

•AdvanceHE

PARTICIPANT

H A N D B O O K



SENIOR FELLOW



Introduction to Higher Education Academy Fellowship Program 4

Professional Standards Framework	5
PSF Dimensions.....	5
PSF Descriptors: Which Category of Fellowship is Right for You?	7
Routes to Fellowship at UVU:	8
Experiential Route to Fellowship.....	9
Becoming a Senior Fellow of the Higher Education Academy.....	10
Applying for Senior Fellow (D3) through the Experiential Route:	11
Writing Tips	14
Writing the Case Studies	15
Word Count.....	15
Choosing Your Case Study Examples.....	15
Emphasizing Impact through Reflection	16
Supporting Statements (Reference Letters)	16
Importance of a Mentor	16
Submitting Your Application.....	17
How Your Application Will Be Reviewed.....	17
Appeals and Matters of Concern	20
Your Opportunity for University Service	21
Good Standing	21
Learn More.....	22
Part A :Account of Professional Practice (APP).....	26
Part B	27
Your Account of Professional Practice (APP) must include your CV. You will be asked to upload a copy of your CV when you click on the “Apply for HEA Fellowship” box on the OTL/HEA webpage. If you have any questions about the submission process, contact otl@uvu.edu	
Part C.....	27
Referee.....	27
Your APP must include two reference letters that support your claim from an experienced colleague or senior staff who works directly with you and can comment, from first-hand experience, on your teaching and professional activities related to student learning. Your referee should comment on the effectiveness and quality of your teaching practices, appropriate to the requirements for Descriptor 3.....	
Specific examples should be included rather than vague statements such as “so-and-so is a great asset to our department.” Guidance for referees is supplied in the guidance document found on the website.	
	28

Please complete the following table:	28
Submitting Your Application.....	28
Appendix B.....	29
A1. Evidencing Area of Activity 1: Design and plan learning activities and/or programmes...	29
A2. Evidencing Area of Activity 2: teach and/or support learning through appropriate approaches and environments	29
A2 refers to "teach and/or support learning through appropriate approaches and environments". Senior Fellows, who are expected to demonstrate leadership in teaching and learning, need to show how they've influenced their peers' practices in this area. It's not enough for Senior Fellows to simply describe their own teaching; they must illustrate their impact on the teaching and learning practices of other higher education practitioners. Specifically, Senior Fellows should describe how they have guided their colleagues in engaging with learners during teaching and support activities. This could involve a variety of learner types and levels of study, and may have taken place in person or remotely, individually or in groups.	
A3. Evidencing Area of Activity 3: Assess and give feedback for	30
A3 relates to demonstrating awareness of different methods of, and approaches to, assessment and feedback/feed-forward. In the context of Senior Fellowship application, A3 refers to how an applicant has impacted their peers' methods of assessing student work and providing feedback. This impact might, for example, relate to formative assessment (assessing student learning to guide feedback) or summative assessment (assessment that contributes to a final grade). Senior Fellows applicants seeking to demonstrate their influence on A3 should focus on how their leadership has helped their colleagues foster high-quality learning through assessment. When collaborating with others on assessment and feedback, Senior Fellows must clarify their specific contributions and the impact of their work.	
A4. Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance	30
A5.Evidencing Area of Activity 5: Enhance practice through own continuing professional development.....	31
Evidencing Core Knowledge and Professional Values	31
APPENDIX C: Review Grid for SFHEA Assessors.....	34

Introduction to Higher Education Academy Fellowship Program

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

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

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

Senior Fellowship is the appropriate category of fellowship to recognize individuals who are working in a wide variety of higher education contexts who have a comprehensive understanding of teaching and learning and use this understanding to lead and influence the practice of others. Senior Fellowship is not dependent on a specific job role and may be appropriate for individuals who are involved in teaching or working directly with students or those who are not. Examples of roles that Senior Fellows may hold include Course Coordinators, Program Leaders, Chairs of Department, Professionals working in industry who lead or influence others' learning and teaching practice, Instructional Designers, etc (SFHEA_Applicant Guidance p4).

