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Introduction to Higher Education Academy Fellowship Program 4

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Introduction to Higher Education Academy Fellowship Program

Advance HE (AHE) is an international, non-profit organization that promotes effectiveness in teaching and supporting learning in higher education through the Higher Education Academy (HEA) Fellowship Program. Currently, there are more than 200,000 HEA Fellows worldwide (www.advance-he.ac.uk). A key way in which HEA fellowship supports student success is through professional recognition (awarding of fellowships) of those who teach or support learning in higher education.

UVU is accredited by Advance HE to award three categories of HEA fellowship: Associate Fellow (AFHEA), Fellow (FHEA), and Senior Fellow (SFHEA). This translates to an opportunity each semester for UVU faculty and staff to submit fellowship applications to the Office of Teaching and Learning (OTL). When you apply, you will have the opportunity to:

- Gain an international recognition for your higher education teaching/support of learning
- Demonstrate your commitment to teaching and student learning through engagement in a practical process that encourages reflection, research, and professional development.
- Benchmark your practice against an international standard of teaching/support of learning
- Reflect on your teaching/support of learning practice, identify your strengths and achievements, and celebrate your journey
- Identify and strengthen your teaching/support of learning by incorporating continual professional development and evidence-based practice in your professional practice.

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

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

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

To be eligible for participation in the fellowship program, you must have **at least one year of experience in higher education**. Even if you have teaching and learning experience outside of higher education, only examples from higher education can be used.

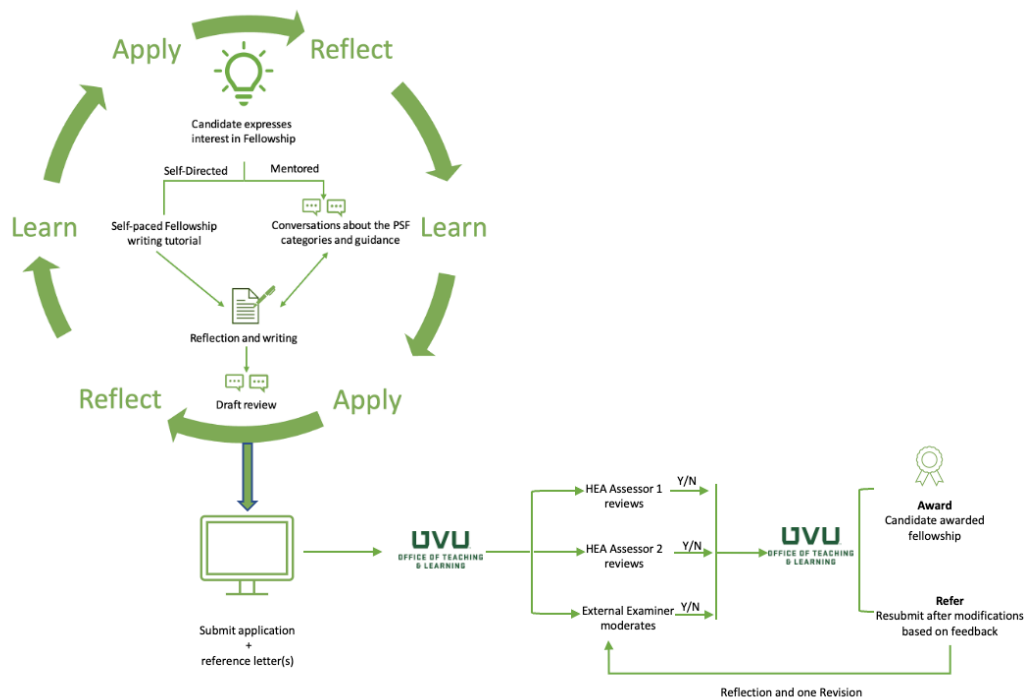


Figure 1. HEA Fellowship application process at UVU.

The process of applying for fellowship generally follows the path illustrated in Figure 1. The starting point is understanding the fellowship program (the light bulb in the top left of the diagram), the Professional Standards Framework (PSF), and the appropriate category of fellowship based on one's experience (see next section). An applicant engages in continuing professional development (CPD), applies new ideas in practice, and evaluates results. ***The application involves narrating one's approach to teaching/supporting learning while reflecting on the evidence in alignment with the PSF.*** Applicants are highly recommended to confer with the mentor in writing their applications. Applications are assessed by a panel of two qualified peer assessors who hold HEA fellowship.

Professional Standards Framework

The Professional Standards Framework (PSF) is an internationally recognized description of the role of the teaching/supporting learning practitioner in higher education (Figure 2). The PSF is organized into dimensions and descriptors. The PSF guides the applicant to reflect on the types of evidence necessary to support one's claim for fellowship.

