

Accreditor Handbook 2023

Reviewing applications for Fellowship (Descriptors 1- 4) using PSF 2023



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1. Introduction

This handbook is for Advance HE Accreditors reviewing direct applications for Associate Fellow (Descriptor 1), Fellow (Descriptor 2), Senior Fellow (Descriptor 3) and Principal Fellow (Descriptor 4) for Advance HE.

It is to be used in association with the following documents:

- + Descriptors D1-D4 of the Professional Standards Framework for teaching and supporting learning in higher education (PSF2023)
- + Applicant guidance and draft application templates (D1-D4)
- + The four Guides to the PSF 2023 Dimensions - **Associate Fellowship, Fellowship, Senior Fellowship** and **Principal Fellowship**.
- + Supporting Statement guidance and templates (D1-D3)
- + Advocate guidance and template (D4)
- + Review Grids (D1-D4), (see Appendix 2)
- + Panel Outcome and Feedback Forms (see Appendix 3)
- + Accreditor Role and Responsibilities – updated annually and includes expectations for the professional development accreditors must undertake with Advance HE.

This handbook sets out the expectations for making judgements about fellowship (Descriptors 1-4) applications and the processes to be followed.

2. Eligibility requirements for fellowship

All the experience and evidence included in the application must relate to **higher education** provision such as:

- + level 4 or above within the **Framework for Higher Education Qualifications (FHEQ)** in England, Wales and Northern Ireland, or **equivalent**
- + level 7 or above within the **Scottish Credit and Qualifications Framework (SCQF)** in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or **equivalent**
- + level 5 or above of the **European Qualifications Framework**;
- + first cycle or above of the **Qualifications Framework in the European Higher Education Area** (QF-EHEA)
- + level 5 or above of the **Australian Qualifications Framework (AQF)** or **equivalent**
- + level 5 or above of the **New Zealand Qualification Framework (NZQF)** or **equivalent**
- + other equivalent higher education frameworks
- + activity focused on supporting learners within a Higher Education context, providing the learner(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above
- + delivery of some **non-accredited continuing professional development** for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

In defining what constitutes higher education (HE) teaching and learning within different international contexts, in order to determine eligibility for Fellowship, Advance HE uses **UK ENIC** (The UK national agency for international qualifications and skills) information about international education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for Fellowship if they are an integral part of a programme defined as Higher Education within the context of the country of study.

The definition of what constitutes HE has been further defined for staff in **UK and Australasia**. If you are unsure whether the examples of practice within an application meets the eligibility requirements above, contact **Fellowship@advance-he.ac.uk**

3. Currency and evidence requirements

- 3.1 Examples will be drawn from recent practice (Associate Fellow/Fellow usually within the last 3 years, Senior Fellow usually within the last 3-5 years and Principal Fellow usually within the last 5-7 years). If an applicant reflects on any historic professional practice beyond this timeframe as part of their evidence, they should explain how this has ongoing impact on their current practice. Applicants taking a career break for a variety of reasons (e.g. maternity cover, illness, etc.) or working in a variety of contexts such as fixed-term/part-time contracts/tenures, should not be disadvantaged; please use your professional judgement in determining the appropriateness of the currency of practice and seek advice from the Fellowship Team Fellowship@advance-he.ac.uk if unsure.
- 3.2 The applicant is making a 'claim'; that their work is effective and inclusive and has a positive impact. They should show clear rationale that explains the way they work and the choices they make in their HE practice.
- 3.3 A summary of direct Fellowship application requirements (Descriptors 1-4) is provided in Appendix 1 that provides an overview of evidence requirements at each category of Fellowship.
- 3.4 The word count for each category of Fellowship is set out below. Direct applications for Fellowship are written submissions. Any web links, images, additional artefacts or information should not be reviewed.

Category	Word limit for first application
Associate Fellowship	1400-word limit for the reflective narrative plus citations (200 words); overall maximum 1600 words (plus Context Statement 300 words)
Fellowship	3000-word limit for the reflective narrative plus citations (500 words); overall maximum 3500 words (plus Context Statement 300 words)
Senior Fellowship	6000-word limit for reflective narrative and two Case Studies plus citations (500 words); overall maximum of 6500 words (plus Context Statement 300 words)
Principal Fellowship	7000-word limit for Case Studies of Strategic Leadership plus citations (500 words); overall maximum of 7500 words (plus Context and Leadership Statement 500 words and RSEI 10 entries of 25 words each)

4. Context statement (D1-D4)

- 4.1 Applicants should provide a Context Statement of up to 300 words in addition to the application requirements for D1-D3 (listed in the table above). For D4, applicants should provide a Context and Leadership Statement of up to 500 words in addition to the application requirements for D4 (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.
- 4.2 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 factual background to the application and should not be 'reviewed' against the PSF 2023 Descriptor criteria.
- 4.3 The purpose of the Context Statement is to provide contextual information which is necessary to understanding the scope and impact of the applicant's achievements. Applicants should briefly outline the context for their work in teaching and/or supporting learning. This should be, focussed on their roles and responsibilities, and any other aspects of their context which affect the practice discussed in their application. At D1 and D2 this practice is usually drawn from within the last 3 years, D3 usually within the last 3-5 years and D4 within the last 5-7 years. They should identify the type(s) and location(s) of institution (as appropriate). In addition, D4 applicants should include information that has shaped their recent approach(es) to leading strategically.
- 4.4 Applicants should **identify** the learners/colleagues that they work with, for example, level of study/professional practice (e.g. year of study, undergraduate, postgraduate, HE work-based/industry/service learning, etc.), programme(s)/unit(s) of study, expert/specialist area of work, number and types of learners, etc. For **Senior Fellowship**, the applicant's work with learners will be more indirect; their impact on high quality student learning will be via influence and leading the enhancement of colleagues' practice; they will work more closely with colleagues/teams/departments/Faculty/external organisations/professional bodies/services, etc. **Principal Fellowship applicants** will need to evidence strategic leadership of others in relation to learning and teaching, without significant operational involvement or direct contact with learners.
- 4.5 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 and inclusive 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 2023.

5. Panel Review timeline (D1-D4)

- 5.1 Throughout the review process, it is the responsibility of all Accreditors to effectively communicate with each other and provide a full audit trail of the decision-making process, contacting Advance HE if required.
- 5.2 The full Review Timeline setting out each stage in the review process for each category of Fellowship is outlined below. Possible review outcomes for all categories of Fellowship are outlined in Section 10. Examples of the Review Grids for each category of Fellowship are included in Appendix 2.