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

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

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

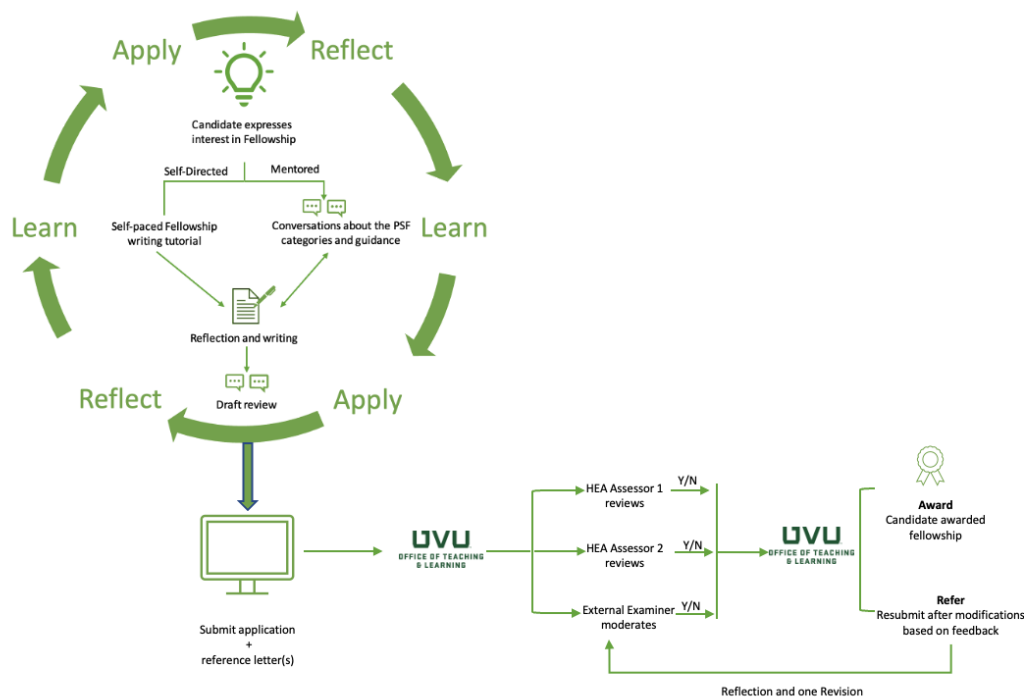


Figure 1. HEA Fellowship application process at UVU.