- PSF Dimensions

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

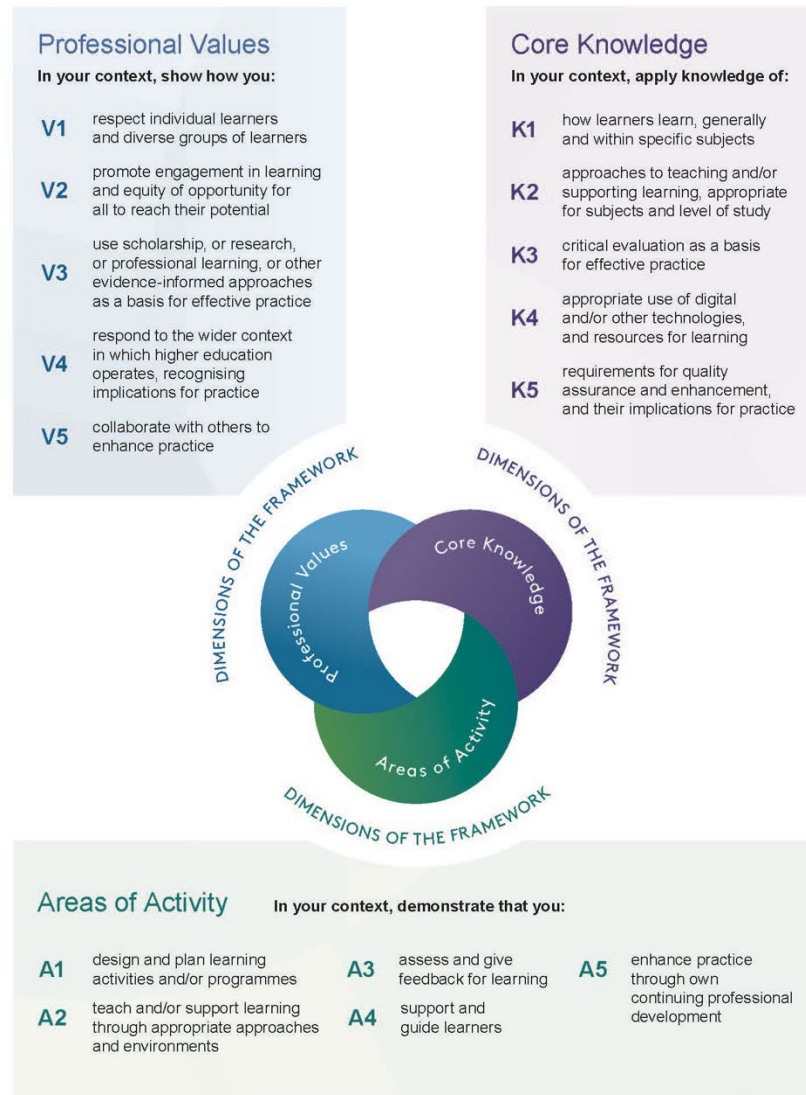


Figure 2. PSF 2023 Dimensions of the Framework

The 15 Dimensions of the PSF 2023 (PSF 2023, p5) are statements which inform and describe practice. They are arranged as three related sets of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**. Each set of Dimensions has its own stem

statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

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

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

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

- PSF Descriptors: Which Category of Fellowship is Right for You?

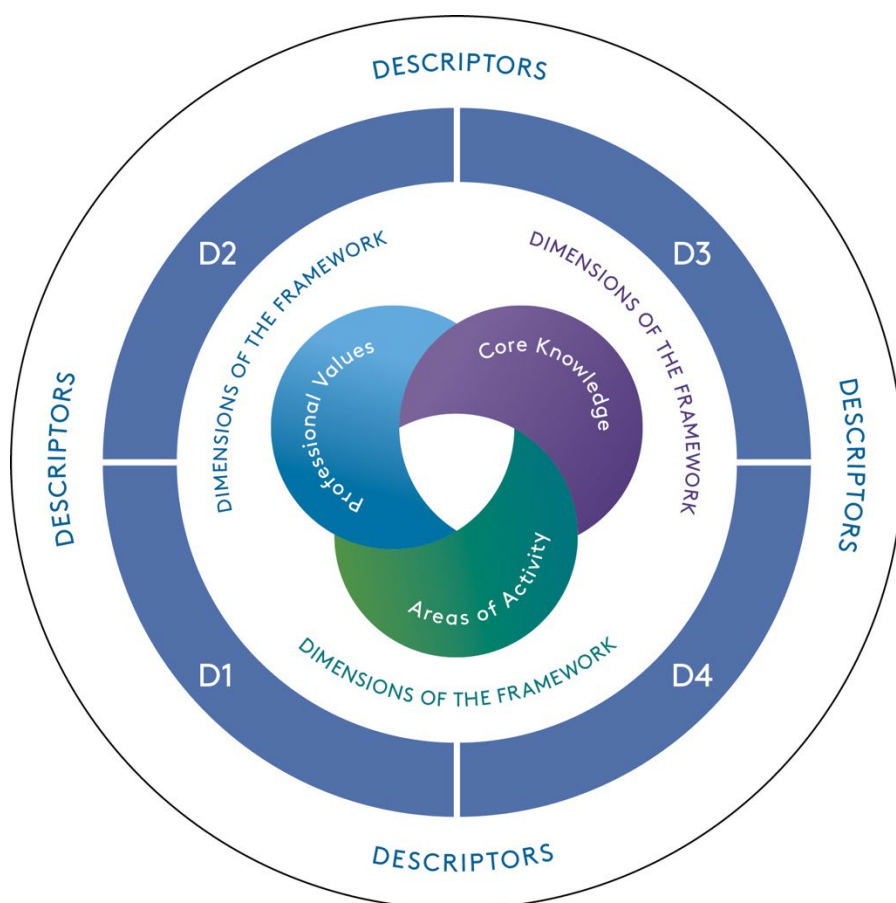


Figure 3. PSF 2023 Dimensions of the Framework (PSF, 2023 p 4)