Stage	Accreditor Activity		
Stage 1 Week 1 to mid-week 2	Associate Fellow/Fellow	Senior Fellow	Principal Fellow
	+ Allocation of 20 applications	+ Allocation of 8 applications	+ Allocation of 8 applications
	+ Each accreditor acts as Lead Accreditor for 10 applications	+ Each accreditor acts as Lead Accreditor for 4 applications	+ Each accreditor acts as Lead Accreditor for 2 or 3 applications
	+ Accreditors to review all twenty applications independently	+ Accreditors to review all eight applications independently	+ Accreditors to review all eight applications 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		
	Associate Fellow/Fellow/Senior Fellow		Principal Fellow
	+ Discuss and resolve any individual differences in judgements to reach agreed consensus judgement		+ Discuss and resolve any individual differences in judgements to reach a majority judgement
	+ Lead Accreditor to ensure that all Review Grids are fully completed with the final outcome judgement clearly recorded + For any referred application(s), the Lead Accreditor draws on the feedback provided by the Panel to complete the relevant Panel Outcome and Feedback Form		
Stage 3 End week 2 Panel	+ Following the Panel, successful applicants will be notified of the outcome by email + Any referred applicants will be sent the Panel Outcome and Feedback Form as an email attachment		
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 three-week timeframe. If unsuccessful on resubmission, the Lead Accreditor completes Section 4 of the relevant Panel Outcome and Feedback Form within the same time period + The review process is now complete. Unsuccessful applicants may choose to reapply in future; a new application with associated fee will be required		

6. Starting the Panel

- 6.1 All direct applications for Fellowship to Advance HE are reviewed online in a virtual Panel. You will receive email correspondence from the Advance HE Fellowship Team (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 accreditors on the Panel and start and end date. You will also be provided with a list of applications for which you are Lead Accreditor.

- 6.2 All **Associate Fellow/Fellow** applications are initially independently reviewed by two Accreditors in an Associate Fellow/Fellow Panel. It is likely there will be a small proportion of Associate Fellow applications alongside Fellow applications within each Panel. You will be assigned to a Panel, paired with another accreditor. Over a two-week period, you will both jointly be responsible for reviewing twenty applications in each Panel. See Sections 15 and 16 for specific guidance to support your review of Associate Fellow and Fellow applications.

You will be allocated ten applications to review in the first stage of the review process for Associate Fellow/Fellow. You will then act as Lead Accreditor for the remaining ten applications already reviewed and enter your independent review into the joint Review Grid (see Sections 8-11).

- 6.3 All **Senior Fellow** applications are initially independently reviewed by two accreditors in a Senior Fellow Panel over a two-week period. You will be assigned to a Panel, paired with another accreditor. You will be allocated eight applications to review and will be the Lead Accreditor for four of these. See Section 17 for specific guidance to support your review.

You will be allocated four applications to review in the first stage of the review process for Senior Fellow. You will then act as Lead Accreditor for the remaining four applications already reviewed and enter your independent review into the joint Review Grid (see Sections 8-11).

Senior Fellow Panels will be arranged to run in pairs. In addition to the list of four applications for which you are Lead Accreditor, you will be provided with a list of four applications in the parallel Panel that you may be required to act as a Moderator for, should accreditors in that Panel be unable to reach a consensus decision (see 10.3 below).

- 6.4 All **Principal Fellow** applications are initially independently reviewed by three accreditors, all holding Principal Fellowship, over a two-week period. You will be assigned to a Panel with two other accreditors. You will be allocated eight applications to review and will be the Lead Accreditor for 2 or 3 of these. See Section 18 for specific guidance to support your review.

6.5 **Conflict of Interest:** before you begin any Panel, check through the applications in your Panel and notify Advance HE of any possible conflicts of interest so that the application(s) in question may be re-allocated to another accreditor 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 provided feedback or reviewed the applicant's application.

Where your objective professional judgement or impartiality may be affected, notify Advance HE as soon as possible (fellowship@advance-he.ac.uk).

6.6 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** to enter your individual review judgement and feedback so planning the timing of each accreditor's work during the two-week period will be important to agree at the start (remembering that there may be differences in time zones); The Lead Accreditor 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.

Should you require any assistance during the Panel on any matter, please contact Advance HE's Fellowship team at fellowship@advance-he.ac.uk

7. Supporting Statements (D1-D3)/Advocate Statements (D4)

- 7.1 Alongside the application for each category of Fellowship, applicants submit one Supporting Statement (D1), two Supporting Statements (D2 and D3) or three Advocate Statements (D4) to verify and endorse their application.

Principal Fellow applicants submit three Advocate Statements. Between them, Advocates should meet the following criteria:

- + at least one should be able to comment on the ways in which the applicant has directly influenced their own practice;
- + at least one should be external to the applicant's institution (if they are employed as opposed to self-employed);
- + at least one should be from a higher education provider.

- 7.2 The Supporting Statements/Advocate Statements will verify and endorse 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/Advocate Statements to confirm that the applicant has represented their practice accurately and that the referees/advocates have provided their unique opinion that the applicant has demonstrated the requirements of the relevant Descriptor (D1-D4) of the PSF 2023.

- 7.3 Your options in your review of the Supporting Statements/Advocate Statements are 'Yes' or 'No'. If your judgement is No, or there is any issue with the Supporting Statements/Advocate Statements please refer to Appendix 4 to determine the action to take. The Supporting Statements/Advocate Statements 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 accreditor. It is the applicant's responsibility to make a sufficient claim against the relevant Descriptor criteria (D1-D4). 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 (APP).

- 7.4 Referees/Advocates provide their Supporting/Advocate Statements (D1-D4) using the Advance HE Supporting/Advocate Statement Guidance and Template (D1-D4) as these have been developed to provide the information required. If there are concerns regarding the Supporting Statements/Advocate Statements, such as issues relating to, for example, sufficiency, currency or similarity, please see Appendix 5 for guidance as to the appropriate course of action to take.

- 7.5 Some Supporting Statements/Advocate Statements include useful information that could be drawn upon when writing your feedback to a referred applicant.

Reviewing the first submission

8. Individual accreditor completing Review Grid for first submission

- 8.1 Your role in reviewing an application for Fellowship (D1-D4) is to make a judgement about whether the evidence in the application is sufficient to meet the requirements of the relevant PSF 2023 Descriptor. Specific guidance about each category of fellowship is provided in Sections 15-18.

You will need to refer to the four category versions of the **Applicant guidance** (D1-4) and the four versions of the **Guide to the PSF 2023 Dimensions documents** (D1-4) to support you in making a judgement about the appropriateness and sufficiency of evidence of effective and inclusive practice provided in the application. Links to these guidance documents are included in each category section below.

- 8.2 Your individual independent judgement of an application is based on the applicant's Account of Professional Practice (APP) and the one Supporting Statement (D1) / two Supporting Statements (D2 and D3) / three Advocate Statements (D4). 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.

- 8.3 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 across the full application. If you judge **one or more** Descriptor criteria as '**Not Met**' then your individual judgement is **Refer**.
- 8.4 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.
- 8.5 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 (examples that meet the criterion) 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 accreditor(s) to understand your position.

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. For example, if an applicant for Principal Fellowship includes evidence that is more closely aligned to Senior Fellowship, you should comment on instances where practice aligns more closely to Descriptor 3 than Descriptor 4 (citing some examples), though it would not be acceptable to recommend that the applicant should consider Senior Fellowship (for example, they may already hold this award).