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

Professional Standards Framework

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

PSF Dimensions

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

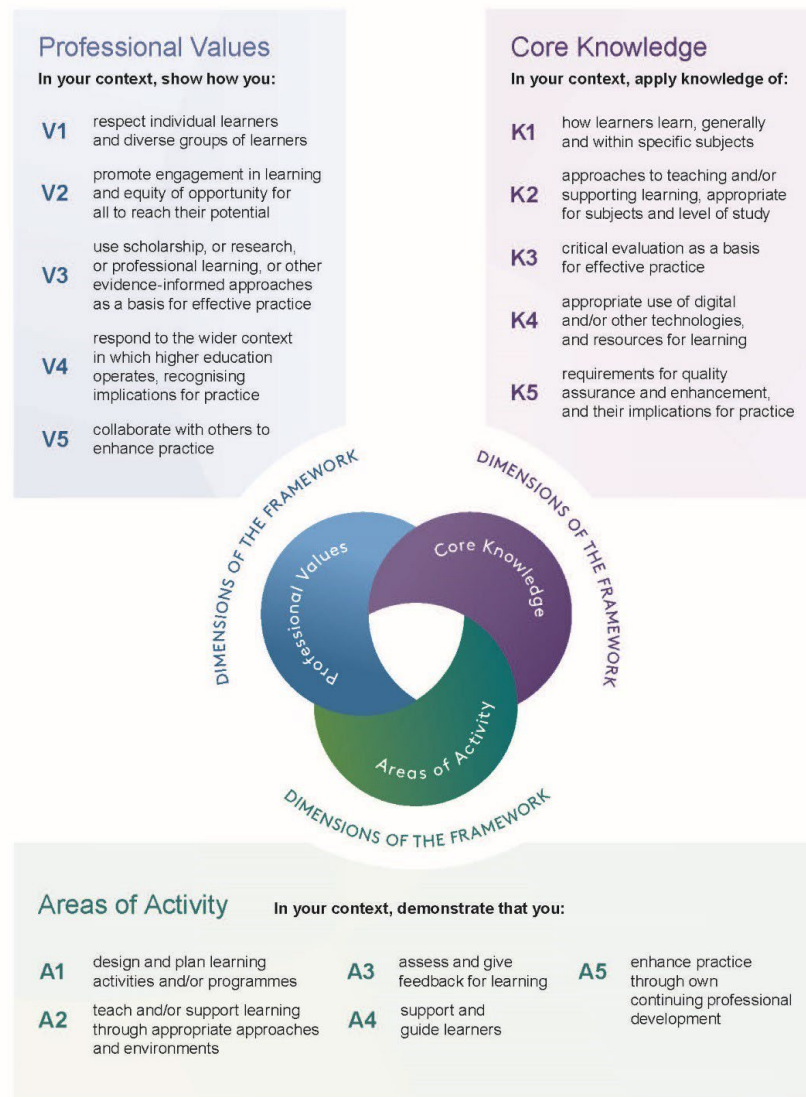


Figure 2. PSF 2023 Dimensions of the Framework

The 15 Dimensions of the PSF 2023 (PSF 2023, p5) are statements which inform and describe practice. They are arranged as three related sets of five **Professional Values**, five forms of

Core Knowledge and five **Areas of Activity**. Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

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

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

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

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

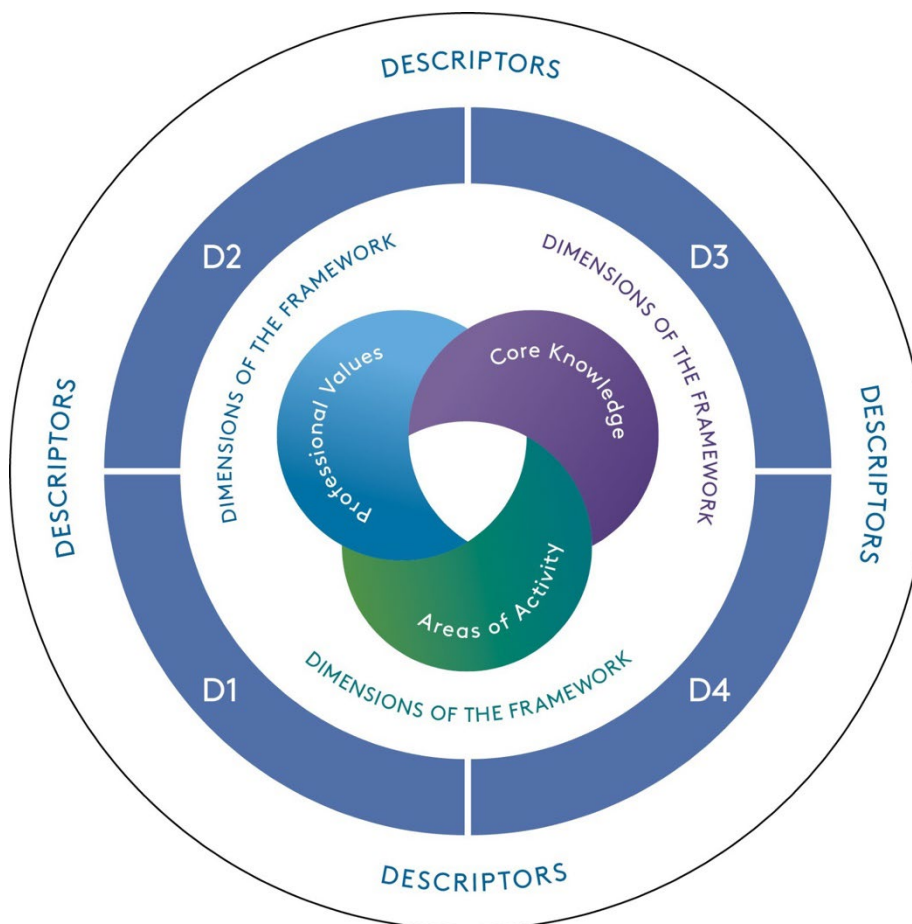


Figure 3. PSF 2023 descriptors of the Framework (PSF 2023)

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

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

Routes to Fellowship at UVU:

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

1. Successfully complete one of the Teaching Excellence Program (TEP) certificates that has been accredited by Advance HE at the Associate Fellow category (Descriptor 1)

