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[**Introduction**](#_gjdgxs) **5**

[**Qualifications to Serve as an HEA Assessor**](#_30j0zll) **5**

[**Eligibility Requirements for Fellowship**](#_9amugfe4r67a) **5**

[**Context Statement (D1-D3)**](#_1fob9te) **6**

[**Panel Review Timeline (D1-D3)**](#_3znysh7) **6**

[**Assessing Experiential Applications**](#_yyx335s16jpp) **7**

[**Starting the Panel**](#_uil2sgp95x8b) **10**

[**Supporting Statements/Reference Letters (D1-3)**](#_tyjcwt) **11**

[**Reviewing the First Submission**](#_tbuge0j6we2n) **11**

[**Recording Panel Discussions**](#_jtsnob9lbrhc) **13**

[**Combined Panel Outcome**](#_2s8eyo1) **13**

[**Lead Assessor Role in Coordinating Panel Outcome and Writing Referred Applicant Feedback**](#_17dp8vu) **14**

[**Writing Feedback to Applicants**](#_26in1rg) **14**

[**Completing Sections 1-3 of the Panel Feedback and Outcome Template**](#_na8g3vlt7gzg) **17**

[**Referred Applicants and Resubmissions**](#_2jxsxqh) **19**

[**Guidance for Reviewing Associate Fellow Applications**](#_3j2qqm3) **21**

[Associate Fellowship application requirements](#_931usr2sxrc2) 21

[Using Descriptor 1 to review the application](#_4i7ojhp) 22

[**Guidance for Reviewing Fellow Applications**](#_1ci93xb) **25**

[Fellowship application requirements](#_3whwml4) 26

[Using Descriptor 2 to review the application](#_2bn6wsx) 26

[**Guidance for Reviewing Senior Fellow Applications**](#_3as4poj) **29**

[Senior Fellowship application requirements](#_h889tpdswk3p) 29

[Using Descriptor 3 to review the application](#_49x2ik5) 30

[**Appendices**](#_47b37sm1v6mk) **36**

[**Appendix 1: Review Grids**](#_147n2zr) **36**

[**Appendix 2: Panel Outcome and Feedback Form**](#_23ckvvd) **43**

[**Appendix 3: Examples of Feedback Using the Panel Outcome and Feedback Form**](#_msfwm9wqvshs) **46**

[Example 1 – Referred Associate Fellow Application](#_6v0ctgachu9f) 46

[Example 2 – Referred Fellowship Application](#_816u6b3lztgf) 47

[Example 3 – Referred Senior Fellowship Application](#_pfs42occfiut) 47

[**Appendix 4: Protocol for Issues with Supporting Statements (D1-3)**](#_euaadnkn1nn3) **49**

[**Appendix 5: Checklist for Reviewing Applications for Fellowship**](#_rhhqh4nmkgvd) **52**

# **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](https://www.advance-he.ac.uk/) 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.

# Qualifications to Serve and Continue as an HEA Assessor

HEA Assessors play a crucial role in maintaining the quality standard of the UKPSF 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 Orientation
* 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

# 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

* 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](mailto:otl@uvu.edu) if unsure.
  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.
  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 |

# Context Statement (D1-D3)

* 1. New for 2020/21 is 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.
  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. 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.
  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.
  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.

# Panel Review Timeline (D1-D3)

4.1 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 Advance HE if required.

4.2 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** |
| --- | --- |
| **Stage 1**  **Week 1 to mid-week 2** | **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](mailto:otl@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 Form 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. |

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# 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 ~3000 words to the APP itself and ~1500 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.