- 8.6 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 members (e.g. through email, Teams, Zoom, phone, etc.) you may decide to change your initial individual decision; in this instance, please ensure that you **finalise** your part of the shared Review Grid, making clear your own individual judgement and feedback.
- 8.7 If your individual judgement is that all the Descriptor criteria have been sufficiently evidenced, record your individual judgement in Section 3 of the Review Grid as **Award** (please note that the combined Panel outcome could be Refer). If your individual judgement is to Award then you do not need to write feedback to the applicant in Section 3 of the Review Grid, as Advance HE does not currently provide feedback to successful applicants; your judgement to Award will be supported by the comments you have provided under each Descriptor criterion in Section 1 of the Review Grid.
- 8.8 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**.
- 8.9 If your overall individual judgement is to **Refer** the application, provide feedback to the applicant in the Review Grid within **Section 3: Initial Individual Accreditor 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 12.
- 8.10 Although the Lead Accreditor is responsible for drafting the feedback to unsuccessful applicants (Section 11), all accreditors on the Panel are expected to support the Lead Accreditor by providing clear information on their own forms, using wording that can potentially be used by the Lead Accreditor in providing feedback for the applicant. All Panel members need to make clear why they have judged 'Met' or 'Not Met' for each Descriptor criterion; the feedback the Lead Accreditor constructs reflects the judgements of all Panel members and should be accurate, supportive and actionable in order to guide the applicant to understand the requirements to be successful at resubmission.

- 8.11 Please note that an applicant could access the completed Panel Review Grid by making a **Subject Level Data Request** to Advance HE. Although this is an extremely rare occurrence, in this instance the Advance HE team would redact accreditor 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 clear, professionally worded and uses an appropriate tone.

9. Recording Panel discussions

- 9.1 Individual accreditors 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 8.6 above). Should Panel discussions take place, please record brief details in **Section 2: Record of Panel Discussion** of the Review Grid. Any accreditor can add to this section of the grid and please add initials to indicate who has commented.
- 9.2 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. For example, the Advance HE team could ask the applicant to write a piece for the website.
- 9.3 The Advance HE team also asks accreditors to use Section 2 to identify any application that could be useful for training/development purposes, e.g. standardisation events and webinars, fellowship workshops, etc. In this instance, the applicant will be asked for permission and the application will be anonymised.

10. Combined Panel outcome

- 10.1 Once individual accreditors 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 (AF/F/SF)** or **majority decision (PF)** 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; ie the Lead Accrerator does not have a casting vote.
- 10.2 For **Associate Fellow/ Fellow and Senior Fellow** Panels the final outcomes are a **consensus judgement** as set out below:

Initial individual accerator judgements		AF/F/SF Panel Outcome	Action taken
Award	Award	Award	+ Applicant awarded + Email sent and certificate downloaded via My Advance HE Portal
Refer	Refer	Refer	+ Lead accerator completes Panel outcome and feedback form + Applicant can resubmit once to same Panel within 4 weeks of the outcome
Award	Refer	Accreditors required to agree consensus Award or Refer	+ Consensus must be reached by two accreditors + Discussion recorded in Section 2 of Review Grid to provide full audit trail of process and decisions + Lead Accerator enters final agreed outcome on Review Grid

- 10.3 If, in the rare instance, following Panel discussion for Senior Fellow Panels, a consensus decision cannot be reached, the Lead Accerator can contact the allocated Moderator for that application from the parallel Senior Fellow Panel. 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.

10.4 For **Principal Fellowship** Panels a **majority judgement** is required as set out below:

Initial individual accreditor judgements			PF Panel Outcome	Action taken
Award	Award	Award	Award	+ Applicant awarded + Email sent and certificate downloaded via My Advance HE Portal
Refer	Refer	Refer	Refer	+ Lead accreditor completes Panel outcome and feedback form + Applicant can resubmit once to same Panel within 4 weeks of the outcome.
Award	Award	Refer	Award	+ Accreditors may choose to discuss if views differ + Majority outcome confirmed + Applicant awarded (as above)
Award	Refer	Refer	Refer	+ Accreditors may choose to discuss if views differ + Majority outcome confirmed + Lead accreditor completes Panel outcome and feedback form + Applicant can resubmit once to same Panel within 4 weeks of the outcome

10.5 The Advance HE academic team may be contacted via fellowship@advance-he.ac.uk (please do not contact team members directly as we operate a rota to balance workload) to advise on any unusual points/exceptional circumstances requiring clarification/advice during the Panel. The Advance HE team sits outside the peer-review process; ie they act only in an advisory capacity and are not part of the judgement process.

11. Lead Accreditor role in co-ordinating Panel outcome and writing referred applicant feedback

- 11.1 It is the responsibility of the Lead Accreditor to ensure that the Review Grid for each application is fully completed. This includes:
- + Recording the applicant and accreditor details in the top section of the grid;
 - + Recording the date of the Panel outcome;
 - + Checking all accreditors have fully completed their judgements against Descriptor criteria in the Review Grid Section 1: Review of application and Section 3: Initial individual accreditor judgement and feedback to referred applicants;
 - + **Recording the final overall decision** (Award or Refer) in the top of the grid. The Advance HE team will take this as the final outcome.
- 11.2 If the final outcome of the Panel is to **Award**, the Lead Accreditor ensures that the grid is finalised and uploaded.
- 11.3 If the final outcome of the Panel is to **Refer**, in addition to finalising and uploading the grid, the Lead Accreditor writes the feedback to the applicant using the relevant **Panel Outcome and Feedback Form** using feedback provided by all Panel members in the completed Review Grid.
- 11.4 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.
- 11.5 The Lead Accreditor should email the Advance HE (AHE) Fellowship team (Fellowship@advance-he.ac.uk) to confirm that the Panel has been completed. This is an important step to ensure that the AHE team are clear that the Panel outcomes are finalised and the team can progress to award fellowship/send out feedback to referred applicants.

Writing feedback to referred applicants

12. Writing feedback to applicants

12.1 Importance of clear, comprehensive and actionable feedback

In your role as accreditor you will, at some point, be responsible for writing feedback to a referred and/or unsuccessful applicant. Advance HE recognises that there are challenges in producing feedback that is effective at supporting resubmissions.

It is clear from interactions with applicants that individuals who are applying directly to Advance HE 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 consider themselves more vulnerable in writing this kind of reflection than when they are writing a report or article for example. Consequently, they often find the feedback and actions particularly challenging to receive and work with.

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

Considering what is known about what applicants experience when they are referred or unsuccessful, this guidance is written to support all accreditors with responding to an application that has not met the relevant PSF 2023 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 Accreditor to complete the Panel Outcome and Feedback template. This template will be sent to the applicant and will be the main source of support for them to rework their application for resubmission. In instances where resubmission is unsuccessful, your further feedback may support a new application (see below for further guidance on completing this form).

Although it is the responsibility of the Lead Accreditor to complete the Panel Outcome and Feedback template, all Panel members should make 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 Accreditors are responsible for communicating with their fellow panellists when their draft template is ready for comment.

12.2 Aspects to keep in mind when writing feedback to referred applicants

The Fellowship team at Advance HE respond to enquiries from applicants who have received your feedback, and who often require support to make sense of what they are asked to do for resubmission. The team will use your individual and lead feedback in review grids and outcome forms as a resource to support and guide the applicant. Depending on their context, your feedback may be the only support an applicant has to make their resubmission; hence the need to provide supportive, clear and actionable feedback (including suggestions for criteria that are 'Not Met') in your review grids.

