sections 16 for specific guidance to support your review of Senior Fellow applications. One Assessor is designated as the Lead Assessor, who collaborates with the other, builds consensus, finalizes the feedback, and signals OTL when the review is completed. In the event that consensus cannot be reached, the Lead Assessor communicates with OTL (hea@uvu.edu).

The applications you are reviewing might also be reviewed by an external examiner/auditor. The role of the external examiner/auditor is to review a representative sample of applications every semester, to serve as a moderator if the panel can't reach a consensus, and to provide impartial and independent advice to improve the quality of processes and standards for recognition.

- 7.4 **Conflict of Interest:** before you begin any Panel, check through the applications in your Panel and notify OTL of any possible conflicts of interest so that the application(s) in question may be re-allocated to another Assessor or Panel for review as soon as possible. Conflicts of interest may include, for example, if you:

- + are a personal friend or a relative of the applicant;
- + work closely with the applicant;
- + work closely with a relative or close friend of the applicant;
- + have previously worked with the applicant at the same institution within the last five years;
- + have previously reviewed the applicant's application.
- + Where your objective professional judgement or impartiality may be affected, notify OTL as soon as possible (hea@uvu.edu).

- 7.5 You will need to agree with other Panel members on how you will all operate during the two-week Panel; including how/when you will communicate. You will all need to use the same **Review Grid** (see Appendix 1) to enter your individual review judgement and feedback so planning the timing of each person's work during the two-week period will be important to agree at the start. The grid is in a shared folder. The Lead Assessor should be last to enter their individual review so that they will have all the information they need to pull the individual judgements together and work with the other Panel member(s) to agree on a final outcome.

- 7.6 Should you require any assistance during the Panel on any matter, please contact OTL at hea@uvu.edu.

8. Supporting Statements/Reference Letters (D1-3)

- 8.1 Alongside the application for each category of Fellowship, applicants submit Supporting Statements/Reference Letters (one for D1, two for D3) to confirm and corroborate their application.
- 8.2 The Supporting Statements/Reference Letters will verify that the applicant represents their practice in a fair and genuine way throughout the application, in line with the requirements of the relevant Descriptor. You should review the Supporting Statements/Reference Letters to confirm that the applicant has represented their practice accurately and that the referees have provided their unique opinion that the applicant has demonstrated the requirements of the relevant Descriptor (D1-D3) of the PSF.
- 8.3 Your options in your review of the Supporting Statements/Reference Letters are '**Yes**' or '**No**'. If your judgement is No, or there is any issue with the Supporting Statements please refer to Appendix 4 to determine the action to take. The Supporting Statements/Reference Letters

cannot be used to compensate for significant issues with an application or to contribute to an overall Award or Refer decision for you as an Assessor. It is the applicant's responsibility to make a sufficient claim against the relevant Descriptor criteria (D1-D3). They cannot be judged to have met the requirements for the relevant category of Fellowship unless they have done so themselves through their Account of Professional Practice.

- 8.4 It is our preference that referees provide their Supporting Statements/Reference Letters (D1-D3) using the [OTL Supporting Statement Guidance and Template \(D1-D3\)](#) as these have been developed to provide the information required. However, referees may provide Supporting Statements/Reference Letters on institutional letterhead or on non-headed paper should they not be based in an organisation. If there are concerns regarding the Supporting Statement(s)/Reference Letter(s) such as issues relating to, for example, sufficiency, currency or similarity, please see Appendix 4 for guidance as to the appropriate course of action to take.
- 8.5 Some Supporting Statements/Reference Letters include useful information that could be drawn upon when writing your feedback to a referred applicant.

9. Reviewing the First Submission

- 9.1 Your role in reviewing an application for Fellowship (D1-D3) is to make a judgement about ***whether the evidence in the application is sufficient to meet the requirements of the relevant Descriptor***. Specific guidance about each category of fellowship is provided in Sections 14-16. The guidance for applicants and the PSF Dimensions of the Framework guidance will also support you in making a judgement about the appropriateness and sufficiency of evidence of effective practice provided in the application.
- 9.2 Your individual independent judgement of an application is based on the applicant's Account of Professional Practice (APP) and the two Supporting Statements (D1-D3). There are two possible outcomes for each application. These are:

Award	The evidence is sufficient to award Fellowship at the relevant category.
Refer	The evidence is insufficient and the application is referred. The applicant may then revise and re-submit their application on one occasion without incurring an additional fee.

- 9.3 For you to make your individual judgement that fellowship should be awarded, your review of the application needs to conclude that **all Descriptor criteria** are sufficiently evidenced to be judged as '**Met**'. In reaching this individual judgement, you should consider whether the Descriptor criteria have been met 'holistically'. It is likely that some parts of the Descriptor will be met more convincingly than others and your overall judgement should take into consideration the evidence as a whole across the full application. If you judge **one or more** Descriptor criteria as '**Not Met**' then your individual judgement is **Refer**.
- 9.4 To carry out your independent review of the application, you will use the relevant **Review Grid** (see Appendix 1). In Section 1 of the Review Grid - Review of application against Descriptor Criteria, you must make a "Met" or "Not Met" judgement by marking an "X" in the Met or Not Met box for each Descriptor criterion.
- 9.5 Under each Descriptor criterion there is space for you to provide comments to support your

judgement against that criterion. You should highlight evidence that you find convincing against the Descriptor criterion (strengths) and identify any areas that you conclude need further evidence before you can confirm the criterion is met. Your comments will make clear the reasons for your judgement and support the other Assessor(s) to understand your position.

- 9.6 When writing your comments, please remember that the applicant has chosen which category of Fellowship to apply for; you should not refer to an alternative category.
- 9.7 If you are unsure as to whether one or more of the Descriptor criteria are Met or Not Met, use Section 1 of the Review Grid to flag your concerns and indicate to the other Panel members that you wish to discuss this further. Following discussion with the other Panel you may decide to change your initial individual decision; in this instance, please ensure that you **finalize** your part of the shared Review Grid, making clear your own individual judgement and feedback.
- 9.8 If your individual judgement is that all the Descriptor criteria have been sufficiently evidenced, enter your individual judgement in Section 3 of the Review Grid as **Award** (please note that the combined Panel outcome could be Refer).
- 9.9 If, after having reviewed the application and the Supporting Statements, you are unconvinced that the application has met all the Descriptor criteria, enter your overall judgement in Section 3 of the Review Grid as **Refer**.
- 9.10 If your overall individual judgement is to **Refer** the application, provide feedback to the applicant in the Review Grid within **Section 2: Initial Individual Assessor judgement and feedback to referred applicants**. Feedback in this section of the Review Grid should be written to the applicant and needs to make clear how/where they need to revise/strengthen their application to be successful in their resubmission. Guidance on writing feedback is included in Section 11 and Appendix 3.
- 9.11 Although the Lead Assessor is responsible for drafting the feedback to unsuccessful applicants (Section 11), all Assessors on the Panel are expected to support the Lead Assessor by providing clear information on their own forms, using wording that can potentially be used by the Lead Assessor in providing feedback for the applicant. All Panel members need to make clear why they have accepted or referred on each Descriptor criterion; it is important that the feedback the Lead Assessor constructs reflects the judgements of all Panel members and is accurate, supportive and actionable in order to guide the applicant to be successful at resubmission.
- 9.12 Please note that an applicant could access the completed Panel Review Grid by making a data request. Although this is an extremely rare occurrence, in this instance OTL would redact Assessor identities but will be obligated to provide the grid in full without other revision. It is important therefore, that the commentary you provide within all Review Grids is professionally worded and uses an appropriate tone.

10. Recording Panel Discussions

- 10.1 Individual Assessors can flag any concerns and indicate to other Panel members that they wish to discuss parts of the application in Section 1 of the Review Grid (see 9.6 above). Should Panel discussions take place, please record brief details in **Section 3: Record of Panel Discussion** of the Review Grid. Any Assessor can add to this section of the grid and please add initials to indicate who has commented.
- 10.2 Section 3 of the Review Grid can also be used to identify any notable strengths in the

application which could be useful in terms of disseminating good practice.

- 10.3 OTL also asks Assessors to use Section 3 to identify any application that could be useful for training/development purposes, e.g. standardization events and webinars, fellowship workshops, etc. In this instance, the applicant will be asked for permission and the application will be anonymized.