- ⌘ **Associate Fellow (AFHEA, Descriptor 1, D1).** Within (PSF 2023 p 7), this category of Fellowship is suitable for ‘individuals whose practice enables them to evidence some Dimensions of the PSF ([PSF 2023](#) p.7). These applicants may not have an extensive teaching background, or who only teach part-time (i.e., an Adjunct Professor) and, presently, do not engage in all aspects of teaching and supporting learning. Associate Fellow is also suitable for anyone who supports student learning without directly teaching them (librarians, educational researchers, advisors, etc.)
- ⌘ **Fellow (FHEA, Descriptor 2, D2).** This category of Fellowship is suitable individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions (PSF, p 9) and who are typically engaged in a wide range of teaching activities and have engaged in continuing professional development to support a reflective approach to teaching. The category is also appropriate for those who support student learning more broadly such as experienced advisors, instructional designers, instructional technologists, etc.
- ⌘ **Senior Fellow (SFHEA, Descriptor 3, D3).** This category of Fellowship 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’ ([PSF 2023](#) p.9). In other words, SFHEA is appropriate for anyone who can evidence effective and inclusive practice that integrates all Dimensions and who has done significant and sustained work to develop others and/or lead key initiatives within the institution (faculty program leaders, department chairs, associate deans, etc.). Senior Fellowship is designed to recognize the achievements of faculty and staff who have an influence on professional practice that extends significantly beyond their own teaching.
- ⌘ **Principal Fellow (PFHEA, Descriptor 4, D4).** This category of Fellowship is suitable for highly experienced individuals who have instigated significant change and whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning, and whose impact is extensive (PSF, p10). Faculty and staff wanting to apply for PFHEA should contact OTL for more information on direct application to Advance HE.

Advance HE has a [Fellowship Category Tool](#) that you might find useful. It is also highly recommended that you attend one of monthly orientation workshops and talk to an HEA Mentor early in the process of seeking fellowship. You can request a mentor on the [OTL/HEA webpage](#).

Routes to Fellowship at UVU:

Utah Valley University offers two routes for its faculty and staff to become professionally recognised by Advance HE:

1. Successfully complete one of the Teaching Excellence Program (TEP) certificates that has been accredited by Advance HE at the Associate Fellow category (Descriptor 1)
2. Successfully complete the Teaching Excellence Program (TEP) Experiential Recognition scheme that has been accredited by Advance HE for Associate Fellow, Fellow and Senior Fellow (Descriptors 1-3).

Experiential Route to Fellowship

The Experiential route is a flexible route to HEA fellowship that allows the applicant to draw from recent professional development and teaching/supporting learning experience to write a fellowship application/claim. You must have at least one year of experience in teaching/supporting learning in higher education to apply for fellowship. In the case of Senior Fellow, you must have at least three years of experience. UVU is accredited to assess AFHEA, FHEA, and SFHEA applications through the Experiential route. PFHEA applications must be submitted directly to Advance HE (see Figure 3).

Those who choose the experiential route will still have access to the full range of OTL's workshops and support. It is highly recommended that you attend one of the monthly orientation workshops and/or the bi-monthly writing support sessions facilitated by the OTL.

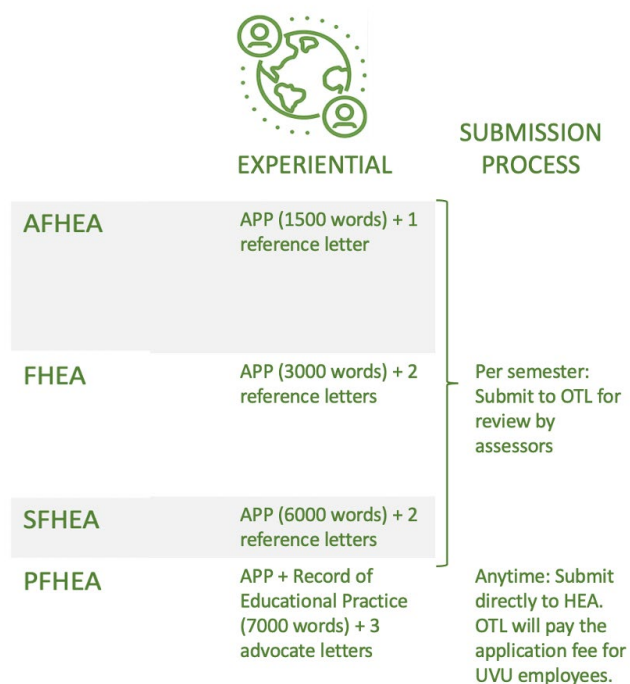


Figure 4. Application and submission details for fellowship applications.

The remainder of this handbook provides specific guidance for FHEA candidates with respect to writing the Account of Professional Practice (APP), collecting reference letters, and submitting application for review. The assessment process will also be described including the scoring rubric used by assessors.

Becoming a Fellow of the Higher Education Academy

Fellow - Descriptor (D2)

Fellow of the HEA (FHEA) is the category of professional recognition that is relevant to most faculty and staff with broad experience in learning and teaching.

As aforementioned, Fellowship requires evidence of effective and inclusive practice for all 15 dimensions of the PSF 2023 (see Figure 2 above).