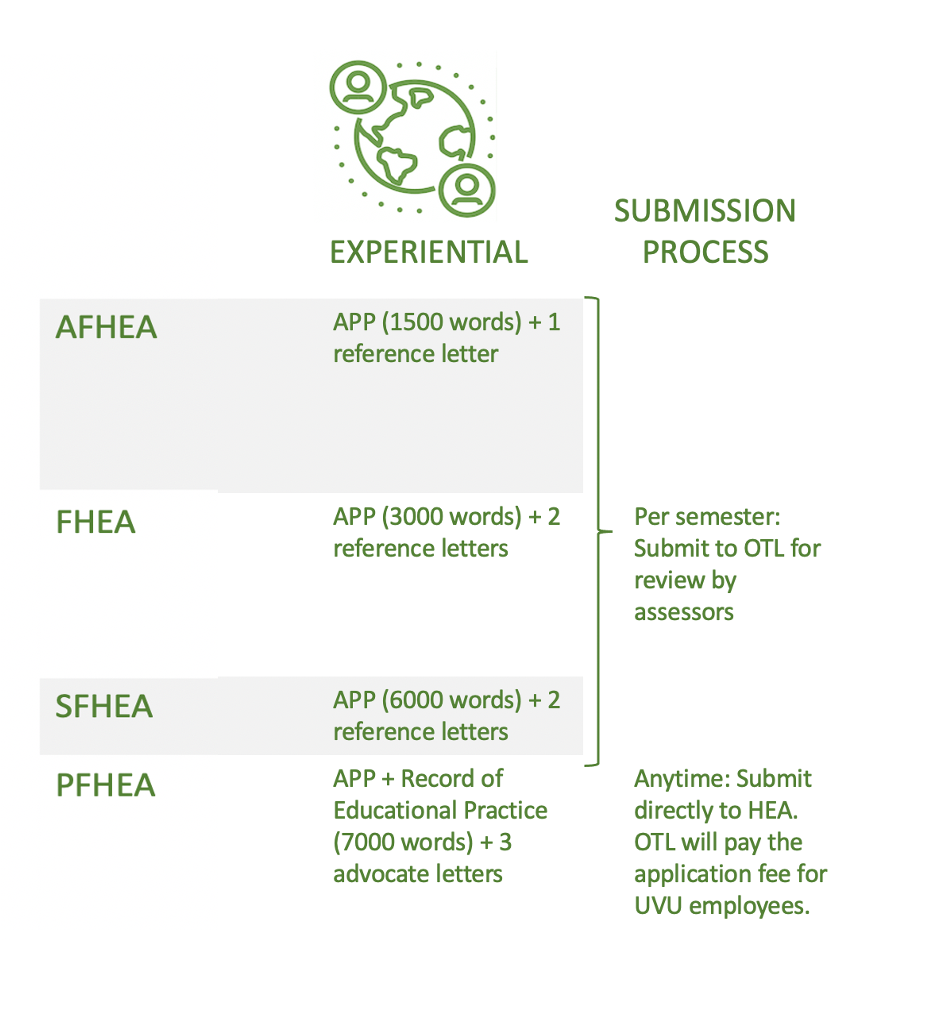


Figure 5.1 Application requirements and submission process for TEP Experiential and Experiential Routes to HEA fellowship at UVU.

**5.3 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 ~3000 words to the APP itself and ~1500 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.

# Starting the Panel

7.1 You will receive email correspondence from the OTL ([hea@uvu.edu](mailto:fellowship@advance-he.ac.uk)) 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 **Associate Fellow/Fellow** applications are initially independently reviewed by two Assessors in an Associate Fellow/Fellow Panel. See Sections 14 and 15 for specific guidance to support your review of Associate Fellow and Fellow applications. One Assessor is designated as the Lead Assessor, who collaborates with the other Assessor, builds consensus, finalizes the feedback, and signals 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](mailto:otl@uvu.edu)).

7.3 All **Senior Fellow** applications are initially independently reviewed by two Assessors and an External Accreditor in a Senior Fellow Panel 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 and External Accreditor, 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](mailto:otl@uvu.edu)).

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](mailto:fellowship@advance-he.ac.uk)).

7.5 You will need to agree with other Panel members 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; only one person will be able to download and edit the grid at a time, so the order in which each Assessor will complete their review is important. 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 a final outcome.

7.6 Should you require any assistance during the Panel on any matter, please contact OTL at [hea@uvu.edu](mailto:fellowship@advance-he.ac.uk).

# 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 Advance HE 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.

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# 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 [UKPSF Dimensions of the Framework guidance](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) 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/Advocate 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 3: 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 2: 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 2 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 2 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 3 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 for Senior Fellow Panels, a consensus decision still cannot be reached, the Lead Assessor can contact the allocated Moderator for that application (currently UVU’s External Assessor fulfils this role). The Moderator will then review the application and provide an opinion to guide the Panel members to agree an outcome. The Moderator will record their decisions on the Review Grid.

11.4 OTL may be contacted via [hea@uvu.edu](mailto:otl@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 and uploaded.
* If the final outcome of the Panel is to **Refer**, in addition to finalizing and uploading the grid, the Lead Assessor writes the feedback to the applicant using the relevant **Panel Outcome and Feedback Form** with feedback provided by all Panel members in the completed Review Grid.

12.2 The completed Panel Outcome and Feedback Form 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 and Feedback form;

12.3 The Lead Assessor should email the OTL ([hea@uvu.edu](mailto:Fellowship@advance-he.ac.uk)) 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.

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# 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. Advance HE recognises 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 UK Professional Standards Framework 2011 (PSF). 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 UKPSF 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 Panel Outcome and Feedback template. This template 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 Panel Outcome and Feedback template, 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 outcome forms as a resource to support and guide the applicant; hence the need to provide sufficient and supportive feedback (including suggestions for enhancement) in your review forms; 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.I, 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 …’  ‘Please provide examples of .[*add specifics*]...to strengthen the evidence for this criterion’ |
| **‘There is a lack of evidence’** |
| **‘The application lacks’** | To fully evidence criterion Descriptor X.X, please explain … |
| **‘The application needs’** |
| **‘Room for improvement’** | Please provide further evidence of where you have …. |
| **‘There is limited evidence of …** |
| **‘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.II.  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.I D2.III, D2.IV, D2.V, D2.VI.  However to fully satisfy the requirements of Descriptor 2, we would like to see further evidence for D2.II. 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 and K6.  **Section 3: Key action points**  You provide examples (page X and X) which address K1- 4 of the Core Knowledge dimension (Descriptor 2 Criterion 2.II). Please provide further explanation in relation to K5 and K6:   * Core knowledge K5 (page 3, UKPSF): What methods do you use for evaluating the effectiveness of your teaching? How do you ensure this is done   systematically, and what have you changed in the light of the evaluation outcomes?   * Core Knowledge K6 (page 3, UKPSF): How have you taken the implications of quality assurance and quality enhancement into account in your academic and professional practice with a particular focus on teaching? Please explain what quality assurance and enhancement activities (e.g. programme review; validation; work with external examiners; assessment moderation) you have been involved in and explain how this has influenced your teaching practice. |

### 

# 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](mailto:otl@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  (✓) |
| --- | --- | --- | --- |
| I | Successful engagement with at least **two** of the five Areas of Activity |  | ✓ |
| II | Successful engagement in appropriate teaching practices related to these Areas of Activity |  | ✓ |
| III | Appropriate Core Knowledge and understanding of **at least** K1 and K2 | ✓ |  |

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 Advance HE 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 Panel judgement 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](mailto:fellowship@advance-he.ac.uk)).