- + If the applicant chooses not to access other support, your feedback may be one of the only ways Advance HE has individual contact with the applicant. Challenging applications can take time to review, and if there are several of these in a Panel then it can be challenging to remain positive and constructive in your feedback. However, each individual that has applied may consider that they will have met the relevant Descriptor criteria and their application will lead to a successful outcome. Given that the outcome is refer/unsuccessful, your feedback should engage them positively with the process and enable the applicant to respond to the actions set for resubmission.
- + Applicants are professionals and have a variety of roles and responsibilities across different higher education sectors across the globe. The tone of your comments should therefore be respectful, constructive and actionable. Think about how you would give feedback to a person you know, such as a team colleague, a project partner, a co-author, or your line manager. Please remember that your feedback may also be read by referees/advocates/mentors/other colleagues as well as by the applicant.
- + Note that the applicant will have selected a range of practices and/or types of evidence to make their claim and, as such, their application represents a particular context and moment in time, responding to a specific word count. Therefore, where you do make requests for resubmission, be mindful of this and focus on the additional evidence required to meet the relevant Descriptor criteria rather than critiquing the approach.
- + If the applicant has not accessed other advice, the feedback you provide may be the only support the applicant will get to help them understand the PSF 2023 and the category of fellowship for which they have applied. When signposting to the PSF 2023, guidance etc. please remember that they will not have your expert knowledge of the PSF 2023 terminology.
- + Advance HE receives many direct applications from speakers of English as a second or third language and from a variety of global contexts. Therefore, the clarity of language and consistency of your feedback is essential. The feedback should be clearly actionable, using direct language, eg 'please explain ...' rather than 'it would be useful if you could say more about'.
- + Please provide feedback and actions 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 2.3, please provide examples of how you have developed effective approaches to student support and guidance (A4)
'There was/were no ...'	'Please provide further evidence of ...'
'There is a lack of evidence'	'Please provide examples of. [add specifics]...to strengthen the evidence for this criterion'
'The application lacks' 'The application needs'	To fully evidence criterion Descriptor X.X, please explain ...
'Room for improvement' 'There is limited evidence of ...'	Please provide further evidence of where you have
'There are a couple of weak areas that you need to address'	'Please provide further details to evidence ... [add specifics]' 'Successful Descriptor 2 applicants demonstrate and to enable you to show this, please provide examples of where you have Describe what you did, and explain the impact on learners.
'Unfortunately ..'	To strengthen your application, please ... To further develop your evidence for this criterion, please ...
Primarily, the reviewers felt that your application could have demonstrated.... (highlights what is 'wrong' with the application, even though it is phrased less negatively than some examples).	'Your application provided useful insights about your teaching approaches and included clear evidence of your commitment to your learners, particularly for ... X and Y (page X). To fully address the requirements for Fellowship (Descriptor 2 of the PSF 2023), the Panel request that you provide further examples of x and y'.

Figure 2: Rephrasing feedback – example using a Fellowship (D2) application

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 D2.2.' '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 2023, and who may not have local guidance to support them.	Section 2: Feedback Summary Your professional practice is clearly underpinned by your subject and you provided some useful evidence against D2.1 and D2.3. To fully satisfy the requirements of Descriptor 2, the Panel ask that you provide further evidence for D2.2. You have discussed some aspects of your work in relation to this criterion (namely K1-K4) in your application, though to meet the requirements for the Award of Fellowship please provide further evidence in relation to K5. Section 3: Key action points You provide examples (page X and X) which address K1, K2, and K4 of the Core Knowledge Dimensions (Descriptor 2 Criterion D2.2). Please provide further explanation in relation to K3 and K5: • Core Knowledge K3 (p5, PSF 2023): Explain what methods you use for critically evaluating the effectiveness of your teaching, how you ensure this is done appropriately, and what you changed in response to the evaluation outcomes. • Core Knowledge K5 (p5, PSF 2023): Explain how you have taken the implications of quality assurance and quality enhancement into account in your professional practice. Please explain what quality assurance and enhancement activities (e.g. programme/service review; work with professional bodies or associations; assessment moderation; regulations or standards) you have been involved in and explain how this has influenced your practice.

13. Completing Sections 1-3 of the Panel Feedback and Outcome template

The Lead Accreditor will populate this form and it will be sent to referred applicants.

13.1 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 for Descriptor 1 in Section 1

Descriptor 1 Criteria		Met (✓)	Not Met (✓)
D1.1	Use of appropriate Professional Values, including at least V1 and V3		✓
D1.2	Application of appropriate Core Knowledge, including at least K1, K2 and K3		✓
D1.3	Effective and inclusive practice in at least two of the five Areas of Activity	✓	

The second part of the table in Section 1 asks you to indicate whether the referees/advocates verify and endorse the applicant's account in their statements. If you answer 'No', please include a specific action point to make clear what additional evidence you require. Eg *please provide an additional reference/advocate statement from a colleague who can corroborate your work at University X*. Please refer to Appendix 5 on how to respond to issues arising from supporting/advocate 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 Section 4 should they be unsuccessful on resubmission).

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.

13.2 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. Include feedback on selected examples of the application and where the individual has demonstrated appropriate evidence of their professional practice against the Descriptor. Please provide appropriate 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 Appendix 4 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.

13.3 Section 3 of the Feedback and Outcome template: Feedback key action 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 asking them to do to be successful, though take care not to ‘dictate’ their actions. Some examples are included later in this document to guide you. Please consider the following points:

- + Identify and feedback on specific criteria/issues/gaps noted by the Panel, with key actions/suggested amendments etc. Provide a bullet or numbered point for each action identified, and include guidance to help the applicant address your development points
- + Write actions against relevant Descriptor criteria (eg D2.3) or Dimensions (K3, V4) as appropriate
- + Include any requirements for specific sections to be revised within the application; for example, if a new case study (SF) is considered the most beneficial revision, ask for it here. Careful phrasing is important as it is the applicant’s choice in presenting their practice against the criteria and you will not necessarily have a full picture of the nature, scale and scope of their practice. However, it should be clear what you are asking for in the resubmission, 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 2023
- + If you are asking for substantial additional evidence/explanation, identify which aspects the applicant should redraft/edit/change to make room for this within the allocated resubmission 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.

13.4 Allocated word limits for resubmission

The word limits for resubmission are included in the resubmission template applicants receive. Applicants are expected to redraft aspects of their application to make space for the additional evidence required in their revised application. They are allocated additional words to support them in making revisions (please see below). Please note that the Advance HE online system will not allow applicants to exceed this limit.

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 (plus Context Statement 300 words)
Fellowship	3300-word limit (additional 300 words) for the reflective commentary plus citations (500 words); overall maximum 3800 words (plus Context Statement 300 words)
Senior Fellowship	6500-word limit (additional 500 words) for Reflective Narrative and two Case Studies plus citations (500 words); overall maximum of 7000 words (plus Context Statement 300 words)
Principal Fellowship	7500-word limit (additional 500 words) for Case Studies of Strategic Leadership plus citations (500 words); overall maximum of 8000 words (plus Context and Leadership Statement 500 words and RSEI 10 entries of 25 words each)

13.5 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 14 below.