Fellow (FHEA) 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 the three Descriptor 2 (D2) criteria, which are as follows:

- **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**

You may be ready to apply for FHEA if you are:

- A full-time, part-time or sessional academic experienced in university teaching (e.g. unit coordinator);
- An early career researcher or experienced research-intensive academic with significant research-led teaching experience related to undergraduates, postgraduates and/or HDR students (e.g. teaching through research projects); or
- An experienced supporter of university learners (e.g. learning technologist, educational designer, librarian, teaching laboratory technician, academic skills specialist, student services support).

By applying to be a Fellow of the HEA you will demonstrate that your practice with learners has breadth and depth and that it enables you to evidence all Dimensions. Your broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning. The application provides you with the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- Gain international recognition for your role as a teacher and/or supporter of learning within the higher education context.

- Entitlement to use the post-nominal letters FHEA.

The application is called the Account of Professional Practice (APP, see below) and consists of a written reflective personal narrative, a copy of your CV and two reference letters. Sometimes the application is called a “claim” because you are making a claim that your teaching/supporting learning experience satisfies the requirements for fellowship.

Please note that All applicants must submit a current CV to provide background on their professional roles and teaching experience.

The CV is not assessed and should not be used to support claims for Fellowship. Assessors may refer to the CV for context, but judgements are made solely based on the written application and evidence provided within it.

-

Applying for Fellow (D2) through the Experiential Route:

You will submit an Account of Professional Practice, 2 reference letters also called a supporting statements, and your curriculum vitae.

The Account of Professional Practice (APP) is the core of your claim. For your Account of Professional Practice, use the Fellow Application Template in appendix. This is adapted from the template for direct applications to Advance HE.

The Account of Professional Practice, consists of :

- A **Context Statement** of up to 300 words,
- A **Reflective Narrative** against the five PSF 2023 Areas of Activity of a maximum of 3000 words
- A copy of your Curriculum Vitae (CV)
- A Reference list of up to 500 words.

Context Statement

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

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide

supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your Reflective Narrative (i.e. it cannot be used to extend the word limit of your Reflective Narrative).

Example of a Context Statement

I am an assistant professor in the English Department within the College of Humanities and Social Sciences at X University. The institution is a large open enrollement university with a main campus in X. I also teach students at our satellite campus in Y during a three-week annual visit.

I first taught part-time while a Teaching assistant at the University of Y for a year and then joined the University of X three years ago as a full time tenure track faculty. I teach mainly at the undergraduate level. At the start of this academic year I became a member of the assessment committee.

My current teaching consists of 3 undergraduate classes. I lecture to groups of around 80 undergraduate weekly. I also undertake weekly labs with groups of 10-15 students and act as a personal tutor to 8 undergraduate students.

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

A copy of your CV

All applicants must submit a current CV to provide background on their professional roles and teaching experience.

Please note: The CV is not assessed and should not be used to support claims for Fellowship. Assessors may refer to the CV for context, but judgements are made solely based on the written application and evidence provided within it.

Reflective Narrative

The reflective narrative (up to 3200 words) is a written personal narrative in which you will demonstrate your teaching or professional practice against the PSF.

In your Reflective Narrative, In addition to covering the five Areas of Activity (D2.3), to address D2.1 and D2.2 you also need to make sure that across the five sections you include evidence that you are effectively using all five Professional Values and applying all five forms of Core Knowledge. Indeed, as you work through providing evidence for Areas of Activity, try to consider how you might also be demonstrating other Areas of Activity and/or applying other forms of Core Knowledge and/or using other Professional Values in the examples of practice you are identifying (PSF 2023, Fellowship Applicant guidance, p 14). A short example is given below to illustrate how this might happen in your work:

Designing and planning my sessions for a module (A1) requires me to apply my knowledge of how learners learn within the subject (K1) and to choose appropriate teaching and learning approaches (K2), which are evidence informed (V3). I also need to consider the needs of individuals within my student group (V1) and to plan appropriately so that my students will all

have opportunity to fully engage in the learning activities and be appropriately supported to undertake the module assessment (V2). After the sessions, I then evaluate the effectiveness of the approaches I took based on feedback from students and the outcome of the module assessment (K3).

Writing Tips

Be specific in the teaching and professional activities you use to evidence your practice. Draw from your most recent experience ***within the last three years***. If you include examples of your practice from a team or group, be specific about what you contributed.

As an applicant for FHEA, you are expected to demonstrate a broad experience of university teaching or learner support. This reflective account is the story of that experience, showing how you have reflected on your practice and learned from your engagement in professional development. The focus is on reflection, not description, and should evidence all the 15 dimensions of the PSF.

Unlike most academic writing, reflective writing is subjective. Your annotated reflective account requires you to demonstrate self-awareness and self-inquiry in relating and interpreting your university learning and teaching practices and your engagement in professional development. Through reflection you surface and frame the learning and insight you have gained from your activities and practices.

In considering your teaching and learner support experiences (e.g. e.g. tutoring, lecturing, assessing, research supervision, student advising and mentoring) ask yourself:

- Why do you teach/support learning in that way? What models or perspectives underpin your practice?
- How do you know your practices have impact and are effective in supporting learning?
- How have the activities you've undertaken contributed to your professional practice in teaching?
- What lessons have you learned and how has your practice changed as a result?

You can develop your account with reference to a range of experiences, including

- roles and responsibilities,
- awards for learning and teaching,
- formal and informal professional learning and development activities,
- curriculum design,
- research in learning and teaching or
- other relevant initiatives or critical incidents in your experience teaching or supporting learning.