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

| **Category** | **Word limit for revised application** |
| --- | --- |
| Associate Fellowship | 1600 word limit (additional 200 words) for the reflective commentary plus citations (200 words); overall maximum 1800 words |
| Fellowship | 3300 word limit (additional 300 words) for the reflective commentary plus citations (500 words); overall maximum 3800 words |
| Senior Fellowship | 6500 word 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 AHE academic 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 AHE academic 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 Advance HE; 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 the **Panel Outcome and Feedback Form** in the resubmission folder 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 Advance HE 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 [UK Professional Standards Framework](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf) 2011 (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 six Descriptor 1 (D1) criteria which are as follows:

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

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. 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](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Associate%20Fellow%20Applicant%20Guidance%20Temp%20Aug%2020_1597854757.pdf) and the suite of [UKPSF Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-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 two referees**

16.5 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).

Application Word Limit - The overall word limit for the Associate Fellow application of professional practice is 1400 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, Advance HE recommends that applicants aim to use around 700 words in each of the two sections plus references.

An application for Associate Fellowship will include two Supporting Statements 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 six Descriptor 1 criteria (page 4, PSF) 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.I 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.V) or engaging in professional development (D1.VI), etc. (using examples to illustrate).

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 Graduate/Post Graduate Teaching Assistant (GTA/PGTA) 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).

**16.7 D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity**

The evidence for successful engagement with the two Areas of Activity will be informed and underpinned by appropriate Dimensions of the Framework (Core Knowledge and Professional Values).

The examples applicants choose to evidence within each of the Areas of Activity, should typically demonstrate:

* **How** they carried out the approach (this might include how they have addressed any difficulties or overcame practical issues);
* How they know it was **effective** for the learners (e.g. responding to learner/peer feedback resulting from formal/informal mechanisms);
* **So what**? What was the impact and value of the approach? This might be as a result of their own reflection and/or feedback received from others and might range from small modifications to larger scale changes.

***D1.I and D1.II are closely linked***. The depth of coverage of each of the chosen Areas of Activity will vary according to the context and practice of the applicant. However, the two Areas of Activity must be *sufficiently* met and the application should be read and judged holistically.

###### 16.8 D1.III Appropriate Core Knowledge and understanding of at least K1 and K2

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###### K1 The subject material

Applicants should make clear what their area of expertise is and who their learners are.

Applicants are expected to demonstrate knowledge and understanding of their discipline/subject area and show that their learning support and/or teaching approaches are appropriate to the level of learner they are engaging. In some contexts, the discipline/subject area may be interpreted as their area of expertise. For example, a librarian’s area of expertise might be information services and knowledge data bases. Alternatively, a learning support advisor’s might be the expertise that learners need to understand assessment criteria and learning outcomes.

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

Applicants are expected to choose learning support and teaching approaches that are

appropriate to their subject area and adapt these to suit the level of the higher education provision and/or learners. K2 might also be evidenced by the appropriateness of the advice/materials etc., for the particular learner profile. In the case of learning technologists, for example, the ‘learners’ may be higher education colleagues undertaking professional development. In this context K2 is about understanding the needs of the learner profile and being able to engage them appropriately.

###### 16.9 D1.IV A commitment to appropriate Professional Values in facilitating others’ learning

The PSF Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant should provide evidence of their commitment to **appropriate** Professional Values (V1-V4) 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.

###### 16.10 D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

Applicants should refer to relevant professional practices, subject and pedagogic research ***and/or*** scholarship within their application to explain how/why they have chosen the approaches taken. When you are reviewing, you make a professional judgement about the appropriateness of their evidence base to underpin their practice.

The evidence base in an application will depend on the context in which the applicant is working; e.g. the nature of the subject, discipline or profession in which they support learning and/or teach and the context/expectations of the institution in which they work.

As applicants will be writing about their approach to teaching and learning in their application, they should cite/refer to the evidence-base they use to inform their practice where appropriate within their application. It is not essential that applicants demonstrate evidence for all the different types of evidence base (e.g. subject research, pedagogic research, scholarship, professional practice, etc). For example, they might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or their discipline (their ‘professional knowledge’ base). Where they do cite a reference, it has to be apparent how this has influenced their practice and that a citation is not just ‘dropped in’; for example, they could explain how they were inspired by a particular text or journal article to plan their learning environment in a certain way.

Where an applicant cites in the text of their application, they should include the full reference after the relevant section of their application. A full list of all the references directly cited should be included so that you are clear about which sources have influenced the applicant’s approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of their practice.

**16.11 D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities**

A real and practical commitment to professional development is a key element of every Associate Fellow application and this engagement may be formal and/or informal in nature. For instance, the applicant may have attended a workshop/conference or carried out some background reading on a learning support/teaching approach they have heard about. The applicant needs to explain how the learning they have gained from this experience has been used to inform/shape their subsequent practice. Given the specific nature of higher education practice of the applicant at Associate Fellow, the professional development examples should be considered and judged holistically within the context of the applicant’s practice.