Reviewing resubmissions

14. Referred applicants and resubmissions

- 14.1 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. Feedback and key action points provided by the Panel should be clear for the applicant to follow to support the revisions they need to make.
- 14.2 As an accreditor, you should *usually* 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 Advance HE academic team monitor all the feedback forms 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/mitigating circumstances.
- 14.3 The Panel has three weeks to complete a review of the resubmitted application. Accreditors judge each resubmission on the basis of the feedback provided in the original Panel Outcome and Feedback Form only; i.e. accreditors should use this feedback to consider whether the key actions identified have been addressed and should not complete a new review of the whole application.
- 14.4 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.
- 14.5 The Panel will review the resubmission using the copy of the original Review Grid. Using **blue coloured font**, each accreditor 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.
- 14.6 There are two possible outcomes to the review of a resubmission.

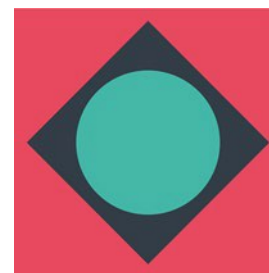
Award	The evidence is sufficient to award Fellowship at the relevant category.
Unsuccessful	The evidence is insufficient and the award cannot be made. The applicant will be provided with feedback to explain the outcome. This is written by the Lead Accreditor in Section 4 of the Panel Outcome and Feedback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

- 14.7 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).
- 14.8 The original Lead Accreditor co-ordinates this process and ensures that a consensus (AF/F/SF) or majority decision (PF) is reached to confirm **Award** or **Unsuccessful** as the final outcome for the application. This may require further discussion between accreditors should there be any differences in judgement (Panel outcomes identified in Sections 10.2 and 10.4 still apply).
- 14.9 If the final Panel outcome is successful, the Lead Accreditor 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).
- 14.10 If the final Panel outcome is unsuccessful, the Lead Accreditor will record '**Unsuccessful**' in the top part of the Review Grid.
- 14.11 If the outcome is 'Unsuccessful', the Lead Accreditor 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 at the top of the form and in **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.
- 14.12 The Lead Accreditor should update the table in Section 1 to ensure that the final Panel decision against the Descriptor criteria is available to the applicant.
- 14.13 To provide final Panel feedback to the applicant to explain the 'Unsuccessful' outcome, the Lead Accreditor 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.

As with the feedback on first submission, it is essential to use positive phrasing and to clearly explain to the applicant what they have addressed on resubmission and what aspects are still 'Not Met'. Provide some succinct and clear guidance on what the applicant might do to address any aspects which are still not met 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.

- 14.14 If you are not the Lead Accreditor, please support your other Panel member(s) by checking the consistency of feedback from the Panel across both sets of feedback and proof-read the template; ie the updated table in Section 1 and a new Section 4.

Guidance for reviewing Associate Fellow applications



15. Guidance for reviewing Associate Fellow applications

- 15.1 Associate Fellowship is suitable for individuals whose practice enables them to evidence some Dimensions of the [Professional Standards Framework for teaching and supporting learning in higher education \(PSF 2023\)](#).

Associate Fellowship is awarded to individuals who can demonstrate effectiveness of practice in teaching and/or support of learning through evidence of the requirements of the three Descriptor 1 (D1) criteria which are as follows:

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

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

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

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

- 15.2 You should refer to the [Associate Fellowship Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions - Associate Fellowship \(D1\)](#) as you carry out your review, as these set out the expectations for evidence of effective and inclusive practice appropriate to Associate Fellowship (Descriptor 1).

In your review, keep in mind that a variety of applicants may apply for Associate Fellow, for example, professional services staff, PhD students, graduate teaching assistants, contract researchers, post-doctoral researchers, part-time/fractional staff, learning technologists and professionals working in industry. Higher education takes many forms and there is considerable variation in the different responsibilities higher educational professionals carry out; for example, subject background, job role, institutional context, etc.

‘Context’ is a key theme within PSF 2023. All Dimensions refer to use, application and demonstration of activity in context, and for all Descriptors, the evidence within applications should be reviewed in relation to the applicant’s professional context.

The application is a personal account and its focus throughout is on the applicant’s own professional practice; it should be personal to their specific, individual and

distinctive practice. document to ensure that you are familiar with the wide variety of higher education practice that can be used by applicants to evidence their effective and inclusive practice for Associate Fellow.

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 2).

Applicants are guided to structure their examples as follows:

- + **What** they did using selective examples of practice (this might include how they have addressed any difficulties or overcome practical issues)
- + **Why** they did it in that way; their reasons and justifications for their choices and decisions (eg drawing on Professional Values to guide planning, use of appropriate evidence base to determine approach (V3), etc.)
- + **How** they know that their approach was **effective** (K3) (e.g. the kinds of 'information' they use to review and evaluate their work, the impact it had on their learners, any learner/peer feedback)
- + How they ensure that they **develop and enhance** their practice; for example, engaging in peer review, developing their evidence-base (V3) or engaging in critical evaluation of their practice (K3) etc.

Associate Fellowship application requirements

15.3 Associate Fellowship is based on meeting Descriptor 1 (D1) of **PSF 2023** and the Account of Professional Practice (APP) is the core of the application. It is a reflective narrative about the applicant's higher education responsibilities and effective and inclusive professional experience focused on **some** Dimensions of the PSF 2023.

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

- + **Written Account of Professional Practice; Context Statement and Reflective Narrative against two PSF 2023 Areas of Activity**
- + **One Supporting Statement**

15.4 Applicants will 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 'reviewed' and cannot be used to provide supplementary information against the D1 criteria of the PSF 2023 (see Section 4).

- 15.5 **Application Word Limit** - The overall word limit for the Associate Fellow Account of Professional Practice is 1400 words for the reflective narrative plus citations (200 words); 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.
- 15.6 An application for Associate Fellowship will include one Supporting Statement that will verify and endorse the application (see Section 7).

Using Descriptor 1 to review the application

A Panel is made up of two accreditors. Each accreditor should base their review of an Associate Fellow application on the three Descriptor 1 criteria (p.7, PSF 2023) which form the basis for the award of Associate Fellowship. Successful applications that are awarded Associate Fellowship demonstrate effectiveness of practice in teaching and/or support of learning by meeting these three criteria as appropriate to the applicant's practice and context.

At Descriptor 1, some Professional Values and Core Knowledge Dimensions are mandatory; *at least* V1, V3, K1, K2 and K3. The evidence for these Dimensions is likely to be integrated within the Reflective Narrative across the two chosen Areas of Activity. For example, evidence may be seen in the reasons they give for why they chose the approaches they did, in the discussion of how they know that their approach was effective and inclusive and/or in how they plan to develop and enhance their practice in the future.

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

The PSF 2023 Professional Values are seen as the foundation of professional practice, and as underpinning all of the professional activity of teaching and supporting learning. Although it is not a requirement to demonstrate evidence against all five of the PSF 2023 Professional Values, applicants for Associate Fellow need to provide evidence for V1 and V3. They need to show how they respect individual learners and diverse groups of learners (V1) and how they use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3).

The **Guide to the PSF 2023 Dimensions-Associate Fellowship (D1)** document includes questions to help applicants focus on the PSF 2023 Professional Values and includes examples of different types of evidence appropriate for Descriptor 1 that might be included in applications. However, you may encounter a wide variety of evidence in different applications from across the globe and will make a professional judgement about their appropriateness for Associate Fellowship. Please note that the examples in the reflective narrative will be specific to the applicant's individual context and responsibilities.