Ensure that you are not simply describing or listing these experiences. Make sure that you **reflect** on how these experiences have influenced your understanding and your ongoing learning and teaching practice and how this practice aligns with the PSF. You may find it helpful to use the Ryan and Ryan (2012) 4R model of Reflective Thinking (Reporting, Relating, Reasoning and Reconstructing).

The word limit for the APP is 3000 words not including citations and not including the Context Statement. You should include 5 to 8 scholarly citations. Appendix A contains the FHEA application template for the Experiential route.

The examples you use in your reflection should be related back to the PSF where appropriate.

One common way is to annotate the Dimensions within your text, e.g inserting (A1) (A1, A2, & K3) or (A2, K3, & V2) after statements providing that specific evidence (see the examples in the next sections). Avoid using long lists of links to the Dimensions such as (A1, A3, A4, A5, K1, K3, V1, V2, V3) or (A1-A5, K1-K5, & V1-V4); this does not demonstrate meaningful engagement or understanding of the PSF.

Evidence-based Professional Practice

In your personal narrative, you will need to evidence both how you use evidence-based practices from scholarship and literature, and your continuing professional development as it relates to teaching and learning. This deepens your reflection and communicates to the assessor why you chose certain activities.

When writing, you should cite/refer to evidence-based sources such as articles or other scholarly sources that inform your practice. You should cite as appropriate (e.g. Smith, 2020). When you cite, it should be apparent how that scholarly source relates to your teaching practice. Do not just drop in citations when it does not influence your practice. Include the citation in the reference section of the template.

Continuing professional development relates to teaching and learning should be included in your personal narrative. This shows a commitment to continual development of your professional skills and provides a rationale for your practice as it relates to teaching, student learning, or student academic success.

Evidencing Areas of Activity

Below is a description of the five Areas of Activity. Additional Advance HE guidance found here (<https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework>). You could also discuss and seek guidance from your mentor or by attending one of the bimonthly OTL writing workshops.

Please note that the Advance HE resources are designed to help you understand the expectations for Associate Fellowship and to provide examples of effective teaching and learning practices that align with the **Professional Standards Framework (PSF 2023)**. The **Associate Fellow guide** is particularly useful for understanding what counts as appropriate evidence of early-career or supporting roles in teaching and learning. Also, the **Advance HE's guidance is written for direct applicants** who apply independently. At UVU, you are applying through the **Experiential Route**, which includes additional institutional support, structured peer feedback, and an internal assessment and moderation process. While our process aligns with Advance HE's standards, there are differences in format and submission expectations. For example, instead of submitting directly to Advance HE, your application is reviewed by trained internal assessors and moderated by a UVU-appointed External before being ratified by the HEA Oversight Council.

Evidencing Areas of Activity 1 (A1): design and plan learning activities and/or programmes

A1 relates to the design and preparing of learning activities or programs. These can be delivered in person, online, or through a blended approach. This is not the actual teaching. It is focused on the preparation for teaching. The activity in this element may vary depending on your role and discipline and may include activities such as creating a module, course, or an academic program of study; preparing materials for teaching or assessment; redesign a course or learning activity based on feedback from students or peers; or redesigning programs or curricula based on feedback from advisory boards or accreditation standards. The key is to demonstrate effectiveness and inclusivity in supporting high-quality student learning.

Annotated Example:

I use Team-Based Learning (TBL) in my course to develop critical thinking, teamwork, and writing skills in my students as research has shown students to develop those skills in a POGIL class (Smith, 2018). To implement TBL, I created activity assessments that are part of the TBL process and application exercises that students work on as a team(A1, K2).

Evidencing Areas of Activity 2 (A2): teach and/or support learning through appropriate approaches and environments

Within the context of the Professional Standards Framework (PSF) 2023, A2 refers to the direct engagement and interaction with learners in any mode of delivery. This can involve working with different types of learners, individually or in groups, remotely or in person, and the strategies used to assist student learning. For a Fellow (FHEA) to effectively demonstrate A2, they should focus on how their chosen approaches facilitate high-quality learning. Activities that evidence this activity may include leading students through lectures, discussions, demonstrations, projects, and teamwork.

Annotated Example:

In TBL, students work in teams on application exercises for each unit. This is done in class. I pose a prompt with three answer choices that require the students to think deeply about the question. As a team, they choose a specific answer. As a class, all the teams reveal their answers at the same time and I lead the discussion on why the teams choose the answers they did (A2). This has been a way for students to engage with authentic problems and work together to come up with reasons for their answer.

Evidencing Areas of Activity 3 (A3): assess and give feedback for learning

A3 relates to providing feedback to learners and assessment of their learning, and progress toward learning outcomes. This may include any formative or summative assessment techniques; how you give feedback on learning progress including feedback-feedforward strategies, criterion-referenced rubrics, or dialogue with students; reflective journals; or observations. To demonstrate effectiveness, you should discuss the appropriateness of your selected assessment and feedback approaches and techniques for your specific context. Explain your rationale for your choices and how you know your practice is effective in enhancing learning

Annotated Example:

To gauge students' understanding of the material, I use Mazur's (1997) strategy of peer instruction. In class I pose a question on the material and students answer via clickers. Then students discuss the question with each other before answering the question again. More students select the correct answer the second time. I find this technique useful for assessing student understanding and engaging students in class (A2, A3, A5, K3, V3).