In some cases, the applicant will have chosen to address A5 as one of the Areas of Activity and engagement with professional development may be more explicit. Where D1.VI is not addressed as part of A5, then there should be some evidence of having engaged with professional development to show that the applicant has kept up to date with relevant developments that informed their practice. This could be evidenced across the application and related to teaching and/or learning support in higher education.

Professional development priorities for applicants could be tailored towards keeping up with professional changes in their field such as subject/professional body requirements that contribute to ensuring currency in the curriculum. For example, an applicant from an accounting field may evidence engagement with professional development by outlining their attendance at a conference on new tax regulations (A5). Their application should show how that new professional learning has impacted on their learning support and/or teaching practice through, for example, updating of the curriculum (A1/K1) or revision of resources (A4/K1/K2) provided to learners.

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# 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 [UK Professional Standards Framework](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf) 2011 (PSF) for teaching and supporting learning in higher education.

By applying to become a Fellow the applicant will present a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Applicants should be able to demonstrate the requirements of the six Descriptor 2 (D2) criteria which are as follows:

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

17.2 You should base your judgement on the six Descriptor criteria for Fellowship (page 5, PSF). 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.

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](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Fellow%20Applicant%20Guidance%20Temp%20Aug%2020_1597854893.pdf) and the suite [of UKPSF Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-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 six 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.

**17.8 D2.I Successful engagement across all five Areas of Activity**

Applications should provide evidence of successful engagement with all 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 should provide at least two examples of engagement in each Area of Activity. It is important that the applicant clearly indicates their role in relation to the examples given. Typically, applicants will be able to show:

* **What** they did;
* **Why** they did it (the factors that contributed to the approaches adopted, underpinning professional knowledge and/or scholarship etc.);
* **How** they know that their approach was effective**.**

###### 17.9 D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge

###### The chosen examples of engagement and application of Core Knowledge must be accompanied by a discussion of the rationale of the applicant’s approach. The term ‘appropriate’ should be used to inform your judgement about evidence of Core Knowledge. 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. For example, *K4 The use and value of appropriate learning technologies.* The use of learning technologies will be dependent on the nature, location and learning environment of the professional practice of the applicant. This may include online or in-class technologies such as audience response systems.

Applicants will evidence K6 by showing how, for example, they understand and know how to respond to quality assurance and quality enhancement mechanisms such as institutional policies relating to module/course reviews and external moderation of assessment and feedback. Similarly, applicants may refer to their own methods of gathering feedback for enhancement purposes.

**17.10 D2.III A commitment to all the Professional Values**

Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant needs to provide evidence of their commitment to appropriate Professional Values across their application. The Professional Values evidenced will appropriately underpin the chosen Areas of Activity and the professional context and practice of the applicant. For further details about how the applicant can address the Professional Values, please refer to Section 5 ‘How should I demonstrate my commitment to the

Professional values?’ (page 23, [UKPSF Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework)).

In some disciplines the teaching and learning approaches used by the applicant may reflect real-world practice. For example, the applicant may invite speakers from industry to give guest lectures to help students see how their learning might be applied in a work based environment. In this case the applicant is expected to outline the rationale for this approach (V3), how this has been integrated in their teaching and the impact that this has had for student learning (V4).

**17.11 D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity**

The evidence for successful engagement with all of the five Areas of Activity should be reflective and this reflection will be informed and underpinned by appropriate Dimensions of the Framework (Core Knowledge and Professional Values).

In terms of the examples applicants choose to evidence within each of the Areas of Activity, they should typically be able to show:

* + - **How** they carried out the approach (this might include any difficulties or practical issues);
    - How they know it was **effective** for the learners (e.g. student/peer feedback resulting from formal/informal mechanisms);
    - **So what?** What was the impact and value of the approach? This might be as a result of their own reflection and/or feedback received from others and might range from small modifications to larger scale changes.

***D2.I and 2.IV are closely linked***. Applications should provide evidence of successful engagement with all five Areas of Activity. This evidence will give brief descriptions of specific examples of when and how the applicant engaged with each of the Areas of Activity. They should provide at least two examples of engagement in each of the five Areas of Activity. It is important that the applicant clearly indicates their role in relation to the examples given. For instance, if they are addressing A3 (Assess and give feedback to learners) and refer to a summative assessment, then they should explain what their contribution was to the design of that assessment.

###### 17.12 D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

It is essential that applicants should provide evidence of how their teaching and/or supporting learning practice is underpinned by appropriate scholarship and/or professional knowledge.

The emphasis should be how the applicant has used this knowledge to inform their practice. Applicants will draw on a range of different evidence bases, for example pedagogic research, professional research and/or subject knowledge which will contribute to the student learning experience.

It is important that the applicant demonstrates how they have applied relevant professional practice, subject and pedagogic research and/or scholarship to underpin their practice to teach and/or support learning.

###### 17.13 D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

A real and practical commitment to professional learning is a key element of every application and this engagement may be formal and/or informal in nature. For instance the applicant may have attended a workshop/conference or carried out some background reading on a pedagogical approach they have heard about. The applicant will need to show how the learning they have gained from this experience has been used to inform/shape subsequent practice.

The applicant must evidence their engagement with professional development and shown that they are keeping up to date with relevant developments that may inform their practice. This might be evidenced across the application and should be related to teaching and/or support of learning.

For example, professional development priorities for some applicants may be essential towards keeping up with professional changes in their discipline or field such as professional body requirements that contribute to ensuring currency in the curriculum. They then must demonstrate how they are able to show how that new professional learning has impacted on learning and teaching practice through, for example, updating of the curriculum (A1/K1) or revision of resources (A4/K1/K2) provided to students.