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

Experiential Route to Fellowship

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

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

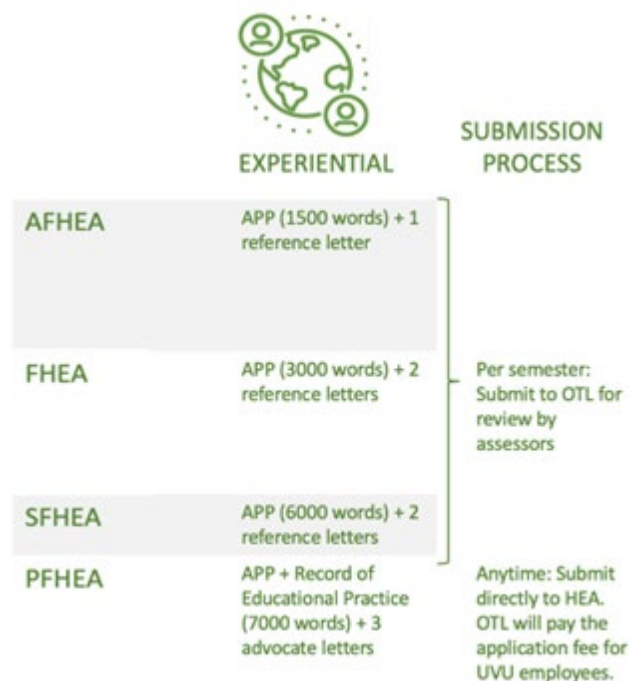


Figure 4. Application and submission details for fellowship applications.

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

Becoming a Senior Fellow of the Higher Education Academy

Senior Fellow Descriptor (D3)

According to Senior Fellowship - Guide to the PSF 2023 Dimensions (p 10), Senior Fellow of the HEA (SFHEA) is an advanced category of professional recognition “suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

Senior Fellowship is not role dependent; there are many different contexts in which you might be leading and influencing the practice of others.

You may still be engaged with a substantive role in teaching or working directly with students to support learning; however, these are not examples that you should select to focus on in an application for Senior Fellowship. Expectations for engagement with the PSF 2023 Dimensions at Descriptor 3 differ from that expected at Descriptor 2, which is focused on direct work with learners.

Equally, you may not have taught or worked directly with students previously; for example, you might have departmental and/or wider teaching and learning support advisory responsibilities within an institution but not have worked as a practitioner directly with students.”

Regardless of your route towards Senior Fellowship, to evidence Descriptor 3 you will need to be able to demonstrate your ‘**comprehensive understanding and effective practice**’ that ‘**provides a basis your work in leading or influencing**’ the practices of other HE practitioners. You will also need to show that your practice is **effective, inclusive and integrates all Dimensions** (D3.2).

You should be able to provide evidence of:

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

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

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

Typical roles include individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership

and/or teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:

- Experienced faculty and staff able to impact and influence through, for example, responsibility for leading, managing or organizing programmes, subjects and/or disciplinary areas
- Experienced subject mentors and staff who support those new to teaching
- Experienced faculty and staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

By applying to be a Senior Fellow of the HEA you will demonstrate how your comprehensive understanding and effective practice provides a basis from which you lead or influence those who teach and/or support high-quality learning. The application provides you with the opportunity to:

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

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

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

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

Applying for Senior Fellow (D3) through the Experiential Route:

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

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

The Account of Professional Practice, consists of

- **Context Statement** of up to 300 words
- A copy of your CV

- **Reflective Narrative** and **two case studies** (6000 words). This includes all citations and parenthetical notation
- **Reference list** of up to 500 words.

Context Statement

The Context Statement (up to 300 words) is the first part of your Account of Professional Practice. In your context statement you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Narrative against the PSF 2023 Descriptor 3; this section provides the background to your Reflective Narrative and is not 'assessed' against Descriptor 3.

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your Reflective Narrative (i.e. it cannot be used to extend the word limit of your Reflective Narrative).

Example of a Context Statement

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

I have been teaching in HE for 10 years. I hold a PhD in Linguistics and have an extensive research background. I have published articles, presented nationally and internationally, and co-authored 4 books.

I teach both at the undergraduate and graduate level. This year I'm advising 2 PhD students. I am currently serving as the department chair. In my work, I coach and mentor faculty. I offer classroom observations and feedback on teaching to all instructors in my department. To that effect, I work closely with the Office of Teaching and Learning to develop continuous professional development opportunities that address the need of faculty teaching in my department.

I'm presently working on developing a mentorship program to connect new faculty to mentors.