Evidencing Areas of Activity 4 (A4): support and guide learners

Within the context of the Professional Standards Framework (PSF) 2023, Area of activity 4 "support and guide learner" focuses on the actions taken to provide students with the necessary support and guidance for successful outcomes in higher education. This can

involve aiding their academic journey, acquiring transferrable skills, and supporting and promoting their overall development and well-being.

Annotated Example:

I assign my students a 10-page research paper. I arrange for a librarian to come talk to my students about doing research and what Library support exists for students doing research. Additionally, I have my students visit the Writing Lab at least once before submitting their research paper (A4, K3, V2).

Evidencing Areas of Activity 5 (A5): Enhance practice through own continuing professional development

A5 pertains to how an individual utilizes learning from their professional development to improve their teaching and/or support of learning, ultimately resulting in effective and inclusive learning for others. The professional development discussed should be relevant to the individual's context and role and may include formal or informal activities. Examples of professional development activities that could be discussed in an FHEA application include formal or informal professional development activities, learning gained from the reading of literature of learning and teaching, etc. When writing about A5, applicants should explain what they did, why/how they did it that way, and how they know this positively impacted student learning.

Annotated Example:

Mazur's (1997) strategy of peer instruction (A2, A3, A5, K2, V3). In this technique, I pose a question to my class. The class responds via clickers and the results are shown to the class. The students discuss with each other their choices and then the class responds to the same question. The right answer almost always increases after the second attempt.

This simple formative assessment technique has shown to be effective in students understanding the topic and aligns with Mazur's (1997) findings.

The Areas of Activity link to the other dimensions of Core Knowledge and Professional Values. In the FHEA application, you must make connections to all dimensions of Core Knowledge as well as all Professional Values.

Evidencing Core Knowledge and Professional Values

Your narrative should also show evidence of the following:

Core Knowledge- In your context, apply knowledge of:

- € K1 How Learners learn, generally and within specific subjects

- ⌘ K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study.
- ⌘ K3 Critical evaluation as a basis for effective practice
- ⌘ K4 Appropriate use of digital and/or other technologies, and resources for learning.
- K5 Requirements for quality assurance and enhancement, and their implications for practice.

Professional Values- In your context, show how you:

- ⌘ V1 Respect individual learners and diverse learning communities
- ⌘ V2 Promote engagement in learning and equity of opportunity for all to reach their potential
- ⌘ V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- ⌘ V4 Respond to the wider context in which higher education operates recognising the implications for practice.
- ⌘ V5 Collaborate with others to enhance practice

Throughout the narrative, include examples of relevant professional practice, subject and pedagogic research and/or scholarship related to the above activities, and involvement in professional development related to teaching and learning.

Supporting Statements (Reference Letters)

Your APP must include two reference letters that support your claim. The two writers should have recently worked with you to endorse your teaching and professional activities related to student learning. Specific examples should be included rather than vague statements such as “so-and-so is a great asset to our department.” The writers should refer to the guidance document and template ([FHEA Supporting Statement Guidance and Template](#)).

Importance of a Mentor

It is highly recommended that you confer with an HEA Mentor 1) before you begin writing to discuss your strategy for completing the application, and 2) to review your draft. Most applicants need help in making effective connections to the PSF and the HEA Mentor will assist you. Your mentor will also help you decide which evidence is most relevant to include in the application. You can request a mentor on the [OTL/HEA webpage](#).

Submitting Your Application

A complete application includes Part A (for the Taught route, Part A consists of endorsed key assignments and for the Experiential route, Part A consists of your CV), APP, and two reference letters. You will submit your application by clicking the “Apply for HEA Fellowship” box on the

[OTL/HEA webpage](#). Note the approximate application deadlines in Table 1 below. If you have any questions about the submission process, contact hea@uvu.edu.

How Your Application Will Be Reviewed

Your application will be reviewed by two assessors who hold FHEA/SFHEA/PFHEA fellowship and have completed an annual calibration exercise. Assessment of your application will follow one of three assessment cycles (Table 1).

Table 1. Assessment cycles

Fall Cycle	
Deadline for submissions	Early November
Distribution of submissions to assessors and moderation, if needed	Mid-November
Notifications	Early December
Spring Cycle	
Deadline for submissions	Early March
Distribution of submissions to assessors and moderation, if needed	Mid-March
Notifications	Early to Mid April
Summer Cycle	
Deadline for submissions	Early July
Distribution of submissions to assessors and moderation, if needed	Mid-July
Notifications	Early August

The assessors use a review grid based on the descriptor (see Appendix B). Assessors will review individually, then meet to come to a final consensus and draft feedback to you with one of the following possible outcomes:

- **Award:** After coming to a consensus, it is in the assessors' judgement that you have met the requirements for fellowship.

- **Refer:** After coming to a consensus, it is in the assessors' judgement that your APP is borderline and needs revisions or additions to achieve fellowship. You will be given instructions on how to document your revisions, offered HEA Mentor support, and have one opportunity to resubmit within one month. The same assessors will review your APP changes and make a final decision on whether to award or refer.
- **Apply Anew / Second Refer:** [After resubmission] After coming to a consensus, it is in the assessors' judgement that your experience does not fully meet the criteria for fellowship at this time. Assessors will give feedback on what needs to be done to be successful in the future. A new APP will need to be submitted at a future deadline.

The assessment cycle takes approximately 3-4 weeks.