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

V1 at Descriptor 1 should demonstrate that the applicant has got to know who their learners are and show how they ensure that their learning and teaching practice reflects learners' identities, interests and needs. The 'groups of learners' that applicants work with will be determined by their work context and their role. Groups can refer to two or more learners learning together in the same space, or the applicant may refer to their work with a number of separate individuals who share common characteristics.

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

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

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

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

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

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

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

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

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

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

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

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

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

The ways in which the applicant supports the learning experience will vary and reflect their individual context and responsibilities and this will be presented in the Areas of Activity they choose. For example, a laboratory technician may be responsible for ensuring the safety of the learning environment, setting up equipment, responding to student queries during practical sessions (A2 and 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 learners with regards to information literacy and research techniques (A1) and subsequently involved in directly engaging with learners in small group or one-to-one teaching sessions (A2).

Guidance for reviewing Fellow applications



16. Guidance for reviewing Fellow applications

- 16.1 Fellowship is suitable for individuals whose practice with learners has **breadth and depth**, enabling them to evidence all Dimensions of the **PSF 2023**.

Fellowship is awarded to professionals who can demonstrate **effectiveness of practice in teaching and/or support of high-quality learning** through evidence of the requirements of the three Descriptor 2 (D2) criteria of the PSF 2023 which are as follows:

Descriptor 2 is suitable for individuals whose practice with learners has **breadth and depth**, enabling them to **evidence all Dimensions**.

Effectiveness of practice in teaching and/or support of high- quality learning is demonstrated **through evidence of**:

D2.1: use of all five Professional Values

D2.2: application of all five forms of Core Knowledge

D2.3: effective and inclusive practice in all five Areas of Activity

- 16.2 You should refer to the **Fellowship Applicant Guidance** and **Guide to the PSF 2023 Dimensions - Fellowship (D2)** as you carry out your review, as these set out the expectations for evidence of effective and inclusive practice appropriate to Fellowship (Descriptor 2).
- 16.3 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 2). If an applicant needs to refer back to practice from more than 3 years ago, they need to ensure that they focus on how this now influences their current practice.
- ‘Context’** is a key theme within PSF 2023. All Dimensions refer to use, application and demonstration of activity in context, and for all Descriptors, the evidence within applications should be reviewed in relation to the applicant’s professional context.
- 16.4 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.

Applicants are guided to structure their examples as follows:

- + **What** they did using selective examples of practice (this might include how they have addressed any difficulties or overcome practical issues)
- + **Why** they did 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 (V3), etc.)
- + **How** they know that their approach was **effective** (K3) (e.g. the kinds of 'information' they use to review and evaluate their work, the impact it had on their learners, any learner/peer feedback)
- + How they ensure that they **develop and enhance** their practice; for example, engaging in peer review, developing their evidence-base (V3) or engaging in critical evaluation of their practice (K3) etc.

Fellowship application requirements

16.5 Fellowship is based on meeting Descriptor 2 (D2) of **PSF 2023**. You should base your judgement on the three Descriptor 2 criteria (p8, PSF 2023).

The account of professional practice is the core of the application. It is a reflective narrative about the applicant's higher education responsibilities and professional experience structured against each of the five Areas of Activity and integrating use of all five Professional Values and all five forms of Core Knowledge.

At Descriptor 2, applicants must demonstrate '**depth and breadth**' of evidence of effective and inclusive practice across **all 15 PSF 2023 Dimensions**. Applicants might be staff with substantive teaching responsibilities or professional staff with responsibilities to support HE learning across all Dimensions. It is not role dependent but you will be making a judgement about the *depth and breadth* of evidence.

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

- + **written Account of Professional Practice**; Context Statement and Reflective Narrative
- + **two Supporting Statements**

16.7 Applicants will 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 'reviewed' and cannot be used to provide supplementary information against the Descriptor criteria of the PSF 2023 (see Section 4).

- 16.8 **Application Word Limit** - the overall word limit for the Fellow Account of Professional Practice is 3000 words for the reflective narrative plus citations; an overall maximum of 3500 words. Applicants are advised to use their 3,000-word allocation in roughly 600-word sections for each Area of Activity and to integrate all Professional Values and forms of Core Knowledge as appropriate to their context.

Using Descriptor 2 to review the application

A Panel is made up of two accreditors. Each accreditor should base their review of an application for Fellowship on the three Descriptor 2 criteria (p8, PSF 2023) which form the basis for the award of Fellowship. Successful applications that are awarded Fellowship demonstrate effective and inclusive practice in teaching and/or support of high quality learning by demonstrating the requirements of these three criteria as appropriate to the applicant's practice and context.

The evidence for the Professional Values, and all forms of Core Knowledge, is likely to be integrated within the applicant's reflective narrative across the five Areas of Activity. For example, evidence may be found through the discussion of their aims, as part of their rationale for why they chose the approaches they did.

16.9 **D2.1: evidence of use of all five Professional Values**

The **Guide to the PSF 2023 Dimensions- Fellowship (D2)** document includes questions to help applicants focus on the PSF 2023 Professional Values and includes examples of different types of evidence appropriate for Descriptor 2 that might be included in applications.

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

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

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

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

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

16.10 **D2.2: application of all five forms of Core Knowledge**

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

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

The chosen examples of application of Core Knowledge must be accompanied by a discussion of the rationale of the applicant's approach. All aspects of Core Knowledge should be interpreted in the light of the **professional context** of the applicant and what is appropriate for them given that context. The **Guide to the PSF 2023 Dimensions – Fellowship** provides appropriate examples of how these the five Core Knowledge Dimensions could be evidenced at Descriptor 2.

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

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

16.11 **D2.3: evidence of effective and inclusive practice in all five Areas of Activity**

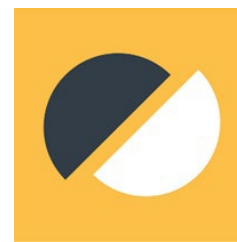
Applicants at Descriptor 2 are required to demonstrate evidence of **effective and inclusive practice** across all of the five Areas of Activity, in ways that are appropriate to their professional context.

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

To give an example, in PSF 2023 A4 requires demonstration of how applicants 'Support and guide learners' and an applicant might include an example of how they embed aspects of study skills development within their teaching and/or support for learning practice; eg within the design of their programme/sessions and/or additional resources to develop study skills, directly or within an online environment.

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

Guidance for reviewing Senior Fellow applications



17. Guidance for reviewing Senior Fellow applications

- 17.1 Senior Fellowship is appropriate for those 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 awarded to professionals who are able to provide appropriate evidence for the three criteria Descriptor 3 (D3) criteria of the **PSF 2023** (see below)

You should refer to the **Senior Fellowship Applicant Guidance** and **Guide to the PSF 2023 Dimensions – Senior Fellowship (D3)** as you carry out your review, as these set out the expectations for evidence of **effective and inclusive** practice appropriate to Senior Fellowship (Descriptor 3).

- 17.2 **‘Context’** is a key theme within PSF 2023. All Dimensions refer to use, application and demonstration of activity in context, and for all Descriptors, the evidence within applications should be reviewed in relation to the applicant’s professional context.