A copy of your CV

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

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

Reflective Narrative and Case Studies

You have up to 6,000 words for the Reflective Narrative and two Case Studies combined. Plus, you can use 500 more words for your Reference List. You can allocate the 6,000-word limit between the Reflective Narrative and Case Studies as you see fit. However, it is recommended to aim for around 2,000 words each. For Senior Fellowship, your evidence must show that your practices are effective, inclusive, and cover all required dimensions. Also, you must show how your work goes well beyond direct teaching or learning support roles. If you need to reference practices from more than 5 years ago, ensure you connect how it influences your current practices.

Your evidence must also show that your practices are effective, inclusive, and integrate all dimensions. Additionally, you must illustrate how your work extends significantly beyond just direct teaching or direct learning support roles.

Writing your Reflective Narrative:

One effective way to structure this narrative is by **identifying recurring themes** within your chosen practice examples. These themes, which should be **specific to your individual experiences**, can then be used as subheadings to organize your narrative.

Some potential themes could include:

- Leading and influencing learning, teaching, and assessment practices.
- Managing change.
- Collaborating with colleagues external to the university.
- Mentoring.
- Integrating technology into effective practice.
- Shaping inclusive practice.

Remember, these are just examples. Your themes should naturally emerge from your own unique experiences. Under each theme, provide **concise examples** that collectively demonstrate the effectiveness of your actions on both the practices of others and the resulting high-quality learning you fostered through collaboration.

Writing Tips

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

In considering your leadership in teaching and learner support experiences (supervising, mentoring, coaching) ask yourself:

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

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

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

Your APP should take a highly integrated approach to your academic practice that clearly incorporates real-world insights, relevant research or scholarship related to teaching and learning. Make sure that you reflect on how these experiences have influenced your understanding and your ongoing learning and teaching practice and how this practice aligns with the PSF. You may find it helpful to use the Ryan and Ryan (2012) 4R model of Reflective Thinking (Reporting, Relating, Reasoning and Reconstructing).

As you work through the guidance for each Dimension, try to consider how you might also be demonstrating other Areas of Activity and/or applying other forms of Core Knowledge and/or using other Professional Values in the examples of practice you are identifying. A short example is given below to illustrate how this might happen in your work:

Developing the new graduate program in the School of Ed required me to design courses (A1) and coordinate the teaching and assessment activities of the wider program team (A2). It also required the establishment of partnerships with High schools to give students the opportunity to engage in experiential learning. To achieve that, I partnered with the principals of three large high schools (V5). This created a space for students to conduct their practicum and the opportunity to secure high level work placements (V4).

Our faculty also benefitted from professional learning gained during collaboration with these partner institutions, bringing this back into their work with learners (V3). Graduates from the graduate course have progressed to careers in teaching, as well as going on to doctoral level study (K3).

Writing the Case Studies

To effectively demonstrate your qualifications for the Senior Fellowship of the Higher Education Academy (SFHEA), you'll need to provide **two Case Studies**, each focusing on a distinct aspect of your professional practice. These Case Studies will showcase your ability to lead and influence others.

One way to approach writing your case studies is to think about the following components:

- **Title:** Choose a title that explicitly reflects the core of Senior Fellowship: leading and/or influencing the practices of others.
- **Context:** Provide a clear and concise explanation of the situation or challenge that prompted your leadership or influence.
- **Aim/Goal:** Articulate the specific outcome(s) you aimed to achieve and explain the rationale behind these goals.
- **Action and Rationale:** Describe the actions you took to address the issue or achieve the aim and elaborate on why you chose those specific methods (including the evidence base for your choices).
- **Timeline and Collaboration:** Outline the timeframe of your work and identify the individuals or groups you collaborated with, explaining the reasons behind these collaborations.
- **Challenges and Solutions:** Detail any challenges or obstacles you encountered during the process and elaborate on how you addressed them effectively.
- **Outcomes and Impact:** Discuss the results of your efforts and clearly explain what was achieved. Explain how you measured the effectiveness of your actions and their positive impact on student learning through the lens of influencing or leading your peers.
- **Reflection and Future Application:** Identify what you learned from the experience and explain how you have applied these insights to adapt your approach in subsequent work or how you plan to do so.

Word Count

As aforementioned, it is recommended to allocate around 2,000 words to each Case Study from the total 6,000-word limit for the Reflective Narrative and Case Studies combined.