11. Combined Panel Outcome

- 11.1 Once individual Assessors have entered their final individual outcome in Section 2 of the Review Grid, the final Panel outcome for the first submission can be confirmed. The Panel must reach a **consensus** as a Panel to Award or Refer the application. Each Panel member's views should be equally taken into consideration in reaching a final decision; i.e. the Lead Assessor does not have a casting vote.

- 11.2 For AF/F/SF Panels the final outcomes are a **consensus judgement** as set out below:

Initial Individual Assessor Judgements		AF/F/SF Panel Outcome	Action Taken
Award	Award	Award	Applicant awarded Email and certificate sent
Refer	Refer	Refer	Lead Assessor completes Panel outcome and feedback form Applicant can resubmit once to same Panel
Award	Refer	Assessors required to agree consensus Award/Refer	Consensus must be reached by two Assessors Discussion recorded in Section 2 of Review Grid to provide audit trail of process Lead Assessor enters final agreed outcome on Review Grid

- 11.3 If, in the rare instance, following Panel discussion, a consensus decision still cannot be reached, the Lead Assessor will contact a third assessor. The third assessor will then review the application and provide their own judgement. In this case majority prevails
- 11.4 OTL may be contacted via hea@uvu.edu to advise on any unusual points/exceptional circumstances requiring clarification/advice during the Panel. OTL sits outside the peer-review process; i.e. they act only in an advisory capacity and are not part of the judgement process.

12. Lead Assessor Role in Coordinating Panel Outcome and Writing Referred Applicant Feedback

12.1 It is the responsibility of the Lead Assessor to ensure that the Review Grid for each application is fully completed. This includes:

- + Recording the applicant and Assessor details in the top section of the grid
- + Recording the date of the Panel outcome
- + Checking all Assessors have fully completed their judgements against Descriptor criteria in the Review Grid Section 1: Review of application and Section 3: Initial individual Assessor judgement and feedback to referred applicants
- + **Recording the final overall decision** (Award or Refer) in the top of the grid. OTL will take this as the final outcome.
- + If the final outcome of the Panel is to **Award**, the Lead Assessor ensures that the grid is finalized.
- + If the final outcome of the Panel is to **Refer**, in addition to finalizing the grid, the Lead Assessor writes the feedback to the applicant.

12.2 The completed Panel Outcome must be in place by the closing date of the Panel. Please refer to Section 12 when constructing the feedback and using the Panel Outcome in the review grid

12.3 The Lead Assessor should email the OTL (hea@uvu.edu) to confirm that the Panel has been completed. This is an important step to ensure that OTL is clear that the Panel outcomes are finalised, and the team can progress to award fellowship/send out feedback to referred applicants.

13 Writing Feedback to Applicants

13.1 Importance of clear, comprehensive and actionable feedback

In your role as Assessor, you will, at some point, be responsible for writing feedback to an unsuccessful applicant. It is recognised that there are challenges in producing feedback that is effective at supporting resubmissions.

Individuals who are applying have invested a significant amount of time to develop their application for fellowship and are presenting a personal account of their professional practice. As a result of this personal element, many applicants may feel more vulnerable writing this kind of reflection than when they are writing a report or academic article. As a consequence, they often find the feedback particularly challenging to receive and work with.

We know too that most applicants do not have expert knowledge of the Professional Standards Framework (PSF 2023). In addition, they may not have local support; for example, through coaching/mentoring or opportunities to receive feedback on their draft application to help them interpret the requirements of fellowship effectively. In contrast, Assessors are very familiar with the PSF and its interpretation.

In light of what we know about what applicants experience when they are unsuccessful, we have written this guidance to support all Assessors with responding to an application that has not met the relevant PSF Descriptor and to improve the efficiency of the process to support resubmissions.

Once the Panel outcome is confirmed, it is the responsibility of the Lead Assessor to complete the review grid. This will be sent to the OTL and will be the main source of

support for them to rework their application for resubmission (see below for further guidance on completing this form).

Although it is the responsibility of the Lead Assessor to complete the review grid, all Panel members are encouraged to consider this a joint responsibility. For example, checking that the tone/phrasing/content of the feedback is appropriate to deliver what the Panel is asking for and helping with a final proof-read. Lead Assessors are responsible for communicating with their fellow panellists when their draft template is ready for comment.

13.2 Some aspects to bear in mind when writing the feedback to referred applicants

The OTL will respond to telephone and email inquiries from applicants who have received your feedback, and who often require support to make sense of what they are being asked to do. The OTL will use your anonymous individual and lead feedback and review form as a resource to support and guide the applicant; hence the need to provide sufficient and supportive feedback (including suggestions for enhancement). Challenging applications can take time to review, and if there are several of these in a Panel then it can make it difficult to remain positive and developmental in your feedback. However, each individual has submitted something they feel will meet the criteria and lead to a successful outcome. Given that the outcome is an unsuccessful one your feedback should engage them positively with the process and enable the applicant to move forward with their resubmission.

- Applicants are colleagues and have a variety of roles and responsibilities across the university. The tone of your comments should therefore be respectful, constructive and developmental. Think about how you would give feedback to a colleague you know, such as an office colleague, a project partner, a co-author, or your supervisor. Please remember that your feedback may also be read by referees/a mentor/other colleagues at the institution as well as by the applicant.
- Note that the applicant will have selected a range of practices and/or types of impact evidence to make their claim and, as such, their application represents a particular context and moment in time, responding to a limited word count. Thus, if you do make suggestions, be mindful of this and focus on the additional evidence required to meet the Descriptor criteria rather than critiquing the approach;
- The feedback you provide may be the only support the applicant will get to help them understand the PSF and the category of fellowship for which they have applied. When signposting to the PSF, guidance etc. please remember that they don't have your expert knowledge of the terminology;
- The feedback should be clearly actionable, using direct language; e.g. 'please explain ...' rather than 'it would be useful if you could say more about';
- Please provide feedback to the applicant using second person (e.g. you/your etc.) wherever possible/appropriate and use positive phrasing. Some examples of how negative wording could be reframed are found on Figure 1 below and Figure 2 gives an example of how feedback could be rephrased.

Figure 1: Positive phrasing

Negative phrasing	Positive phrasing
'The application fails in ...'	To fully address Descriptor 2.1, please provide examples of how you have developed effective learning environments and approaches to student support and guidance (A4)

'There was/were no ...'	'Please provide further evidence of ...'
'There is a lack of evidence'	'Please provide examples of .[add specifics]...to strengthen the evidence for this criterion'
'The application lacks' 'The application needs'	To fully evidence criterion Descriptor X.X, please explain ...
'Room for improvement' 'There is limited evidence of ...'	Please provide further evidence of where you have
'There are a couple of weak areas that you need to address'	'Please provide further details to evidence ...[add specifics]' 'Successful Descriptor 2 applicants demonstrate and to enable you to show this, please provide examples of where you have Describe what you did and explain the impact on learners.
'Unfortunately ..'	To strengthen your application, please ... To further develop your evidence for this criterion, please ...
Primarily, the reviewers felt that your application could have demonstrated.... (highlights what is 'wrong' with the application, even though it is phrased less negatively than some examples)	'Your application provided useful insights about your teaching approaches and included clear evidence of your commitment to your students, particularly for ... X and Y (page X). However, to fully address the requirements for Fellowship (Descriptor 2 of the PSF), the Panel request that you provide further examples of x and y'.