The **Guide to the PSF 2023 Dimensions - Senior Fellowship (D3)** includes examples of different types of evidence that might be used in applications at Descriptor 3, alongside questions to help applicants identify evidence from their own practice, and to consider aspects such as their rationale and evidence of effectiveness. However, you are likely to see a wide variety of different examples across applications and will make a professional judgement about the appropriateness of these activities for Senior Fellowship.

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 co-ordinators/managers, heads of department/Faculty, senior/principal lecturers, readers, professors and professionals working in industry that lead or influence others learning and teaching practice. Higher Education takes many forms and there is considerable variation in the different roles and responsibilities higher educational professionals carry out; for example, subject background, job role, institutional context, etc. and the routes individuals have taken into roles within which they lead or influence others that teach and/or support high-quality learning.

Applicants may still be involved in (possibly substantial) direct work with students but must focus their application on evidence that is appropriate for Senior Fellowship; ie their impact on student learning via their influence or leading the practices of others (e.g. peers, colleagues, practice educators, etc.). Equally, applicants may not have worked directly with students, but they need to show that their comprehensive understanding and effective practice provides the basis for their work in leading and influencing the practices of ‘others’ to the benefit of learners.

17.3 Typically, applicants will demonstrate:

- + **What** they did using selective examples of practice (e.g. in leading or influencing practice in the Areas of Activity);
- + **Why** they do it in that way; their reasons and justifications for their choices and decisions (e.g. drawing on PSF 2023 Professional Values V1-V5 to guide their leadership or influence of activities, use of an appropriate knowledge base across K1-K5 to determine approach, etc.);
- + How they **judge the effectiveness** of what they do (e.g. the kinds of 'information' (V3) they use to review and evaluate (K3) their work and their impact on those who teach and/or support high-quality learning);
- + How they ensure that they **develop and enhance** their practice; for example, leading course/programme reviews (K5), or developing their evidence-base (V3) or engaging in professional development (A5) and using such learning to influence others.

Senior Fellowship application requirements

17.4 Senior Fellowship is based on meeting Descriptor 3 (D3) of the **PSF 2023**. It is a written reflective narrative about the applicant's higher education responsibilities and professional experience focused on the Descriptor 3 criteria.

A direct application for Senior Fellowship contains the following:

- + **written Account of Professional Practice**; Context Statement, Reflective Narrative and two Case Studies
- + **two Supporting Statements**

17.5 Applicants will provide a **Context Statement** of up to 300 words. This will provide a brief summary of their higher education roles, responsibilities and professional experience, relevant to the practice that forms the focus for the application. The information provided should not be 'reviewed' and cannot be used to provide supplementary information against the D3 criteria of the PSF 2023 (see Section 4).

- 17.6 **Application Word Limit** - The overall word limit for the Senior Fellow Account of Professional Practice (APP) is 6000 words for the Reflective Narrative and two Case Studies 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 **2000 words in the Reflective Narrative and 2000 words for each Case Study** plus references.

Where an applicant cites information sources in the text of their application (e.g. journals, books, articles, guidance, etc.) 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 leading or influencing learning and teaching and to provide appropriate credit to an author/organisation that has inspired any aspects of their practice.

Using Descriptor 3 to review the application

- 17.7 Applications for Senior Fellow should be reviewed against the following three PSF 2023 Descriptor 3 criteria statements:

Descriptor 3 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

A Panel is made up of two accreditors. Each accreditor should base their review of a Senior Fellow application on the three Descriptor 3 criteria ([p9, PSF 2023](#)) which form the basis for the award of Senior Fellowship. Successful applicants who are awarded Senior Fellowship will demonstrate that their comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning; they will achieve this by meeting the requirements of the Descriptor 3 criteria as appropriate to the applicant's professional context.

Given the variety of professional experience that supports higher education learning and teaching you should consider the applicant's variety and scope of practice. This is likely to be wide ranging in nature at Senior Fellow. The ways in which the applicant leads and or influences specific learning and teaching provision will vary and this will be reflected in the Reflective Narrative 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 (D3.1, D3.3) through their leadership and management. This may have been underpinned by individual research (A5/V3) of appropriate assessment and feedback practices and leadership techniques to persuade colleagues.

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

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

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

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

Senior Fellow is not restricted to those holding formal leadership, mentoring or support roles. Applicants for Senior Fellow may present evidence of leading or influence which is less formal in nature. Both can form appropriate evidence for Descriptor 3. They may be individuals who are recognised as very experienced and who are regularly consulted for their guidance and support. They may be people with particular expertise in one or more aspects of teaching and/or support, and who can evidence a sustained record of leading or influence related to this, impacting not only members of the team(s) they belong to, but also others within different roles and professional contexts. They may be able to draw upon influence or leading in relation to innovative practice where they have been a key innovator.

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

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

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

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

17.10 The examples included will depend on the context and responsibilities of applicants. However, across applications, the nature of the evidence at Senior Fellow is distinct.

The nature of the subject, discipline or profession in which they influence or lead learning and teaching, and the context/expectations of the institution/environment in which they work will all affect the examples they include. The application should be a personal account, focussed substantially on the applicant's own leadership or influence of those who teach and/or support high-quality learning, and will be specific to their individual and distinctive work.

The following examples illustrate some typical responsibilities that could lend themselves to providing evidence of leading or influencing as appropriate for D3.1. These are **indicative only** and in reviewing an application you should keep in mind that the evidence in an application will depend on the context in which the applicant is working.

Mentoring

An applicant that has experience of mentoring colleagues over a number of years can be expected to provide evidence of the approaches to mentoring (including the rationale for these approaches) and evidence of the ways in which this activity has influenced the teaching and learning practice of these colleagues. In evidencing D3.1 it is likely that the applicant would have carried out such responsibility on multiple occasions, in different circumstances, so as to be able to demonstrate a sustained record of leading or influencing those who teach and/or support high-quality learning.

Membership of committees

Membership of committees, working/task groups might provide the basis for evidence of Descriptor 3 of the PSF 2023 where applicants are able to evidence their individual contribution to the work of that group and demonstrate how this has impacted on the teaching and learning practice of colleagues. For example, an applicant that sits on a Departmental Teaching and Learning Committee may be responsible for heading up a task group which is looking at improving student induction processes. In such examples, applicants should discuss their organisation and direction of the work of that task group and also demonstrate how the findings of the group have influenced and shaped decisions and actions taken by the wider committee, influenced colleagues' practice and, by extension, enhanced the student learning experience.

Supervision Responsibilities

Supervision responsibilities is often interpreted by applicants as being research supervision of undergraduate or postgraduate learners rather than supervision of higher education colleagues in their role as teaching and learning professionals. Supervision of PhD researchers as learners in the production of their doctorates would normally be considered to be Descriptor 2 practice. However, their responsibilities as mentors or supervisors of the same PhD researchers as teaching assistants may provide examples of their influence on the teaching assistants' work with learners which could be used as evidence for Descriptor 3 of the PSF 2023. 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.