Choosing Your Case Study Examples

When selecting the two examples to focus on, aim for diversity. Choose examples that showcase your leadership in different facets of your higher education practice. For instance, avoid selecting two examples that both revolve around curriculum design.

Emphasizing Impact through Reflection

Remember, the Case Studies are meant to highlight your ability to positively influence the practices of others and, subsequently, enhance student learning experiences. Frame your narrative through the lens of impact and reflection. Don't simply describe what you did; explain why you chose those actions, how you overcame challenges, and how you measured the effectiveness of your contributions in leading or influencing colleagues.

You can find resources to provide you with the guidance you need to start your application for Senior Fellowship using the new Professional Standards Framework (PSF) 2023 [here](#). UVU requirements reflect the guidance from Advance HE direct application.

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

Supporting Statements (Reference Letters)

Your APP must include two reference letters that support your claim. The two writers should have recently worked with you to endorse your teaching and professional activities related to student learning. Specific examples should be included rather than vague statements such as "so-and-so is a great asset to our department." The writers should refer to the guidance document and template provided on the [OTL/HEA webpage](#) (content on website will be updated with the documents in this resubmission folder once transition is approved)

Importance of a Mentor

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

Submitting Your Application

A complete application includes your CV, APP, and two reference letters. You will submit your application by clicking the “Click here to apply for HEA Fellowship” box on the [OTL/HEA webpage](#). Note the approximate application deadlines in Table 1 below. If you have any questions about the submission process, contact hea@uvu.edu.

How Your Application Will Be Reviewed

Your application will be reviewed by two internal assessors who hold at least SFHEA fellowship and who have completed an annual calibration exercise. Your application may also be reviewed by an external examiner/auditor if it's drawn to be part of the sample sent to the external examiner/auditor to review for quality assurance purposes. The two internal assessors will individually score your application, then collaborate in summarizing their feedback to you. Assessment of your application will follow one of three assessment cycles (Table 1).

Table 1. Assessment cycles

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

Notifications	Early August
---------------	--------------

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

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

The assessment cycle takes approximately 3-4 weeks.

Below is a thorough explanation of the assessment process:

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

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

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

Several scenarios can arise during this collaborative phase:

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

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

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

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

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

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

Fellowship Application Assessment Process

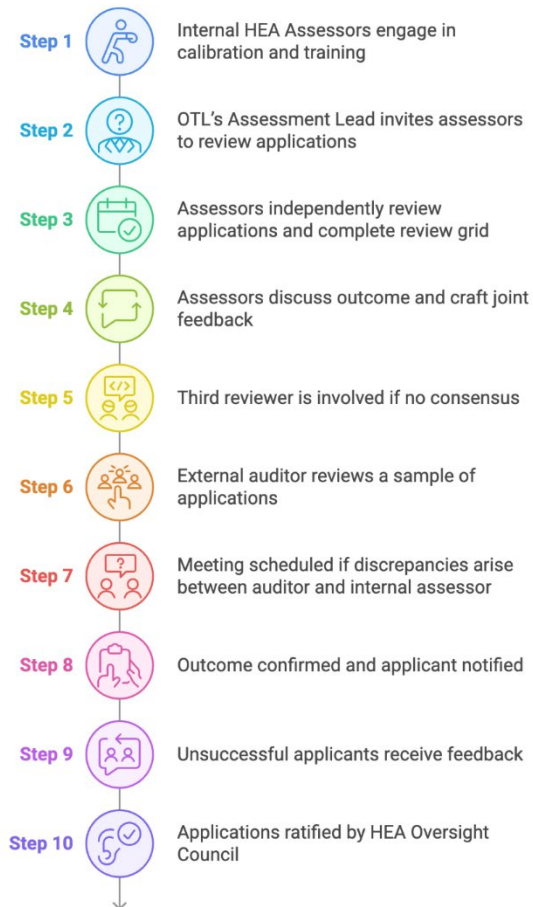


Figure 5: Experiential Route assessment Process

Appeals and Matters of Concern

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

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

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

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

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

Your Opportunity for University Service

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

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

You will be invited to mentor future applicants for AFHEA/FHEA/SFHEA after first completing the HEA Mentors and Assessors course. You will also be invited to HEA Fellowship Forums and may be asked to provide input to your academic department and university on educational issues. These opportunities for peer support and mentoring will contribute to your future professional development.