Figure 2: Rephrasing feedback

Original feedback	Why change?	Example of reworded feedback
In most elements this is an acceptable application, underpinned by your work in the discipline, but it needs to be judged against the requirements for D2, with the main issue relating to D2.1 There is no real mention of the way you use methods for evaluating the effectiveness of teaching and you don't discuss the implications of quality assurance	Negative wording construction and not mentioning specific Dimensions as well as the Descriptor. Potentially confusing for someone who is not fully confident with the PSF, and who may not have local guidance to support them.	Section 2: Feedback Summary Your professional practice is clearly underpinned by your discipline, and you provided some useful evidence against D2.1 D2.3, However, to fully satisfy the requirements of Descriptor 2, we would like to see further evidence for D2. 2. You have discussed some aspects of your work in relation to this criterion (namely K1-K4) in your application, but for us to be able to award Fellowship please provide further evidence in relation to K5. Section 3: Key action points You provide examples (page X and X) which address K1- 4 of the Core Knowledge dimension. Please provide further explanation in relation to K5. - Core Knowledge K3 (p5, PSF 2023): Explain what methods you use for critically evaluating the effectiveness of your teaching, how you ensure this is done appropriately, and what you changed in response to the evaluation outcomes. - Core Knowledge K5 (p5, PSF 2023): Explain

		how you have taken the implications of quality assurance and quality enhancement into account in your professional practice. Please explain what quality assurance and enhancement activities (e.g. programme/service review; work with professional bodies or associations; assessment moderation; regulations or standards) you have been involved in and explain how this has influenced your practice.
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14. Completing Sections 1-3 of the Panel Feedback and Outcome Template

The Lead Assessor will populate this form and submit to OTL (hea@uvu.edu). OTL will send to referred applicants.

14.1 Section 1 of the Feedback and Outcome template (judgement against Descriptor table)

In the table below, you will note that the relevant Descriptor criteria are listed in full and that there are 'ticks' in columns that say 'Met' or 'Not Met'. Based on your final Panel judgement, please remove the ticks as appropriate from these columns to clearly identify which criteria the applicant has met/not met.

Figure 3 – example of Panel judgement in Section 1

Descriptor 1 Criteria		Met (✓)	Not Met (□)
1	use of appropriate Professional Values, including at least V1 and V3		☐
2	application of appropriate Core Knowledge, including at least K1, K2 and K3		☐
3	effective and inclusive practice in at least two of the five Areas of Activity	☐	

The second part of the table in Section 1 asks you to indicate whether the referees broadly corroborate the applicant's account in their supporting statements. If you answer 'No', please include a specific action point to make clear what additional evidence you require. E.g. *please provide an additional reference from a colleague who can corroborate your work at University X*. Please refer to the guidance notes for Assessors for advice on how to deal with issues arising from supporting statements.

Clearly identifying your judgement against each of the Descriptor criteria in Section 1 will help applicants to interpret the feedback you provide in Sections 2 and 3 (and possibly 4 should they be unsuccessful a second time).

If an applicant is unsuccessful on resubmission, please update the review grid against Descriptor criteria in Section 1. This will then support your final feedback in Section 4.

14.2 Section 2 of the feedback and outcome template: Feedback summary

Section 2 provides a space for you to summarise your assessment of the submission for the applicant. Highlight the strengths of the application and where the individual has demonstrated good evidence of their professional practice against the Descriptor. Please provide high level information about what is required to meet the relevant Descriptor and explain the extent of the revision(s) required, in scale and scope. This will then support the applicant to orientate their thinking into the action points set out in Section 3 of the template.

It is important to remember that the applicant is receiving an outcome which is not the one they wanted. Write in positive language and ensure the tone is supportive and personal by using the pronouns “you” for the applicant and “we” for the panel. In the Appendix 3 you will find some examples of feedback on each category of fellowship in the format of Sections 2 and 3 to support you to understand how these two sections fit together.

14.3 Section 3 of the feedback and outcome template: Feedback key development points

Section 3 enables you to provide clear and specific guidance to direct the actions of the applicant in developing their revised submission. This will be more focussed and actionable than the summary feedback in Section 2. In writing action points, please provide sufficient guidance, phrased developmentally but succinctly. It should be clear to the applicant exactly what you are suggesting they do to be successful but take care not to ‘dictate’ their actions too strongly. Some examples are included later in this document to guide you. Please consider the following points:

- + Identify and feedback on each specific criterion/issue/gap noted by the Panel, with specific actions/suggested amendments etc. Provide a bullet point for each action identified, and include guidance to help the applicant address your development point;
- + Include any recommendation for specific sections to be revised within the application; for example, if a new case study (SF) is considered the most beneficial revision, suggest it here. Careful phrasing is really important as it is the applicant’s choice in presenting their practice against the criteria and you will not have a full picture of the scale and scope of their practice. However, it needs to be clear what you are recommending, using your professional judgement; too many alternatives are likely to confuse the applicant;
- + Ensure you are using positive developmental language (please see Figures 1 and 2) and that your guidance is clear to someone who may be less familiar with the PSF;
- + If you are asking for substantial additional evidence/explanation, identify which areas the applicant could redraft/cut to make room for this within the allocated word count;
- + Consider using a brief short quote from the application and/or page numbers to help applicants understand where it is most helpful to direct their actions.

14.4 Allocated word limits for resubmission

The word limits for resubmission are included in the resubmission template applicants receive. Applicants are expected to redraft areas of their application to make space for the additional evidence required in their revised application but they are allocated additional words to support them in making revisions (please see below). Although a word limit is set, it is not the responsibility of Assessors to police this. If you feel that an applicant has significantly exceeded the allocated limit, please contact the OTL (hea@uvu.edu).

The word limits for revised applications at each category are set out below.

Category	Word limit for revised application
Associate Fellowship	1600 words limit (additional 200 words) for the reflective commentary plus citations (200 words); overall maximum 1800 words
Fellowship	3300 words limit (additional 300 words) for the reflective commentary plus citations (500 words); overall maximum 3800 words
Senior Fellowship	6500 words limit (additional 500 words) for Reflective Account of Practice and Case Studies plus citations (500 words); overall maximum of 7000 words

14.5 Section 4 of the Feedback and Outcome template: Panel outcome and feedback on revised application

Section 4 is designed for you to provide feedback on an application which has been resubmitted and is unsuccessful on second submission (i.e. Section 4 is not needed if the applicant is successful on second submission). Guidance on the use of this section of the form is provided in Section 13 below.

15. Referred Applicants and Resubmissions

- 15.1 Referred applicants are issued with the Panel Outcome and Feedback form with Sections 1-3 completed plus a template for their resubmission which includes links to the applicant guidance, etc. They are also offered opportunity to speak to a member of the OTL team but if the feedback provided by the Panel is clear to follow, there is no need for this additional support.
- 15.2 As an Assessor, you should expect to receive any resubmissions within four weeks from the point at which the applicant receives the Panel outcome. Please note that this will not be four weeks after you completed the Panel, however, as the OTL team check all the feedback prior to issue and at busy periods this may take up to 2 weeks post-Panel. Applicants may apply for a short extension to this deadline where there are unforeseen extenuating circumstances.
- 15.3 The Panel has two weeks to complete a review of the resubmitted application. Assessors judge each resubmission on the basis of the feedback provided in the original Panel Outcome and Feedback Form only; i.e. Assessors should use this feedback to check that the key actions identified have been addressed and should not complete a new review of the whole application.
- 15.4 When you access a resubmission folder to review a revised application, you will find copies of the original Review Grid and completed Panel Outcome and Feedback template.

15.5 The Panel will review the resubmission using the copy of the original Review Grid. Using **blue coloured font**, each Assessor records their independent decisions and feedback for the resubmission on the same Review Grid for that applicant. The original decisions and feedback must be retained in black. You should record all new decisions and feedback in **blue** (i.e. X) to provide a clear audit trail for that application.

15.6 There are two possible outcomes to the review of a resubmission.

Award	The evidence is sufficient to award Fellowship at the relevant category.
Apply Anew / Refer	The evidence is insufficient, and the award cannot be made. The applicant will be provided with feedback to explain the outcome. This is written by the Lead Assessor in Section 4 of the Panel Outcome and Feedback form. This is the end of the review cycle for the application.

15.7 It is not permitted to award a different category of fellowship than the one applied for. The applicant has chosen which category of Fellowship to apply for and must make a 'claim' that is sufficient to award Fellowship at the relevant category (see Section 8.5).

15.8 The original Lead Assessor co-ordinates this process and ensures that a consensus (AF/F/SF) is reached to confirm **Award** or **Refer** as the final outcome for the application. This may require further discussion between Assessors should there be any differences in judgement (Panel outcomes identified in Sections 10.2 and 10.4 still apply).

15.9 If the final Panel outcome is successful, the Lead Assessor will record '**Award**' in the top part of the Review Grid, finalises and completes the grid and ensures that it is uploaded. Applicants are then awarded and receive a congratulatory email from OTL; no Panel feedback will be provided to successful applicants (i.e. you do not need to use the Panel Outcome and Feedback template).