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# 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 [UK Professional Standards Framework](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf) 2011 (PSF) 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 seven Descriptor (D3) criteria which are as follows:

**D3.I** Successful engagement across all five Areas of Activity

**D3.II** Appropriate knowledge and understanding across all aspects of Core Knowledge

**D3.III** A commitment to all the Professional Values

**D3.IV** Successful engagement in appropriate teaching practices related to the Areas of Activity

**D3.V** Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

**D3.VI** Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

**D3.VII** Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and 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](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Senior%20Fellow%20Applicant%20Guidance%20Temp%20Aug%2020_1597855009.pdf) Notes for Applicants and the suite of [UKPSF Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-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 (RAP) 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 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, Advance HE recommends that applicants aim to use around 3000 words in the RAP and 1500 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 seven 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.

###### 18.7 D3.VII: Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

The defining characteristic of a successful application for Senior Fellowship is Descriptor 3.VII.

Evidence of meeting this Descriptor criterion can be presented across the RAP and/or the both case studies; at least one case study must include evidence of D3.VII.

Applicants should be able to provide evidence of meeting all the requirements of the Descriptor 3 criteria. Some applicants, because of the nature of their role, such as Head of Department, may no longer be involved in direct teaching and learning support, and evidence of this will be demonstrated through their practice with other colleagues. The applicant should be able to provide examples of activities that demonstrate their influence/management/leadership of colleagues in *their* direct teaching and learning practice and it is this that provides evidence of the applicant’s continued engagement with teaching and support of learning. For further examples about the types of evidence that applicants could include within their application for Senior Fellowship, refer to the suite of the [UKPSF](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) [Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) documents.

###### 18.7 D3.I Successful engagement across all five Areas of Activity

Applications should provide evidence of successful engagement with all five Areas of Activity. The evidence may be found across both the RAP and the Case Studies and will explain specific examples of how the applicant has engaged with the Areas of Activity. It is important that the applicant clearly indicates their role in relation to the examples given and the impact and influence of their work on others.

The suite of the [Dimensions of the Framework](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) guidance documents gives some typical examples of the different types of practice that may be evidenced for the Areas of Activity at Descriptor 3. 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 Senior 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 their leadership of activities, 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 colleagues);
* How they ensure that they **develop and enhance** their practice; for example, leading course reviews, developing their evidence-base (D3.V) or engaging in professional development (D3.VI), etc. (using examples to illustrate).

Given the variety of professional experience that supports higher education learning and teaching it is important to consider the applicant’s sphere and scope of practice. This is likely to be wide ranging in nature at Senior Fellow. The ways in which the applicant leads and manages specific learning and teaching provision will vary and this will be reflected in the RAP and the Case Studies they choose. For instance, a Head of Department who has set up a working group (A1, Design of an intervention) to look at departmental assessment and feedback practices (A3) in light of student feedback has provided an enhanced approach to departmental assessment plans. This provides an example of the impact of how practice has changed (D3.VII) through their leadership and management. This may have been underpinned by individual research of appropriate assessment and feedback practices and leadership techniques to persuade colleagues (A5/V3).

###### 18.8 D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge

The term ‘appropriate’ should be used to inform your judgement about evidence of Core Knowledge. 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.

Descriptor 3 applicants may not be involved in direct teaching and learning support activities with students. Therefore, Core Knowledge (K1-K6) should be interpreted within the context of the examples provided. In some contexts, the discipline area may be interpreted as their area of expertise.

In the example of the Head of Department (in D3.I and D3.II), the subject material may be pedagogies relating to assessment and feedback (K1). K2 and K3 may be evidenced by the way the working groups and committees are set up together with an understanding of how assessment and feedback policies may be effectively rolled out in a departmental context. K4 may involve the use of electronic assessment and feedback as a policy or the ways in which technology is used in the running of working groups/committees.

The methods (K5) applicants choose to evaluate the effectiveness of practice will be dependent on the disciplinary and/or situational context in which they are teaching and/or supporting learning and may range from more formal institutional data collection, to more informal/local mechanisms for establishing impact.

K6 may be evidenced by showing how, for example internal and/or external policies and drivers shape and influence practice. Similarly, in the mentorship of new colleagues, K6 might be evidenced through reference to institutional learning and teaching statements, common practices etc., but it is essential that the applicant is able to show how this has influenced the learning and teaching practice of their mentees.

###### 18.9 D3.III A commitment to all the Professional Values

The PSF Professional Values underpin all of the professional activity of teaching and supporting learning and the applicant should provide evidence of their commitment to the Professional Values (V1-V4) across their application. The Professional Values evidenced in the application should appropriately underpin the Areas of Activity and the professional context and practice of the applicant. Applicants should demonstrate evidence against all four Professional Values.

The applicant may choose to provide evidence in one of their Case Studies to demonstrate how they have co-ordinated effective academic practices amongst peers/teams in order to improve and create fair practices such as the creation of a multimedia marking rubric. The applicant will be expected to outline how their engagement in ongoing professional learning and possibly research activities have been used to inform the implementation and approaches taken (V3) and show what impact the introduction of a new marking rubric has had on the practice of their colleagues as well leading to opportunities for quality outcomes for students (V2).