Good Standing

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

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

Learn More

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

APPENDIX A: Application Template for Senior Fellow (SFHEA)

Name:

Job Title:

Department:

Email:

Telephone:

Name of Your Mentor:

Your teaching/supporting learning context:

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

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

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

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

☐ I have read and understood the above statement. Date: _____

Guidance Notes

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

Part A – Your Senior Fellowship Claim

Your Senior Fellowship Claim for Section A comprises three components:

1. **Reflective Narrative**
2. **Case Study One**
3. **Case Study Two**

Part B – Your supporting documents

Please attach the following:

- Your CV

Part C – Identify Your Referees

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

Descriptor for Senior Fellow (D3)

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

Dimensions of the Professional Standards Framework (PSF)

Intersperse within your narrative evidence of all Core Knowledge and Professional Values dimensions according to the figure below. Throughout the narrative, include examples of relevant professional practice, subject and pedagogic research and/or scholarship related to the above activities, and involvement in professional development related to teaching and learning.

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

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

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

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

Part A: Account of Professional Practice (APP)

Reflective Narrative

Your **Reflective Narrative** should demonstrate how your practice aligns to the requirements for Descriptor 3. It should outline the philosophy that underpins your practice and how you have engaged in leading and influencing learning, teaching and assessment practice. You can draw on relevant literature and on experience/knowledge gained through engaging in professional development activities. When referring to specific methodologies and/or approaches, you will need to present a rationale and indicate how you measure their effectiveness and their impact on students' learning.

This account can also include your education, training, employment, roles and experience which have contributed to your professional development as a teacher, mentor, facilitator of learning and academic leader.

Your Account of Professional Practice (~ 2000 words start typing here)

Case Studies

The case studies for the Senior Fellowship application should demonstrate your influence on the practices of others and how this influence improved high-quality student learning. You should select the two most suitable examples from your work and experience, with each case study dedicated to a distinct example. Case studies should focus on different aspects of your practice to demonstrate a breadth of experience and to provide evidence towards the three Descriptor criteria statement. For instance, you should not choose two case studies that both center on Curriculum design or professional development.

Case Study One (~2000 - start typing here)

Case Study Two

Case Study Two (~ 2000 - start typing here)

Reference List (start typing here)

Part B

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

Part C

Referee

Your APP must include two reference letters that support your claim from an experienced colleague or senior staff who works directly with you and can comment, from first-hand experience, on your teaching

and professional activities related to student learning. Your referee should comment on the effectiveness and quality of your teaching practices, appropriate to the requirements for Descriptor 3. Specific examples should be included rather than vague statements such as “so-and-so is a great asset to our department.” Guidance for referees is supplied in the guidance document found on the website.

Please complete the following table:

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

Submitting Your Application

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

Your application will be reviewed by two assessors and an external reviewer who hold at least SFHEA fellowship and who have completed an annual calibration exercise. They will individually score your application, then collaborate in summarizing their feedback to you.

Appendix B

Evidencing the PSF Dimensions

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

Areas of Activity 1 (A1) requires a Senior Fellow (SFHEA) applicant to demonstrate how they design and plan learning activities and/or programs within their specific higher education context. This area emphasizes the applicant's impact on others who are directly involved in teaching and designing learning experiences.

An SFHEA applicant can demonstrate A1 by:

- **Supporting and guiding colleagues:** This could include helping colleagues plan or update study programs, adapt program designs to align with new institutional policies, or design learning activities that enable strong student support and the achievement of challenging learning outcomes.
- **Coaching:** This could involve demonstrating innovative approaches in their own design and planning work, which then influences colleagues to adopt similar practices.
- **Fostering equal opportunity:** The applicant should demonstrate how they've considered learners from all backgrounds and ensured the design and planning processes address all their needs.
- **Providing evidence of impact:** This could include student feedback, peer observations, or data on student performance that demonstrates the effectiveness of the applicant's influence on design and planning.

The applicant should clearly articulate their rationale behind the chosen design and planning approaches, drawing upon relevant research, scholarship, or professional experience. They should also provide evidence of how they evaluated the effectiveness of their influence on others' practices and any subsequent impact on student learning.

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

A2 refers to "teach and/or support learning through appropriate approaches and environments". Senior Fellows, who are expected to demonstrate leadership in teaching and learning, need to show how they've influenced their peers' practices in this area. It's not enough for Senior Fellows to simply describe their own teaching; they must illustrate their impact on the teaching and learning practices of *other* higher education practitioners. Specifically, Senior Fellows should describe how they have guided their colleagues in engaging with learners during teaching and support activities. This could involve a variety of learner types and levels of study, and may have taken place in person or remotely, individually or in groups.