15.10 If the final Panel outcome is Refer, the Lead Assessor will record '**Refer**' in the top part of the Review Grid.

15.11 If the outcome is 'Refer', the Lead Assessor will use section 4 to provide the final feedback to the applicant. This version will contain the original Sections 1-3 feedback that the Panel completed after the first submission review. The OTL team will have added some standard text into **Section 4** of this version of the template so that there is a consistent formal introduction to all final Panel feedback. Use of the same form for first and re-submissions should ensure that this final feedback is consistent with the original feedback on the first referred application.

15.12 The Lead Assessor should update the table in Section 1 to ensure that the final Panel decision against the Descriptor criteria is available to the applicant.

15.13 To provide final Panel feedback to the applicant to explain the 'Refer' outcome, the Lead Assessor will complete **Section 4** of the Panel Outcome and Feedback form, drawing on the final review feedback from all Panel members. Feedback should comment on how far the applicant has addressed the actions identified in the feedback they received after their first submission. Please ensure that the feedback on this second unsuccessful submission relates closely to the previous feedback and does not provide contradictory guidance.

15.14 Again, it is important to use positive phrasing and to explain to the applicant what they have

successfully addressed and what areas are still not met. Provide some succinct guidance on what the applicant might do to address any areas which are still unmet as they may decide to make a further application at some point in the future, and this will help them if that is the case.

15.15 If you are not the Lead Assessor, please support your colleague by checking the consistency of feedback from the Panel across both sets of feedback and proof-read the template; i.e. the updated table in Section 1 and a new Section 4.

16. Guidance for Reviewing Associate Fellow Applications

16.1 Associate Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 1 (D1) of the [Professional Standards Framework 2023 \(PSF\)](#) for teaching and supporting learning in higher education.

16.2 By applying to become an Associate Fellow the applicant will present an understanding of specific aspects of effective teaching, learning support methods and student learning. Applicants should be able to demonstrate the requirements of the three Descriptor 1 (D1) criteria which are as follows:

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

- **D1. 1:** use of appropriate Professional Values, including at least V1 and V3
- **D1. 2:** application of appropriate Core Knowledge, including at least K1, K2 and K3
- **D1. 3:** effective and inclusive practice in at least two of the five Areas of Activity

16.3 In your review, keep in mind that a variety of applicants may apply for Associate Fellow, for example, adjunct instructors, professional services staff, learning technologists and professionals working in industry. Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, disciplinary background, job role, institutional context, etc. 'Context' is a key theme within PSF 2023. All Dimensions refer to use, application and demonstration of activity in context, and for all Descriptors, the evidence within applications should be reviewed in relation to the applicant's professional context. The application is a personal account and its focus throughout is on the applicant's own professional practice; it should be personal to their specific, individual and distinctive practice. You should refer to the [Associate Fellow Guidance Notes for Applicants](#) and the suite of PSF Dimensions of the Framework documents to ensure that you are familiar with the wide variety of higher education practice that can be used by applicants to evidence their effective practice for Associate Fellow.

Associate Fellowship application requirements

16.4 Associate Fellowship is based on meeting Descriptor 1 (D1) of the PSF and the application of professional practice is the core of the application. It is a written commentary about the applicant's higher education roles, responsibilities and professional experience focused on selected Dimensions of the PSF.

There are two parts to a direct application for Associate Fellowship:

- a written Account of Professional Practice
- supporting statements from one referee

16.5 Applicants will also provide a **Context Statement** of up to 300 words. This will provide a

briefsummary of their higher education roles, responsibilities and professional experience. The information provided should not be 'assessed' and cannot be used to provide supplementary information (see Section 4).

Application Word Limit - The overall word limit for the Associate Fellow application of professional practice is 1500 words for the reflective commentary plus citations; an overall maximum of 1600 words. Although applicants can choose how to spread the balance of the word limit across their application, OTL recommends that applicants aim to use around 700 words in each of the two sections plus references.

An application for Associate Fellowship will include one Supporting Statement that will support and corroborate the application (see Section 6).

Using Descriptor 1 to review the application

A Panel is made up of two Assessors. Each Assessor should base their review of an Associate Fellow application on the three Descriptor 1 criteria which form the basis for the award of Associate Fellowship. Successful applications that are awarded Associate Fellowship demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning appropriate to the applicant's practice and context.

16.6 D.1 Successful engagement with at least two of the five Areas of Activity

Applications should provide evidence of successful engagement with **two of the five Areas of Activity**. This evidence will explain *specific* examples of when and how the applicant engaged with each of the Areas of Activity they have chosen. 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. Similarly, too many examples will restrict the applicant's ability to demonstrate their successful and effective practice in the two Areas of Activity they have chosen. It is important that the applicant clearly indicates their role and contribution in relation to the examples given. Keep in mind in your review that applicants are working to the word limit and as such their choice of examples will be specific to their context. The suite of the Dimensions of the Framework guidance documents gives some typical examples of the different types of practice that may be evidenced for the Areas of Activity at Descriptor 1. However, you may encounter a wide variety of different examples in different applications and will make a professional judgement about the appropriateness of these activities for Associate Fellowship.

Typically, applicants will demonstrate:

- **What** they did using selective examples of practice;
- **Why** they do it in that way; their reasons and justifications for their choices and decisions (e.g. drawing on professional values to guide planning, use of appropriate evidence base to determine approach, etc.); How they **judge the effectiveness** of what they do (e.g. the kinds of 'information' they use to review and evaluate their work including the impact it had on their learners);
- **How** they ensure that they **develop and enhance** their practice; for example,
- engaging in peer review, developing their evidence-base (D1.1) or engaging in professional development (D1.3), etc. (using examples to illustrate).

The following instruction is quoted from the Advance HE Accreditor Handbook

(2023)

Given the variety of professional experience that supports higher education learning and teaching it is important to consider the applicant's scope of practice. This is likely to be limited and specific in nature at Associate Fellow. The ways in which the applicant supports the student learning experience will vary and this will be reflected in the Areas of Activity they choose. For example, a laboratory technician may be responsible for ensuring the safety of the learning environment, setting up equipment, responding to student queries during practical sessions (A4). Similarly, a Teaching Assistant may be responsible for marking student work although not necessarily designing the assessment task (A3). Library staff may provide preparatory support of formal sessions for students with regards to information retrieval and research techniques (A1) but are not involved in teaching the discipline content (A2).

Successful applications that are awarded Associate Fellowship demonstrate effectiveness of practice in teaching and/or support of learning by meeting these three criteria as appropriate to the applicant's practice and context. At Descriptor 1, some Professional Values and Core Knowledge Dimensions are mandatory; at least V1, V3, K1, K2 and K3. The evidence for these Dimensions is likely to be integrated within the Reflective Narrative across the two chosen Areas of Activity. For example, evidence may be seen in the reasons they give for why they chose the approaches they did, in the discussion of how they know that their approach was effective and inclusive and/or in how they plan to develop and enhance their practice in the future.

16.7 D1.1: Provide evidence of use of appropriate Professional Values, including at least V1 and V3

The following instruction is quoted from the Advance HE Accreditor Handbook (2023)

The PSF 2023 Professional Values are seen as the foundation of professional practice, and as underpinning all of the professional activity of teaching and supporting learning. Although it is not a requirement to demonstrate evidence against all five of the PSF 2023 Professional Values, applicants for Associate Fellow need to provide evidence for V1 and V3. They need to show how they respect individual learners and diverse groups of learners (V1) and how they use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3). The Guide to the PSF 2023 Dimensions-Associate Fellowship (D1) document includes questions to help applicants focus on the PSF 2023 Professional Values and includes examples of different types of evidence appropriate for Descriptor 1 that might be included in applications. However, you may encounter a wide variety of evidence in different applications from across the globe and will make a professional judgement about their appropriateness for Associate Fellowship. Please note that the examples in the reflective narrative will be specific to the applicant's individual context and responsibilities.

V1: In your context, show how you respect individual learners and diverse groups of learners

V1 at Descriptor 1 should demonstrate that the applicant has got to know who their learners are and show how they ensure that their learning and teaching practice reflects learners' identities, interests and needs. The 'groups of learners' that applicants work

with will be determined by their work context and their role. Groups can refer to two or more learners learning together in the same space, or the applicant may refer to their work with a number of separate individuals who share common characteristics.