###### 18.10 D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity

The evidence for successful engagement across the Areas of Activity should be reflective and this reflection will be informed and underpinned by appropriate Dimensions of the Framework (Core Knowledge and Professional Values). The examples applicants choose to evidence for the Areas of Activity, should typically demonstrate:

* + **How** they carried out the approach (this might include how they have addressed any difficulties or overcame practical issues or in the case of influencing others, how they persuaded others to adopt their point of view);
  + How they know it was **effective** (e.g. where they have influenced the practice of colleagues; how did they know that they had gone on to adopt their approaches successfully with their own students);
  + **So what**? What was the impact and value of the approach? This might be as a result of their own reflection and/or feedback received from others and might range from small modifications to larger scale changes.

**D3.I and D3.IV** are closely linked. The coverage of each of the chosen Areas of Activity will vary according to the context and practice of the applicant and is likely to be evidenced as part of their wider teaching and learning activities beyond direct teaching with learners. All five Areas of Activity must be sufficiently met and the application should be read and judged holistically.

###### 18.11 D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

Applicants should refer to relevant professional practices, subject and pedagogic research ***and/or*** scholarship within their application to explain how/why they have chosen the approaches taken. When you are reviewing, you make a professional judgement about the appropriateness of their evidence base to underpin their practice.

The evidence base in an application will depend on the context in which the applicant is working; e.g. the nature of the subject, discipline or profession in which they manage, influence and lead learning and teaching and the context/expectations of the institution/environment in which they work.

As applicants will be writing about their approach to influencing teaching and learning in their application, they should cite/refer to the evidence-base they use to inform their practice where appropriate within their application. It is not essential that applicants demonstrate evidence for all the different types of evidence base (e.g. subject research, pedagogic research, scholarship, professional practice, etc.). For example, they might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or their discipline (their ‘professional knowledge’ base). Where they do cite a reference, it has to be apparent how this has influenced their practice and that a citation is not just ‘dropped in’; for example, they could explain how they were inspired by a particular text or journal article to plan their learning environment in a certain way.

Where an applicant cites in the text of their application, they should include the full reference after the relevant section of their application. A full list of all the references directly cited should be included so that you are clear about which sources have influenced the applicant’s approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of their practice.

Although not essential, the applicant may be undertaking some research which has been published and/or disseminated. Reviewers should consider how such research supports their teaching and learning practice, their influence on the practice of their colleagues and the wider student experience. Another applicant might have conducted research in the use of problem-based learning within their discipline and this is now being used by other colleagues to enhance their learning and teaching practice.

###### 18.12 D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

A real and practical commitment to professional development is a key element of every Senior Fellow application and this engagement may be formal and/or informal in nature. For example, where an applicant has been instrumental in promoting the adoption of flipped learning, they may write about their initial engagement with this approach. They explain how they have effectively used this approach to develop others, including the successful approaches used. The applicant needs to explain how the learning they have gained from this experience has been used to inform/shape the professional practice of others. Given the variety of higher education practice of those applying for Senior Fellowship, the professional development examples should be considered and judged holistically within the context of the applicant’s practice.

It is likely that examples of professional development could be evidenced across the application and related to teaching and/or learning support in higher education. It would not be sufficient for applicants to only list their professional development.

Professional development priorities for applicants could be tailored towards keeping up with professional changes in their field such as subject/professional body requirements that contribute to ensuring currency in the curriculum. Evidence of professional learning could be infiltrated throughout the application. This evidence should demonstrate how the professional development undertaken is actively advancing practice and understanding beyond their own work with students to impact and influence the practice of their colleagues through their actions.

###### 18.13 D3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

This is the overarching criterion of Descriptor 3 and evidence for this should be found across the application. It is the essential distinguishing characteristic of Senior Fellow. It is not expected that applicants should demonstrate all their activities through a D3.VII perspective. This means that *some* examples may provide demonstration of the applicants’ own practice and thorough understanding of effective approaches to teaching and learning. Considered holistically, the application should evidence D3.VII as the predominant focus of the applicant’s practice. It is the sufficiency (and currency) of their practice at Descriptor 3, with particular focus on D3.VII, that is important.

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.VII. 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.VII. 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. See [Dimensions of the Framework for](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UKPSF%20Dimensions%20of%20the%20framework%20-%20Doctoral%20supervisors_1596453056.pdf) [Doctoral Supervisors](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UKPSF%20Dimensions%20of%20the%20framework%20-%20Doctoral%20supervisors_1596453056.pdf).

###### Membership of committees

Applicants may include membership of committees or working groups as evidence of D3.VII. 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** |  | **Refer** |  | **Date** |  |
| **Assessor 1** |  | | | | | |
| **Assessor 2** |  | | | | | |
| **Outcome following resubmission** | **Award** |  | **Unsuccessful** |  | **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.I Successful engagement with at least TWO of the five Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D1. II Successful engagement in appropriate teaching practices related to these Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D1.III Appropriate Core Knowledge and understanding of at least K1 and K2** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D1. IV A commitment to appropriate Professional Values in facilitating others’ learning** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D1.VI Successful engagement, where appropriate, in professional**  **development activity related to teaching, learning and assessment responsibilities** | | **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 first Panel discussions (This is the section where you enter your joint feedback)** | | | |
|  | | | |
| **Section 4: Record second Panel 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.I Successful engagement across all five Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D2. II Appropriate knowledge and understanding across all aspects of Core Knowledge** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D2.III A commitment to all the Professional Values** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D2. IV Successful engagement in appropriate teaching practices related to the Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| **D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices** | | **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: Record agreed second Panel 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** | (name) | | | | | |
| **Assessor 2** | (name) | | | | | |
| **Moderator (Assessor 3)** | Mark Dransfield | | | | | |
| **Outcome following resubmission** | **Award** |  | **Unsuccessful** |  | **Date** |  |