Examples of how a Senior Fellow might demonstrate their influence on A2 include:

- Providing coaching and mentoring to new and experienced staff on their teaching and learning support

- Observing, reviewing, and helping to enhance the teaching practices of other staff in various settings
- Sharing effective teaching practices and resources with colleagues, and providing guidance on how to implement them effectively

When writing about A2, Senior Fellows should provide concrete examples that illustrate the positive impact their leadership has had on the teaching practices of their colleagues and, ultimately, on the learning experiences of students.

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

A3 relates to demonstrating awareness of different methods of, and approaches to, assessment and feedback/feed-forward. In the context of Senior Fellowship application, A3 refers to how an applicant has impacted their peers' methods of assessing student work and providing feedback. This impact might, for example, relate to formative assessment (assessing student learning to guide feedback) or summative assessment (assessment that contributes to a final grade). Senior Fellows applicants seeking to demonstrate their influence on A3 should focus on how their leadership has helped their colleagues foster high-quality learning through assessment. When collaborating with others on assessment and feedback, Senior Fellows must clarify their specific contributions and the impact of their work.

Examples of activities a Senior Fellow applicant might describe to demonstrate their impact on A3:

- Overseeing and coordinating assessment and feedback methods across academic programs, subjects, and/or learning support services
- Developing and/or coordinating assessment and feedback support materials and practices for colleagues
- Leading a department to re-examine its assessment practices in response to student feedback, resulting in better departmental assessment plans

When describing their impact on A3, Senior Fellows should explain the rationale for their approach to influencing their colleagues' practices and provide evidence of the positive impact their leadership has had on students' learning experiences.

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

This Area of Activity is about how to meet the needs of earners in terms of educational support and guidance. An applicant for senior fellowship can demonstrate A4 'Support and guide learners,' by showing how their leadership or influence has improved the ways that other professionals are supporting and guiding learners. An applicant for Senior Fellow might, for example, share an example of how they led the integration of study skills development into teaching and learning support practices, which may involve designing new programs, sessions, or online resources. A Senior Fellow applicant must clearly explain their specific role in collaborative projects and show how their leadership led to meaningful changes that improved the student learning experience. For instance, they could describe how they facilitated the adoption of new technologies or online resources and explain how that improved the learning experience for students.

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

The PSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. A Senior Fellow applicant can demonstrate engagement in A5 " Enhance practice through own continuing professional development " by showing how they have used professional development activities to improve their own practice and the practice of others. For example, a Senior Fellow applicant may want to consider describing how they disseminated the knowledge they gained to other teachers or support staff, and how that dissemination affected the student learning experience. For example, an applicant might describe how they shared best practices and materials from a professional development workshop with their colleagues, leading to the development of a new program to support students.

Evidencing Core Knowledge and Professional Values

Your narrative should also show evidence of the following:

Core Knowledge- In your context, apply knowledge of:

- ⌘ K1 How Learners learn, generally and within specific subjects
- ⌘ K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study.
- ⌘ K3 Critical evaluation as a basis for effective practice
- ⌘ K4 Appropriate use of digital and/or other technologies, and resources for learning.
- ⌘ K5 Requirements for quality assurance and enhancement, and their implications for practice.

Professional Values- In your context, show how you:

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

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

Submitting Your Application

A complete application includes your CV, APP, and two reference letters. You will submit your application by clicking the “Click here to apply for HEA Fellowship” box on the [OTL/HEA webpage](#). If you have any questions about the submission process, contact hea@uvu.edu.

Your application will be reviewed by two assessors and an external reviewer who hold at least SFHEA fellowship and who have completed an annual calibration exercise. They will individually score your application, then collaborate in summarizing their feedback to you.

APPENDIX C: Review Grid for SFHEA Assessors

Senior Fellow Review Grid

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

Section 1: Assessor judgement and feedback against Descriptor 3 Criteria

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

SECTION 1: Review of application against Descriptor 3 Criteria			
D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D3.2 practice that is effective, inclusive and integrates all Dimensions		Met (X)	Not Met (X)
Assessor 1			
Assessor 2			
D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.		Met (X)	Not Met (X)
Assessor 1			

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