V3: In your context, show how you use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

In demonstrating V3 the applicant should explain why they do what they do, in the way that they do it, and the sources of information, data, and evidence they use when making decisions about their learning and teaching practice. The key issue is to demonstrate that the approaches they adopt in teaching and/or support for learning are not a matter of chance, but that their practice is evidence-based.

The actual sources that applicants point to can be varied, and will differ according to their context of work, their role, and the type of teaching and/or support of learning that they are involved in. For example, they may refer to key theories of learning and teaching, scholarly articles they have read (e.g. Smith, 2019), publications, books, websites, etc., or refer to evidence from professional bodies, industry or their discipline (their 'professional knowledge' base). They may refer to their recent or current work experience, relevant workplace guidelines or ideas gained from more experienced teachers. Whatever the evidence base(s) used, they should be able to 'reference' their source and explain why it is relevant.

16.8 D1.2: Provide evidence of application of appropriate Core Knowledge, including at least K1, K2 and K3

Applicants for Associate Fellow are required to provide evidence for K1, K2 and K3 of the PSF 2023. They need to show how they apply an understanding of how learners learn (K1) and of approaches to teaching and/or supporting learning (K2) within their practice. This should be part of explaining why they do what they do, in the way that they do it and showing that they make evaluative judgements about their practice based on evidence (K3). Again, the Guide to the [PSF 2023 Dimensions](#) –Associate Fellowship provides appropriate examples of how these three Core Knowledge Dimensions could be evidenced at Descriptor 1.

As evidence for K1 an applicant may refer to particular theories of learning, to frameworks, models, or professional guidelines, explaining the relevance to their context.

As evidence for K2 they should demonstrate that their choices are based on an understanding of approaches to teaching and/or supporting learning. This may include reference to particular theories, to frameworks, models, or professional guidelines, and should include evidence of the impact of their chosen approaches on learning.

For K3 - In your context apply knowledge of critical evaluation as a basis for effective practice: Applicants should explain how they know that their approach was effective, including the kinds of 'information' they use to review and evaluate their work, the impact it had on their learners, any learner/peer feedback and explain what they did in response. Critical means "in a balanced way" i.e. acknowledging both strengths or achievements and limitations or potential improvements.

16.9 D1.3: Provide evidence of effective and inclusive practice in at least two of the five Areas of Activity

The following instruction is quoted from the Advance HE Accreditor Handbook (2023)

The PSF Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant should provide evidence of Professional Values (V1-V3) across their application. The Professional Values evidenced in the application should appropriately underpin the chosen Areas of Activity and the professional context and practice of the applicant. It is not a requirement for applicants to demonstrate evidence against all four Professional Values, only those appropriate to the examples chosen.

For example, the applicant may demonstrate how they have taken steps to accommodate disabilities, specific learning requirements or cultural/linguistic needs within their practice. Here they may provide an example of how they have dealt with a student who is deaf (V1), shown how engagement with informal/formal professional learning opportunities have helped them identify the best way to accommodate the learner's needs (A5/V3) and provided evidence to show how this approach has been effective for the student learning experience.

Applicants should provide evidence that demonstrates that they engage in two of the five Areas of Activity within their context.

The evidence for effective and inclusive engagement with the two Areas of Activity should be informed and underpinned by the PSF 2023 Professional Values V1 and V3 and Core Knowledge K1, K2 and K3 as appropriate to the applicant's context.

Applicants choose which two Areas to address, but in each case, they should include different specific examples of when and how they engaged with each of the Areas of Activity they have chosen. One example within each Area of Activity or across the whole application is not sufficient. Similarly, too many examples will restrict the applicant's ability to demonstrate their effective and inclusive practice in the two Areas of Activity they have chosen. The applicant should clearly indicate their role and contribution in relation to the examples given.

Given the variety of professional experience that supports higher education learning and teaching you should consider the applicant's context and scope of practice. This is likely to be specific in nature at Associate Fellow and the Guide to the PSF 2023 Dimensions –Associate Fellowship provides a wide variety of typical examples of practice for each Area of Activity appropriate to Descriptor 1.

The ways in which the applicant supports the learning experience will vary and reflect their individual context and responsibilities and this will be presented in the Areas of Activity they choose. For example, a laboratory technician may be responsible for ensuring the safety of the learning environment, setting up equipment, responding to student queries during practical sessions (A2). Similarly, a Teaching Assistant may be responsible for marking student work although not necessarily designing the assessment task (A3). Library staff may provide preparatory support of formal sessions for learners with regards to information literacy and research techniques (A1) and subsequently involved in directly engaging with learners in small group or one-to-one teaching sessions (A2).

17. Guidance for Reviewing Fellow Applications

- 17.1 Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 2 (D2) of the [Professional Standards Framework 2023](#) for teaching and supporting learning in higher education.
- 17.2 You should base your judgement on the three Descriptor criteria for Fellowship. Successful applications should demonstrate a *broad* understanding of effective approaches to teaching, learning support methods and student learning appropriate to the applicant's practice and context.

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

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

- 17.3 Examples should be drawn from recent practice (typically within the last 3 years) and must relate to higher education teaching and/or supporting learning (see Section 3). If an applicant reflects on any historic professional practice beyond this timeframe as part of their evidence, they should explain how this has had an impact on their current practice.
- 17.4 The application is a personal account and its focus throughout is on the applicant's own professional practice; it should be personal to their specific, individual and distinctive practice. You should refer to the [Fellow Guidance Notes for Applicants](#) and the suite of [PSF Dimensions of the Framework](#) documents to ensure that you are familiar with the wide variety of higher education practice that can be used by applicants to evidence their effective practice for Fellowship.

Fellowship application requirements

- 17.5 Fellowship is based on meeting Descriptor 2 (D2) of the PSF and the written application of professional practice is the core of the application. It is a written commentary about the applicant's higher education roles, responsibilities and professional experience written across each of the five Areas of Activity of the PSF and incorporating all aspects of Core Knowledge and all of the Professional Values of the Dimensions of the Framework.

There are two parts to a direct application for Fellowship:

- + a written Account of Professional Practice
- + **supporting statements from two referees**

- 17.6 Applicants will also provide a **Context Statement** of up to 300 words. This will provide a brief summary of their higher education roles, responsibilities and professional experience. The information provided should not be 'assessed' and cannot be used to provide supplementary information (see Section 4).
- 17.7 Application Word Limit - The overall word limit for the Fellow application of professional

practice is 3000 words for the reflective commentary plus citations; an overall maximum of 3500 words. Applicants are advised to divide their application into five approximately equal, six hundred word sections based on the five Areas of Activity.

Using Descriptor 2 to review the application

A panel is made up of two HEA Assessors. Each assessor should base their review of an application for fellowship on the three Descriptor 2 criteria which form the basis for the award of Fellowship. Successful applications that are awarded Fellowship demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning appropriate to the applicant's practice and context.

The following instruction is based on the Advance HE Accreditor Handbook (2023)

17.8 D2.I use of all five Professional Values

The PSF 2023 Professional Values are seen as the foundation of professional practice, and as underpinning all of the professional activity of teaching and supporting learning. Applicants need to demonstrate that they use these values to underpin their practice across the Areas of Activity.

Inclusive practice is central to PSF 2023; both V1 and V2 promote inclusion through respect for diverse learners and promoting equity of opportunity.

Applicants must explain how they use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3).

V4 requires applicants to evidence how (within their practice) they responded to the wider context that HE operates within (which will vary depending on the applicant's context).

PSF 2023 Dimension V5 introduces the importance of collaboration to enhance practice.

17.9 D2.II application of all five forms of Core Knowledge

PSF 2023 Dimensions include five forms of Core Knowledge (K1-5); information and ways of knowing, influenced by context, applied to practice in teaching and / or supporting high-quality learning in higher education, including practice-based, disciplinary, professional and indigenous forms of knowledge.

In order to meet Criterion D2.2, applicants for Fellow must evidence application of all five forms of Core Knowledge (K1-5).

The chosen examples of application of Core Knowledge must be accompanied by a discussion of the rationale of the applicant's approach. All aspects of Core Knowledge should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. [The Guide to the PSF 2023](#) Dimensions –Fellowship provides appropriate examples of how these the five Core Knowledge Dimensions could be evidenced at Descriptor

2.