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

Each Assessor (1, 2 and Moderator (where applicable)) 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. VII Successful co-ordination, support, supervision, management and/or**  **mentoring of others (whether individuals and/or teams) in relation to teaching and learning** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3.I Successful engagement across all five Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3. II Appropriate knowledge and understanding across all aspects of Core Knowledge** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3.III A commitment to all the Professional Values** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3. IV Successful engagement in appropriate teaching practices related to the Areas of Activity** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3.V Successful incorporation of subject and pedagogic research and/or**  **scholarship within the above activities, as part of an integrated approach to academic practice** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
| **D3.VI Successful engagement in continuing professional development in**  **relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices** | | **Met**  **(X)** | **Not Met**  **(X)** |
| Assessor 1 |  |  |  |
| Lead  Assessor |  |  |  |
| Moderator |  |  |  |
| **Do Supporting Statements (references) broadly corroborate the account?**  (If ‘no’ add comments below) | | **Yes (X)** | **No (X)** |
| Assessor 1 |  |  |  |
| Assessor 2 |  |  |  |
| Moderator |  |  |  |
|  | | | |
| **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 |  |  |  |
| Moderator |  |  |  |
|  | | | |
| **SECTION 3: Record of Panel discussions (This is the section where you enter your joint feedback)** | | | |
|  | | | |
| **Section 4: Record agreed second Panel Outcome and feedback (Award or Unsuccessful) and 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: Panel** O**utcome and** F**eedback** F**orm**

The Panel Outcome and Feedback for Associate Fellow applications is provided below. Forms for the other three categories follow the same design.



## Associate Fellowship Application: Panel Outcome and Feedback

| **Applicant name:** |  |
| --- | --- |
| **University:** |  |

Thank you for your application to become an **Associate Fellow**. Your application has been reviewed by our independent peer review Panel. The Panel has carefully considered your application and, whilst recognising strengths in your application, they conclude that it does not currently fully meet the criteria for **Descriptor 1** of the [UK Professional Standards Framework](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf),

which forms the basis for the award of Associate Fellowship.

We appreciate that this is not the outcome you will have wanted but hope that you will find the feedback from the Panel below helpful. **We encourage you to revise and resubmit** your application. Please note that revising and re-submitting your application on **one occasion** will incur no further charge.

The Panel judgement against each of the Descriptor 1 criteria is provided in Section 1 below. Sections 2 and 3 then provide you with feedback from the Panel, intended to guide and support you in making appropriate amendments to your application to fully meet the Descriptor 1 criteria in a second submission.

If you would like to re-submit your application, please use the **resubmission template** attached to this email. This template includes information about how to submit your revised application.

The deadline for submission of your revised application is **xxxxx.**

### Section 1: Panel judgement against Descriptor 1 Criteria

| **Descriptor 1 Criteria** | | **Met (✓)** | **Not Met**  **(✓)** |
| --- | --- | --- | --- |
| I | Successful engagement with at least two of the five Areas of Activity | ✓ | ✓ |
| II | Successful engagement in appropriate teaching practices related to these Areas of Activity | ✓ | ✓ |
| III | Appropriate Core Knowledge and understanding of at least K1 and K2 | ✓ | ✓ |
| IV | A commitment to appropriate Professional Values in facilitating others’ learning | ✓ | ✓ |
| V | Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities | ✓ | ✓ |
| VI | Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities | ✓ | ✓ |
| **Supporting Statements** | | **Yes**  **(✓)** | **No**  **(✓)** |
| Supporting Statements broadly corroborate the account | | ✓ | ✓ |

| **Section 2: Feedback summary for First Submission** |
| --- |
| Write here…. |
| **Section 3: Key action points** |
| Key actions bulleted here after a brief introduction…. |

| **Section 4: Panel outcome and feedback on revised application**  *\*Please note this section of the template is only used if submission of your revised application is unsuccessful. If that is the case, the table in Section 1 will be updated to indicate the outcome of the second review process and Section 4 below will prov ide feedback from the Panel explaining the final outcome. Please note that if your revised application is unsuccessful, this will be the end of the review cycle.* |
| --- |
| ***Text will be added here only if the applicant is Unsuccessful on resubmission***  The Panel has now reviewed your revised application for Associate Fellowship and unfortunately they were unable to confer Associate Fellow status. The Panel recognises that your application has undergone revisions, however they conclude that there is insufficient evidence to fully meet the requirements of Descriptor 1. The updated table in Section 1 of this document sets out the Panel’s final judgement against the Descriptor 1 criteria.  The Panel has provided the feedback below to enable you to understand this decision and we would like to encourage you to consider applying for an appropriate category of Fellowship again in the future.  Assessors to write final Panel feedback here… |

### 

# Appendix 3: Examples of Feedback Using the Panel Outcome and Feedback Form

Appendix 3 provides some examples of referral feedback using Sections 2 and 3 of the Panel Outcome and Feedback template