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

Figure 5 below show all the steps in the fellowship judgement process and timeline from submission to final decision, including resubmission



Appeals and Matters of Concern

Appeals may be submitted within 15 working days of receiving a final written notice of the decision. For further information on appeals, contact hea@uvu.edu. Appeals may be submitted on the following grounds:

1. Procedural requirements in relation to the application or review process were not followed, resulting in a decision which was unfair.
2. Relevant evidence was not considered in reaching the decision.

The applicant should submit any information or evidence relevant to the grounds for their appeal. Applicants lodging an appeal will receive a notification from OTL within 5 working days indicating receipt of their appeal and outlining the procedure that will be followed. All appeals will be submitted to the HEA Fellowship Oversight Council who will make one of the following recommendations:

1. Appeal is dismissed – confirm the original outcome
2. Appeal is upheld – the original outcome will be reviewed

To raise a matter of concern about any aspect of UVU's HEA Fellowship Scheme, email the Director of Teaching Effectiveness and Fellowship at OTL, Dr. Aicha Rochdi at aicha.rochdi@uvu.edu. All matters of concern are treated in a confidential manner and will be investigated without disadvantage to the complainant. Any action resulting will feed into the fellowship scheme's enhancement process.

Your Opportunity for University Service

Once awarded FHEA you will be recognized as an HEA Fellow in several ways:

- Your name, department, and college will be added to the [OTL/HEA webpage](#), [Academic Affairs homepage](#), and [OTL Faculty Development dashboard](#).
- You will receive a door plaque and certificate.
- In April, you will receive a trophy at the annual Faculty Recognition Luncheon.
- In the summer, your picture will be added to the HEA Fellowship wall in the OTL lobby.

You will be invited to mentor future applicants for AFHEA or FHEA after first completing the HEA Mentors and Assessors course. You will also be invited to HEA Fellowship Forums and may be asked to provide input to your academic department and university on educational issues. These opportunities for peer support and mentoring will contribute to your future professional development. It is expected that many Fellows will wish to prepare themselves for

an application for SFHEA as they gain more experience in leading initiatives and peers. OTL will provide opportunities for peer support and mentoring with this in mind.

Good Standing

It is implicit within the [PSF](#) and required by the HEA that all Fellows remain in good standing. It is the responsibility of individuals to ensure they remain in good standing by continuing to work in line with their relevant Fellow descriptor standard (as outlined in the Framework) and the [Fellowship of the HEA Code of Practice](#).

We expect HEA Fellows to be working towards their next award and be performing, or out-performing, their current Fellow descriptor standard. All Fellows should therefore be able to demonstrate compliance with (at least) their awarded level at any given time.

HEA Fellows should maintain a personal record of their professional development activity to demonstrate that they remain in good standing. OTL supports development, and compliance with Fellowship descriptors through a broad range of modules, workshops, seminars and conferences. In addition, you are encouraged to continue to read and engage with scholarship of learning and teaching through peer-reviewed journals, research and resources.

Learn More

If you require further assistance, please view the resources available on the [OTL/HEA webpage](#) or email hea@uvu.edu.

APPENDIX A: FHEA Application Template

Use this template to prepare your application, then access the live form at the “Click here to apply for HEA fellowship” button on the [OTL/HEA website](#). Copy and paste from this template into the appropriate sections. ***Note you will be asked to upload a copy of your CV and reference letter at that time.*** Your referee should receive a copy of your application, [referee guidance document/template](#) in advance in order to prepare a reference letter for you.

Name:

Job Title:

Department:

Email:

Telephone:

Name of Your Mentor:

Your teaching/supporting learning context:

Please describe the context of your practice and why you have chosen to pursue FHEA fellowship (300 words or less - not included in overall word count).

Statement: Please check the box below to indicate that you certify and agree to the following statements:

All personal information shared in this application will be held confidential, secured, and accessed only by authorized staff for assessment and evaluation purposes, including Advance HE staff. There will be no public sharing of information contained in this application without my written permission.

The information I have provided is true and correct and meets all standards of academic integrity. If I am successful in this application, I will commit to remain in good standing with HEA by continuing my professional development and enhancement of my teaching/supporting learning skills, knowledge and practice. [HEA Code of Practice](#)

- I have read and understood the above statements. Date: _____

Guidance Notes

This form has three Parts – A, B and C. You should refer to the guidance provided in the section “Applying through the Experiential Program” in the *Fellow Handbook* when you write your application.

Part A - Your Fellowship Claim

Applicants should provide evidence of "depth and breadth" in their application, showing engagement and experience across all 15 PSF 2023 Dimensions. This means demonstrating how their teaching and learning support practices reflect the full scope of the PSF framework, rather than just specific aspects

Annotate your statements by inserting the appropriate PSF dimension(s) after evidence is presented, e.g. “*I converted my classrooms to flipped model after attending a session at the AAC&U Conference and creating a number of video lectures (A1, K4).*”

Fellowship Claim for PART A should not exceed 3,000 words (excluding references). **You must provide evidence of all five Areas of Activity** (around 600 words for each Activity) **and meet other Descriptor 2 requirements as described in Part A below.**

Part B – Your supporting documents

Please attach the following:

- Your CV

Part C – Identify Your Referees

Applicants should name their referees and provide their contact details. In this part of the application, you will also be advised how to submit your claim including your referees' statement.