To give an example of application of K4: appropriate use of digital and/or other technologies, and resources for learning; the 'appropriate use', will be dependent on the nature, location and learning environment of the professional practice of the applicant eg online, in-class technologies, outdoor resources, etc. The applicant should demonstrate a 'breadth' of application of knowledge of different digital and/or other technologies, and resources for learning relevant to their practice and context.

Applicants must make clear how they know that their practice was effective and inclusive (K3) and/or in how they plan to develop and enhance their practice in the future.

17.10 D2.III effective and inclusive practice in all five Areas of Activity

Applicants at Descriptor 2 are required to demonstrate evidence of effective and inclusive practice across all of the five Areas of Activity, in ways that are appropriate to their professional context.

Given the variety of professional experience that supports higher education learning and teaching you should consider the applicant's context and scope of practice. The Guide to the PSF 2023 Dimensions –Fellowship provides a wide variety of typical examples of practice for each Area of Activity appropriate to Descriptor 2.

To give an example, in PSF 2023 A4 requires demonstration of how applicants

'Support and guide learners' and an applicant might include an example of how they embed aspects of study skills development within their teaching and/or support for learning practice; e.g. within the design of their programme/sessions and/or additional resources to develop study skills, directly or within an online environment.

The evidence presented within an application should provide specific examples of when and how the applicant engaged with each of the Areas of Activity and discussion should explain the rationale for approaches adopted and show how their practice is informed and underpinned by appropriate PSF 2023 Professional Values and forms of Core Knowledge.

18. Guidance for Reviewing Senior Fellow Applications

18.1 Senior Fellowship is awarded to professionals who are able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision and can demonstrate they meet the criteria of Descriptor 3 (D3) of the [Professional Standards Framework](#) for teaching and supporting learning in higher education.

By applying to become a Senior Fellow the applicant will present a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Applicants should be able to demonstrate the requirements of the three Descriptor (D3) criteria which are

as follows:

Senior Fellow /D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:

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

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

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

18.2 In your review, keep in mind that a variety of applicants may apply for Senior Fellow, for example, subject/course leaders, programme leaders, professional service managers, heads of department, senior/principal lecturers, readers, professors and professionals working in industry. Higher Education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, disciplinary background, job role, institutional context, etc. The application is a personal account and its focus throughout is on the applicant's own professional practice; it should be personal to their specific, individual and distinctive practice. You should refer to the [Senior Fellow Guidance](#) Notes for Applicants and the suite of [PSF Dimensions of the Framework](#) documents to ensure that you are familiar with the wide variety of higher education practice that can be used by applicants to evidence their effective practice for Senior Fellow.

Senior Fellowship application requirements

18.3 Senior Fellowship is based on meeting Descriptor 3 (D3) of the PSF. It is a written commentary about the applicant's higher education roles, responsibilities and professional experience focused on all Dimensions of the Framework and the Descriptor 3 criteria.

A direct application for Senior Fellowship contains the following:

- a written Reflective Account of Professional Practice (APP) and two Case Studies
- supporting statements from two referees

18.4 Applicants will also provide a **Context Statement** of up to 300 words. This will provide a brief summary of their higher education roles, responsibilities and professional experience. The information provided should not be 'assessed' and cannot be used to provide supplementary information (see Section 4).

18.5 All applicants are required to upload an updated CV as part of their application. The CV provides an overview of the applicant's qualifications and experience and provides a space for the applicant to list their accomplishments and highlight any relevant certifications, awards, or publications. The information provided should not be 'assessed' and cannot be used to provide supplementary information (see Section 4).

- 18.6 Application Word Limit - The overall word limit for the Senior Fellow APP is 6000 words for the reflective commentary plus citations; an overall maximum of 6500 words. Although applicants can choose how to spread the balance of the word limit across their APP, OTL recommend that applicants aim to use around 2000 words in the RAP and 2000 words for each Case Study plus references.

Using Descriptor 3 to review the application

- 18.6 A Panel is made up of two Assessors. Each Assessor should base their review of a Senior Fellow application on the three Descriptor 3 criteria which form the basis for the award of Senior Fellowship. Successful applications that are awarded Senior Fellowship demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning appropriate to the applicant's practice and context.

Given that teaching and learning in higher education is frequently a collaborative activity it is important that applicants are able to identify and reflect on their *individual* contribution and impact (using 'I' rather than 'we') within such examples, e.g. teaching and learning projects, committee membership etc.

The following instruction is quoted from the Advance HE Accreditor Handbook (2023)

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

Effective and inclusive leading or influencing those who teach and/or support high-quality learning is the key feature of Descriptor 3 and is central to Criteria D3.1 and D3.3.

In your review, please be mindful that Senior Fellow applicants may not be involved in direct teaching and learning support activities with learners and that the experience from which applicants present evidence of their 'leading' or 'influencing' can vary greatly and could be either through formal roles and/or processes or may be informal in nature.

Applicants may present evidence from within formal leadership roles. They may lead or influence the teaching and/or learning support practice of others from a position as for example; a team leader, head of a support service area, lead of an academic subject or disciplinary area or as lead for one or more HE courses/programmes. Applicants may hold formal responsibilities such as mentor, for example supporting newer teachers or those holding other roles, such as personal tutor. Applicants may work in professional support areas where the central focus of their responsibility involves guidance and/or support for those who teach and/or support high-quality learning, for example as learning designers.

Senior Fellow is not restricted to those holding formal leadership, mentoring or support roles. Applicants for Senior Fellow may present evidence of leading or influence which is less formal in nature. Both can form appropriate evidence for Descriptor 3. They may be individuals who are recognised as very experienced and who are regularly consulted for their guidance and support. They may be people with particular expertise in one or more aspects of teaching and/or support, and who can evidence a sustained record of leading

or influence related to this, impacting not only members of the team(s) they belong to, but also others within different roles and professional contexts. They may be able to draw upon influence or leading in relation to innovative practice where they have been a key innovator.

Whether from within formal leading roles or more informal examples of influence, examples should demonstrate how applicants have worked with others (learner support, professional services, academic or teaching staff, employers or professionals) to enhance higher education learning through their impact on their peers' practices.

'Sustained' is central to Criterion D3.1 and will be a key aspect of your judgement about evidence of applicants' leading and/or influence. Applicants should demonstrate that their record of leading or influence is 'sustained' and requested to focus on identifying appropriate examples of their recent practice, typically from the last 3-5 years. If they need to refer back to practice from more than 5 years ago, they need to ensure that they focus on how this now influences their current practice.

When you are reviewing, you should make a professional judgement in establishing whether the case for a 'sustained' record has been made.

- The substantial emphasis should be on applicants' contribution to how they lead or influence those who teach and/or support high-quality learning and consequently the benefits to learners' learning, beyond identifying instances of leading or influence.
- Applicants are requested to select examples of leading or influencing practice such as supporting or guiding others which enable them to demonstrate that they have been effective in promoting high-quality learning, making a positive difference to learners and their experience.
- Applicants should explain the rationale for the approaches they adopt for leading or influencing others and the approaches they adopt. They should explain how they ensure that the guidance and support which others offer to learners is effective and inclusive.

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

'Effective' and 'inclusive' are all central to Criterion D3.2 and will be key to your judgement about evidence within applications for Senior Fellow.

Applicants should demonstrate that their practice in leading or influencing others is effective and leads to high quality learning. Applicants for Senior Fellow should not only explain their own actions and approaches in leading or influencing but also the outcomes and evidence of the impact they have had on others' practice. Applicants should articulate how they know that their leadership or influence has been effective and include evidence to demonstrate the effectiveness of approaches and methods adopted by others as a result of their leadership or influence, explaining how the initiatives they have led have benefited learners. This may include for example, evidence of an applicant's effective influence on the teaching and/or support practice of others beyond their own local context or institution, including more widely across their discipline or profession, although this is not essential.

Inclusive practice is core to PSF 2023, and applicants should demonstrate that their own practice, and the practice of those they lead, or influence is inclusive in nature. For example, applicants might highlight the approaches they have recommended to mentees or others, explaining why and how they have been successful in engendering learning in diverse categories of learners. Typically, applications will

include examples which enable applicants to show how they foster sensitivity to learner needs and enable those they lead or influence to adapt support to suit diverse individuals and/or groups, contributing to equity of opportunity for all to reach their potential (V2).