## Example 1 – Referred Associate Fellow Application

| **Section 2: Feedback summary**  We were pleased to see that you have explored a variety of academic theories relevant to your practice and in some instances we could see how you have applied these but this area of your application needs to be further strengthened. An application for Associate Fellowship is a personal account and its focus throughout should be on your own professional practice. Your emphasis on describing your philosophy of teaching did not provide us with specific examples of your actual practice and how you apply the theories discussed. Your application should be based around real examples from your practice and needs to make clear what you do, why you do it that way and how you know that this is effective.  In order to fully evidence Area of Activity, A2 and Area of Activity, A3 we ask that you further develop your application to more clearly explain what you did, why you selected the approaches you took and evidence of the impact this had on your students’ learning. In addition, one of the Supporting Statements you provided did not fully support your application and we ask for an additional Statement to be provided.  Please see the action points below for further guidance. |
| --- |
| **Section 3: Key action points**   * In the section for A2 you state that you contribute to the teaching of three modules. To meet the requirements of Associate Fellowship, you need to further explain your role in teaching on these modules. You could provide two or three examples from your practice, explaining why you chose the approaches you took, how you implemented them and incorporate evidence that shows the positive impact of these approaches on student learning. * In relation to A3 you need to explain how you have used the theories you write about to inform your practice. You need to give examples of how and why you have used formative and/or summative assessment, what approaches you took and what impact this has had on your students’ learning. * We also ask that you provide an additional Supporting Statement as it does not appear that Dr XXX has personal knowledge of your practice; for example, they do not make clear how they have worked directly with you or observed your teaching and their reference appears to be dependent on the feedback of others. We ask that you provide a new Supporting Statement from someone who is able to support your application based on their personal experience of your practice. Please refer back to the Advance HE guidance for [Supporting Statements](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Associate%20Fellow%20Supporting%20Statement%20guidance%20Temp%20Aug%2020_1597854790.pdf). |

## Example 2 – Referred Fellowship Application

| **Section 2: Feedback summary**  Your application demonstrates that you have successfully engaged in a wide range of teaching activities and have developed your practice effectively in response to what you have found worked/did not work. It is evident that your previous career in industry places you in an excellent position for conveying your enthusiasm for your subject to your students, which is an essential element of good teaching practice.  However, we identified two areas of your application that require strengthening to fully evidence Descriptor 2 of the UKPSF for the award of Fellowship. Firstly, please provide further detail for D2.I (in particular A5) and D2.VI (“Successful engagement in continuing professional development in relation to teaching, learning and assessment, and where appropriate related professional practices”).  Secondly, provide more evidence in relation to D2.V (“Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice”). Please see the action points below for further guidance. |
| --- |
| **Section 3: Key action points**   * You provided examples of how you have developed practice through experiential learning and evaluation, which provides some evidence for D2.VI and D2.1 (A5). However, please elaborate on other approaches or strategies you have used to develop your teaching. For example, your first referee mentions your engagement with your university’s Continuing Professional Academic Development programme. Please outline your involvement in this programme and the impact it has had on your teaching practice. * In relation to D2.V, please explain your approaches to teaching and supporting student learning, and how this is informed by relevant scholarly and evidence-based research. For example you mention ‘active learning’; can you identify how this teaching strategy is   supported by published literature. Similarly, it is important to provide a scholarly rationale for other examples in your application, such as your comment that ‘peer learning can be very effective’. |

## Example 3 – Referred Senior Fellowship Application



| demonstrate how you influence your colleagues’ teaching practice, why you do this in that way, and what impact you have. |
| --- |
| **Section 2: Feedback key action points**  We require further explanation of your practice in relation to the following aspects of Descriptor 3:   * Please provide evidence of your successful impact on the teaching and/or learning support practices of your colleagues. Your application includes reference to a number of elements appropriate to D3.VII activity: e.g. course leadership (page x), project leadership (page x), mentoring (page x), and engaging others in enhancing their practice (page x). Please provide an explanation within these examples as to: who exactly have you influenced? What approaches did you take? What impact did you have on your colleagues? What have you learnt about how you work with others to influence their teaching and/or learning support practice? * In order to include additional evidence for D3.VII, please revise your case studies to demonstrate how you influence colleagues to enhance their teaching practice in these situations. If this is not possible, then consider using different examples which more effectively enable you to evidence your positive impact on colleagues’ practices. |

# Appendix 4: Protocol for Issues with Supporting Statements (D1-3)

The following sections sets out guidance for Assessors undertaking Fellowship review Panels for Advance HE. There are several scenarios which could result in the Panel querying Supporting and different approaches in the action that Advance HE will take.

## 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/Advocate 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.

## Content in supporting statements is very similar

If you find the statements share too many similarities in content then please contact [hea@uvu.edu](mailto:aicha.rochdi@uvu.edu)with the number of the Fellowship Panel and the applicant’s Professional Recognition (PR) number as soon as possible. Similarity in content between statements can be considered as:

* 1. **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.
  2. **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/advocates and they will be asked to provide new Supporting Statements. It is not possible for Advance HE to identify which referee/advocate has provided the original content, therefore both/all will be asked to provide new 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 Advance HE with a repeat request for a new statement(s). If a new statement has not been supplied by one or more of the referees/advocates 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)/advocate(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.

## 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](mailto:otl@uvu.edu)) as soon as possible.

* 1. Advance HE will then contact the applicant to ask for revised/new statements which are in line with the guidance given in the Supporting Statement/Advocate Guidance. The referee/advocate 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 [UK Professional Standards Framework 2011(PSF)](https://www.heacademy.ac.uk/ukpsf) 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.

## 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](mailto:Fellowship@advance-he.ac.uk) 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 as this can occasionally happen if payment has been delayed.
    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 5: 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 the Panel 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](mailto:otl@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)?