Descriptor for Fellow (D2)

Fellow, 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 the three Descriptor 2 (D2) criteria, which are as follows:

- **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**

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

Dimensions of the Professional Standards Framework (PSF)

Professional Values In your context, show how you:	Core Knowledge In your context, apply knowledge of:	Areas of Activity In your context, demonstrate that you:
V1 respect individual learners and diverse groups of learners	K1 how learners learn, generally and within specific subjects	A1 design and plan learning activities and/or programs
V2 promote engagement in learning and equity of opportunity for all to reach their potential	K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study	A2 teach and/or support learning through appropriate approaches and environments
V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	K3 critical evaluation as a basis or effective practice	A3 assess and give feedback for learning
V4 respond to the wider context in which higher education operates, recognizing implications for practice	K4 appropriate use of digital and/or other technologies, and resources for learning	A4 support and guide learners
V5 collaborate with others to enhance practice	K5 requirements for quality assurance and enhancement, and their implications for practice	A5 enhance practice through own continuing professional development

Part A

Applicants should complete ALL Areas of Activity

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

A1 relates to the design and preparing of learning activities or programs. These can be delivered in person, online, or through a blended approach. This is not the actual teaching. It is focused on the preparation for teaching. The activity in this element may vary depending on your role and discipline and may include activities such as creating a module, course, or an academic program of study; preparing materials for teaching or assessment; redesign a course or learning activity based on feedback from students or peers; or redesigning programs or curricula based on feedback from advisory boards or accreditation standards. The key is to demonstrate effectiveness and inclusivity in supporting high-quality student learning.

Evidence for Area of Activity 1 (start typing here)

A2. Evidencing Area of Activity 2: teach and/or support learning through appropriate approaches and environments

Within the context of the Professional Standards Framework (PSF) 2023, A2 refers to the direct engagement and interaction with learners in **any mode of delivery**. This can involve working with different types of learners, individually or in groups, remotely or in person, **and the strategies used to assist student learning**. For a Fellow (FHEA) to effectively demonstrate A2, they should focus on how their chosen approaches facilitate high-quality learning. Activities that evidence this activity may include leading students through lectures, discussions, demonstrations, projects, and teamwork.

Evidence for Area of Activity 2 (start typing here)

A3. Evidencing Area of Activity 3: assess and give feedback for learning

A3 relates to demonstrating an increasing awareness of different methods of, and approaches to, assessment and feedback/feed-forward approaches in the context of your work with learners, as well as a growing ability to choose the most appropriate approach for the achievement of your learning outcomes. to providing feedback to learners and assessment of their learning, and progress toward learning outcomes. This may include any formative or summative assessment techniques; how you give feedback on learning progress including feedback-feedforward strategies, criterion-referenced rubrics, or dialogue with students; reflective journals; or observations.

Evidence for Area of Activity 3 (start typing here)

A4. Evidencing Area of Activity 4: support and guide learners

Within the context of the Professional Standards Framework (PSF) 2023, Area of activity 4 “support and guide learner” focuses on the actions taken to provide students with the necessary support and guidance for successful outcomes in higher education. This can involve aiding their academic journey, acquiring transferrable skills, and supporting and promoting their overall development and well-being.

Evidence for Area of Activity 4 (start typing here)

A5. Evidencing Area of Activity 5: enhance practice through own continuing professional development

A5 pertains to how an individual utilizes learning from their professional development to improve their teaching and/or support of learning, ultimately resulting in effective and inclusive learning for others. The professional development discussed should be relevant to the individual's context and role and may include formal or informal activities. Examples of professional development activities that could be discussed in an FHEA application include formal or informal professional development activities, learning gained from the reading of literature of learning and teaching, etc. When writing about A5, applicants should explain what they did, why/how they did it that way, and how they know this positively impacted student learning.

Evidence for Area of Activity 5 (start typing here)

Reference List (start typing here)

Part B

Your Account of Professional Practice (APP) must include your CV. You will **be asked to upload a copy of your CV** when you click on the “Apply for HEA Fellowship” box on the [OTL/HEA webpage](#). If you have any questions about the submission process, contact otl@uvu.edu.

Part C

Referees

Your Account of Professional Practice (APP) must include two reference letters that supports your claim from experienced colleagues or senior staff who work directly with you and can comment, from first-hand experience, on your teaching and professional activities related to student learning. Your referees should comment on the effectiveness and quality of your learning support practices, appropriate to the requirements for Descriptor 2. Specific examples should be included rather than vague statements such as “so-and-so is a great asset to our department.” Guidance for referees is supplied in the guidance document found on the website.

Please complete the following table:

	Referee 1	Referee 2
Name of Referee:		
Job Title:		
Department:		
Email:		
Phone:		

Submitting Your Application

A complete application includes your CV, APP/mini-APP, and one reference letter. You will submit your CV, APP/mini-APP, and one reference letter by clicking the “Apply for HEA Fellowship” box on the [OTL/HEA webpage](#). If you have any questions about the submission process, contact otl@uvu.edu.

Your application will be reviewed by two assessors who hold HEA fellowship and have completed an annual calibration exercise. They will individually score your application, then collaborate in summarizing their feedback to you. Assessment of your application will follow one of three assessment cycles.

APPENDIX B: Review Grid for FHEA Applications

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 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			

SECTION 1: Review of application against Descriptor 2 Criteria			
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 each assessor enter their 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.			