To meet criterion D3.2 applicants should demonstrate that their practice integrates all Dimensions of PSF 2023.

Whilst each of the 15 Dimensions of the PSF 2023 represent distinct aspects of HE practice, within examples included in applications, the Dimensions will be integrated with one another as appropriate. The evidence of leading or influencing included within an application for Senior Fellow will not focus on Dimensions in isolation but, across both the reflective narrative and the case studies, the examples should demonstrate the integration on Professional Values, Core Knowledge, and the Areas of Activity. For example, within an element of an applicant's practice focusing on a specific aspect of leadership, evidence for Professional Values, Core Knowledge and Areas of Activity may be found through the articulation of their aims, as part of their rationale for why they chose the approaches they did, in the explanation of how they know that their practice was effective and/or in how they plan to develop and enhance their practice in the future.

Similarly, in explaining their own practice and their leading or influence on others, applicants should draw on and integrate appropriate use of scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3), any evaluation critical evaluation undertaken (K3) as part of explaining how/why they have chosen the approaches taken.

The Guide to the PSF 2023 Dimensions - Senior Fellowship (D3) includes questions to help applicants focus on ways in which their practice integrates the Dimensions of Fellowship. For example, questions encourage applicants to consider aspects such as their rationale for approaches they have adopted in leading or influencing others and the evidence of effectiveness. These questions therefore support the provision of evidence for the integration of the Dimensions, alongside the examples of different types of evidence that might be found in applications.

Please note that applicants for Senior Fellow may choose to include explicit signposting to the Dimensions (eg K1, V3.), however this is not compulsory. Given the nature of Senior Fellowship, engagement with the Dimensions may be more integrated and holistic.

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

The following instruction is quoted from the Advance HE Accreditor Handbook (2023)

In reviewing applications against D3.3, it is important to be aware of the intersection between criteria D3.1 and D3.3. The activity involved in leading or influence on others who teach and/or support learning (D3.1) involves practice that is situated beyond direct support for learning (therefore meeting D3.3), even where such practice may not be 'sustained'.

Applicants will need to explain their approaches to leading and influencing practice to

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

For D3.3 applicants need to show how the practice they describe includes significant examples of situations where their work is influencing others and goes beyond their own direct teaching/own direct support for learning.

Some examples of practice that are situated beyond direct support for learning might include contribution to the development or implementation of local policies or strategies at a group/team/department/school or Faculty level, or to initiatives that aim to enhance practice, for example across a team, context or profession.

In discussing such actions, it is important that the applicant clearly indicates their personal role in relation to the examples given and the impact and influence of their work on others.

The following examples will support your review of an application for Senior Fellow:

Mentoring

It may be, for example, that an applicant has experience of mentoring colleagues over a number of years. In this case you would expect to see evidence of the approaches to mentoring (including the rationale for these approaches) and evidence of the **impact that this activity has had on the teaching and learning practice of these colleagues**. In the case of mentoring it is expected that the applicant would have carried out this role on more than one occasion, in different circumstances, so as to be able to demonstrate that it is an integrated part of their practice.

Project Work

Project work related to teaching and learning may be included here, in contexts where the applicant is able to demonstrate their individual contribution and impact on others. Project work is likely to involve a more collaborative approach and applicants should be able to evidence how, for example, they have led a particular element of that project and how their **coordination, support, supervision and/or management** has impacted on the project as a whole.

External Examining

External examining or reviewing roles might be an example that evidences D3. 1. It would not be sufficient that applicants list their appointments. They are required to provide specific examples of recommendations and/or advice they have provided to colleagues, and show how this has impacted on subsequent practice.

Supervision Role

The supervision role is often interpreted by applicants as being research supervision of undergraduate or postgraduate students rather than supervision

of higher education colleagues in their role as teaching and learning professionals. Supervision of PhD researchers as students in the production of their doctorates would normally be considered to be Descriptor 2 practice, however in their role as mentors or supervisors of the same PhD researchers as *teaching assistants* could be used as evidence for D3.1. Similarly, the instigation of new research supervision processes or protocols, which are more widely adopted and impact on the teaching and learning practice of research supervisors would be considered as Senior Fellow practice, provided that the applicant is able to demonstrate their individual role, contribution and impact in this activity.

Membership of committees

Applicants may include membership of committees or working groups as evidence of **D3.1**. In this context, it is essential that they are able to evidence **their individual contribution** to the work of that group and how this has impacted on the teaching and learning practice of colleagues. For example, the applicant may sit on a Departmental Teaching and Learning Committee and is responsible for heading up a task group which is looking at improving student induction processes. Here the applicant would typically outline how they have organised the work of that group, including allocation of responsibilities to other members of the group, they would then demonstrate how the findings of that group have influenced and shaped decisions and actions taken by the wider committee, and evidence **the impact on colleagues' practice** and, by extension, the student learning experience.

New approaches to teaching and learning

Development of new approaches to teaching and learning may stem and build on the applicant's own Descriptor 2 (Fellowship) practice. To make a claim for Senior Fellow, this practice will need to have been adopted by others at a local, or wider, level. For example, the applicant may have started to experiment with providing their students with podcasts, rather than written feedback (Fellowship). They might then have used reflections, feedback and/or results within an action research activity which they have then disseminated at an internal/external workshop or event. This provides evidence of how they have taken their own practice a stage further, in that they are contributing to wider scholarship. In this context, it is important that they are able to evidence **the impact on others' teaching and learning practice**. They may do this by providing evidence of colleagues adopting their techniques to good effect within their own practice.

In all the above examples, the applicant may reflect on how these experiences have provided professional learning opportunities, how their subsequent practice has been shaped/informed as a result to demonstrate their 'thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning' and how they have successfully influenced the teaching and/or supporting learning practice of colleagues to enhance the student learning experience as a consequence.

Appendices

Appendix 1: Review Grids

Associate Fellow Review Grid

Applicant name						
Outcome first submission	Award		Ref er		Date	
Assessor 1						
Assessor 2						
Outcome following resubmission	Award		Unsuc cessfu l		Date	

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.

SECTION 1: Review of application against Descriptor 1 Criteria			
D1.1: use of appropriate Professional Values, including at least V1 and V3		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D1.2: application of appropriate Core Knowledge, including at least K1, K2 and K3		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D1.3: effective and inclusive practice in at least two of the five Areas of Activity		Met (X)	Not Met (X)
Assessor 1			

Assessor 2			
Do Supporting Statements (references) broadly corroborate the account? (If 'no' add comments below)		Yes (X)	No (X)
Assessor 1			
Assessor 2			
SECTION 2: Initial individual Assessor judgement/decision and feedback to applicants. (This is the section where you enter your individual feedback)		Award (X)	Refer (X)
Assessor 1			
Assessor 2			
SECTION 3: Record of Panel discussions (This is the section where you enter your joint feedback)			
SECTION 4 (to be filled only in case of a resubmission)			
• In case of a resubmission, record Second Panel discussion, and feedback here. • Record outcome (Award or Unsuccessful) in the sections at the top of this form.			

The Lead Assessor completes the **Associate Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. **The Guide to Writing Feedback for Assessors** provides guidance on use of this template.

The same completed Review Grid is used to review revised applications when applicants resubmit; Assessors please add your second judgement and comments in blue font. Lead Assessor to add the final Panel outcome at the top of the form.

Fellow Review Grid

Applicant name						
Outcome first submission	Award		Refer		Date	
Assessor 1						
Assessor 2						
Outcome following resubmission	Award		Unsuccessful		Date	

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.

SECTION 1: Review of application against Descriptor 2 Criteria			
D2.1 use of all five Professional Values		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D2. 2 application of all five forms of Core Knowledge		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D2.3 effective and inclusive practice in all five Areas of Activity		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
Do Supporting Statements (references) broadly corroborate the account? (If 'no' add comments below)		Yes (X)	No (X)
Assessor 1			
Assessor 2			

SECTION 2: Initial individual Accreditor judgement and feedback to referred applicants. This is the section where you enter your individual feedback)		Award (X)	Refer (X)
Assessor 1			
Assessor 2			
SECTION 3: Record of Panel discussions (This is the section where you enter your joint feedback)			
SECTION 4 (to be filled only in case of a resubmission)			
• In case of a resubmission, record Second Panel discussion, and feedback here. • Record outcome (Award or Unsuccessful) in the sections at the top of this form			

The Lead Assessor completes the **Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. **The Guide to Writing Feedback for Assessors** provides guidance on use of this template.

The same completed Review Grid is used to review revised applications when applicants resubmit; Assessors please add your second judgement and comments in blue font. Lead Assessor to add the final Panel outcome at the top of the form.

Senior Fellow Review Grid

Applicant name						
Outcome first submission	Award		Refer		Date	
Assessor 1						
Assessor 2						
Outcome following resubmission	Award		Unsuccessful		Date	

Section 1: Assessor judgement and feedback against Descriptor 3 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.

SECTION 1: Review of application against Descriptor 3 Criteria			
D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D3.2 practice that is effective, inclusive and integrates all Dimensions		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
Do Supporting Statements (references) broadly corroborate the account? (If 'no' add comments below)		Yes (X)	No (X)
Assessor 1			

Assessor 2			
SECTION 2: Initial individual Accreditor judgement and feedback to referred applicants. This is the section where you enter your individual feedback)		Award (X)	Refer (X)
Assessor 1			
Assessor 2			
SECTION 3: Record of Panel discussions (This is the section where you enter your joint feedback)			
SECTION 4 (to be filled only in case of a resubmission)			
• In case of a resubmission, record Second Panel discussion, and feedback here. • Record outcome (Award or Unsuccessful) in the sections at the top of this form.			

The Lead Assessor completes the **Senior Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. **The Guide to Writing Feedback for Assessors** provides guidance on use of this template. The same completed Review Grid is used to review revised applications when applicants resubmit; Assessors please add your second judgement and comments in blue font. Lead Assessor to add the final Panel outcome at the top of the form.

Appendix 2: Protocol for Issues with Supporting Statements (D1-3)

The following sections provide guidance for Assessors conducting Fellowship Assessment Panels. Various situations may lead the Panel to question the Supporting documents, requiring different approaches in the actions that OTL will take.

1. When to use the Panel Outcome and Feedback Form for revised or new supporting statements

If the Panel has agreed that one or more of the Supporting/Advocate(s) does not corroborate the application the Panel should provide their comments at the end of Section 1 in the Review Grid. In the case of referred applications, it is appropriate to request further Supporting Statement(s) through the Panel Outcome and Feedback Form.

If the Panel has considered the application to have met all the Descriptor criteria for the category of fellowship applied for, but are unable to Award until receipt of revised/new statements, this should be recorded in Section 1 of the relevant Review Grid. The lead should then communicate this outcome to the OTL and record the outcome at first attempt as, “**Award, pending revised/new statements**”.

Once revised/new statements have been received, the OTL will notify the Panel that the statements are available, and the Panel will be able to complete their review of the application.

2. Content in supporting statements is very similar

If you find the statements share too many similarities in content then please contact hea@uvu.edu. Similarity in content between statements can be considered as:

- A. Factual content** – this could be awards won, courses taught or qualifications; as it is hard to phrase factual content in unique ways there may be some overlap expected between statements.
- B. Opinion content** – this is the author’s opinion/professional knowledge of the applicant’s practice.
 - 1.** If the Panel considers the opinion content is very similar (i.e. using the same phraseology, structure and/or wording) or there is not enough opinion content to balance factual content which is very similar, between statements, this will be investigated for originality;
 - 2.** OTL will review the statements and depending on the areas of similarity (factual or opinion content) will either contact the Panel to discuss the content or contact one or more referees/advocates;
 - 3.** OTL will contact the referees and they will be asked to provide new Supporting Statements.
 - 4.** If one or both referees does not supply a new Supporting Statement within five working days of the initial email being sent this will be followed up by OTL with a repeat request for a new statement(s). If a new statement has not been supplied by one or more of the referees following a further five working days, OTL will contact the applicant to explain the need to supply one or more statements from

- new referee(s). The review process is paused until the new statement(s) have been received;
5. When the new statement(s) are available these will be provided to the original Panel for review;
 6. OTL will keep the Panel informed throughout this process.

3. Supporting statements content is not linked to the applicant's practice

If one or more of the statements does not discuss the applicant in their current practice or cover the practice included within the application (where this applies) please contact OTL (hea@uvu.edu) as soon as possible.

1. OTL will then contact the applicant to ask for revised/new statements which are in line with the guidance given in the Supporting Statement Guidance. The referee should confirm that the applicant has represented their practice accurately and provide an opinion that they demonstrate the requirements of the relevant Descriptor criteria of the [Professional Standards Framework PSF 2023](#) that they are applying for;
2. When the revised/new statement(s) are received these will be provided to the original Panel to review;
3. OTL will keep the Panel informed throughout this process.

4. The date of the supporting statement is more than 6 months earlier than the application submission date.

1. If one or more of the statement(s) is dated over 6 months, prior to the application submission date, please contact hea@uvu.edu as soon as possible.
2. OTL will review the statement(s) and investigate any reasons that the statement(s) may be dated earlier than the application.
3. If OTL is unable to find a reason for a delay in the application then they will contact the applicant to ask for a more current statement(s);
4. When the revised/new statement(s) is available it will be provided to the original Panel for review;
5. OTL will keep the Panel informed throughout this process.

5. Supporting Statements (D1-3) are not written by a Fellow

Within the guidance to applicants and referees it states that *normally* Supporting Statements

should be provided by Fellows. It is not a compulsory requirement that the referees are Fellows and therefore Supporting Statements from experienced higher education professionals are acceptable. The referee must have current or recent experience of working in Higher Education and 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 corroborate the applicant's record of effectiveness within the context in which they teach and/or support learning and in line with the requirements of the relevant PSF Descriptor.

6. Supporting Statement content is not linked to the PSF

Within the guidance to referees/advocates they are asked to comment on the applicant's practice in relation to the Descriptor they are applying for, including for example:

- + Their own experience of the applicant's recent HE practice;
- + If they have been involved in peer observation (appropriate to Descriptors 1 and 2 only) of the applicant's teaching and/or support of learning, and to 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 to the requirements of the relevant Descriptor;
- + Their perspective on the practical examples provided within the application to illustrate the Descriptor criteria requirements.

In terms of the relevant Descriptor, it could be that the referee discusses the applicant's practice in relation to the types of activities and experiences expected of those applying for that category of Fellowship. There is no requirement to include direct associations with the PSF and therefore applications should not be referred if this is not included.

Appendix 3: Checklist for Reviewing Applications for Fellowship

General review of individual applications

- ☐ Have you selected 'Met' or 'Not Met' for each Descriptor criterion in the Review Grid?
- ☐ Have you provided a commentary to explain your decision? If you wish to discuss your decision with other Panel member(s), have you identified this in your commentary?
- ☐ Have you identified and provided some examples of feedback on the Review Grid that could be used in the Panel Outcome and Feedback Form to the applicant?
- ☐ Have you provided summary feedback and key action points that could be used by the lead Assessor in Sections 2 and Section 3 (where applicable) of the Panel Outcome and Feedback Form?
- ☐ Have you responded to any queries from the Lead Assessor?

During the final stages of the fellowship panel

- ☐ If the application is a Refer, have you supported the lead Assessor by checking the completed Panel Outcome and Feedback Form to ensure that the feedback they have constructed is accurate, supportive and actionable in order to guide the applicant to be successful at resubmission?
- ☐ When all relevant forms/templates are complete, has one of the Panel emailed the OTL at hea@uvu.edu to let them know the Panel is complete?

The application for which you are Lead Assessor

- ☐ Have you ensured that each Assessor has completed the Review Grid in full?
- ☐ Have you clarified any queries about particular Descriptor criteria with the other Assessors on the Panel?
- ☐ Have you agreed **Met/Not Met** outcomes for each Descriptor criterion on the Review Grid?
- ☐ Have you agreed a final **Award** or **Refer** outcome for each application and clearly recorded this in the Review Grid?
- ☐ Have you checked the final feedback comments (Sections two and three in the form) with the other Assessor(s) on the Panel?
- ☐ Have you completed a Panel Outcome and Feedback Form for any referred applications, drawing on the final feedback comments from other panel member(s)?