17.11 D3.2: Practice that is effective, inclusive and integrates all Dimensions

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

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

Inclusive practice is core to PSF 2023, and applicants should demonstrate that their own practice, and the practice of those they lead or influence is inclusive in nature. For example, applicants might highlight the approaches they have recommended to mentees or others, explaining why and how they have been successful in engendering learning in diverse categories of learners. Typically, applications will include examples which enable applicants to show how they foster sensitivity to learner needs and enable those they lead or influence to adapt support to suit diverse individuals and/or groups, contributing to equity of opportunity for all to reach their potential (V2).

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

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

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

The **Guide to the PSF 2023 Dimensions - Senior Fellowship (D3)** includes questions to help applicants focus on ways in which their practice integrates the Dimensions of Fellowship. For example, questions encourage applicants to consider

aspects such as their rationale for approaches they have adopted in leading or influencing others and the evidence of effectiveness. These questions therefore support the provision of evidence for the integration of the Dimensions, alongside the examples of different types of evidence that might be found in applications.

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

17.13 D3.3: Practice that extends significantly beyond direct teaching and/or direct support for learning.

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

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

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

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

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

The following examples illustrate some typical responsibilities that could lend themselves to providing evidence of leading or influencing as appropriate for D3.3 (please note that these activities could also provide evidence for D3.1 if framed and evidenced differently; it is not about the 'role'). These are **indicative only** and in reviewing an application you should keep in mind that the evidence in an application will depend on the context in which the applicant is working.

New approaches to teaching and learning

Development of new approaches to teaching and learning which stem from and build on an applicant's own work with students (Descriptor 1 or 2 practice) might form the basis for evidence appropriate to a claim for Senior Fellow where applicants can show that this practice has been adopted by others at a local, or wider, level. An example would be an applicant who has experimented with innovative approaches to providing their learners with feedback as part of an action research activity, disseminated at an internal/external workshop or event, and able to evidence the sustained influence this has had on others' teaching and learning practice. They may do this by providing evidence of colleagues adopting their techniques to positive effect within their own practice.

Influence on teaching and learning - Project work

Project work related to teaching and learning could provide the basis for appropriate evidence for D3.3 where an applicant is able to demonstrate their individual contribution and influence 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 aspect of that project and explain how their contribution has influenced the project as a whole. For example, they might discuss how they facilitated related workshops to disseminate to colleagues and supported the implementation of the enhancement within their work with learners. Evaluation has demonstrated the positive impact of this work.

External Examining/ External Review of programmes

Experience of effective external examining or reviewing responsibilities might provide the basis for appropriate evidence for D3.3 where an applicant is able to demonstrate the influence they have had on others beyond their own direct teaching or support for learning.

Applicants should not simply list appointments, achievements or outputs, but need to give selected examples of recommendations and/or advice they have provided, across a range of contexts, and show how their interventions have been responded to.

Guidance for reviewing Principal Fellow applications



18. Guidance for reviewing Principal Fellow applications

- 18.1 Principal Fellowship is awarded to professionals who can demonstrate they meet the criteria of Descriptor 4 (D4) of the **PSF 2023**.

By applying to become a Principal Fellow the applicant will present a sustained record of effective strategic leadership with impact on high quality student learning in Higher Education. A successful application for Principal Fellowship will demonstrate that the applicant's experience, knowledge, and approaches will enable them to meet all Descriptor 4 criteria of the PSF 2023 (see below).

- 18.2 You should refer to the **Principal Fellowship Applicant Guidance** and **Guide to the PSF 2023 Dimensions – Principal Fellowship (D4)** as you carry out your review, as these guidance documents set out the requirements for each of the Descriptor 4 criteria against the PSF 2023 and provide examples of appropriate practice. The guidance also contains some definitions of D4 terminology, including 'strategic' and 'sustained'.

'Context' is a key theme within PSF 2023. All Dimensions refer to use, application and demonstration of activity in context, the evidence within applications should be reviewed in relation to the applicant's professional context. Principal Fellowship recognises the wide range of contexts in which teaching and supporting learning activities occur and, as a consequence, the nature of evidence against Descriptor 4 will vary in response to those contexts.

Principal Fellowship provides recognition of an individual's distinguished contribution and achievement of extensive strategic influence and enhancement of learning and teaching in higher education. This will be based on their individual responsibilities and achievements and is not dependent on the role or title which they hold.

Typically, a Principal Fellow will be highly experienced with wide-ranging strategic leadership responsibilities, in connection with key aspects of teaching and supporting learning in higher education. This might be within an institution, a discipline-based organisation, independently (e.g. through consultancy) or a combination of these. Descriptor 4 can be evidenced through an individual's sustained and effective strategic leadership within or beyond an institution, or across a discipline or profession. Principal Fellows are a diverse community representing a wide range of strategic leadership in higher education. For example, they may work in academic departments, professional or service departments, on senior or executive leadership teams, for a professional body, as independent consultants, or have other responsibilities with extensive impact on learning and teaching in higher education. The evidence underpinning a claim should be drawn from the individual's strategic professional practice.

Typically, applicants will demonstrate:

- + **What** they did using selective examples of practice drawn from their RSEI, reflecting on the strategic leadership approach adopted, clarifying the scale and reach of their practice;
- + **Why** they did it in that way; their strategic rationale and justifications for their choices and decisions (e.g. drawing on Professional Values to guide their vision, use of appropriate evidence base to determine approach, etc.);
- + How they **judge the sustained effectiveness and impact of their strategic activity** and evidence the extent of impact that they have had;
- + How they ensure that they **develop, reflect on and enhance** their practice as strategic leaders; for example, engaging in professional learning opportunities, engaging with their professional evidence base (using examples to illustrate).

Principal Fellowship application requirements

18.3 There are three main evidence requirements for a direct application for Principal Fellowship:

- + **Record of Strategic Educational Impact (RSEI)**
- + **Three or four Case Studies of Strategic Leadership**
- + **Three Advocate Statements**

18.4 Applicants will also provide a **Statement of Context and Strategic Leadership** of up to 500 words. This will outline the context of their strategic leadership work as it is relevant to the practice that forms the focus for the application, including information that has shaped their approaches to strategic leadership. The information provided should not be 'reviewed' and cannot be used to provide supplementary information against the D4 criteria of the PSF 2023 (see Section 4).

Structure of the application

- 18.5 Applicants will complete the **RSEI** with up to ten examples to briefly outline their key strategic engagements with teaching and supporting learning in higher education that they will include as evidence in their claim. Applicants will be provided with a template in which to provide this information. An example of the template is below:

No	Example of strategic engagement (up to 25 words per example)	Period					
		From	To	Case study 1	Case study 2	Case study 3	Case study 4 (optional)
				Yes/ No	Yes/ No	Yes/ No	Yes/No/ Not Applicable (N/A)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Applicants will provide a title to indicate the nature of each activity and indicate in which case studies it has been used. They will then draw on, and further elaborate on these examples when they write their case studies.

You should use the RSEI to assist you in establishing the range, currency and sustained nature of the applicant's practice and eligibility for Principal Fellowship.

- 18.6 The application is divided into **three or four case** studies, as the applicant chooses. The Descriptor 4 criteria, D4.1-D4.3, should be demonstrated through the examples of strategic practice across the case studies.
- 18.7 The overall word limit for the Principal Fellow application is 7,500 words for the case studies plus citations; an overall maximum of 7500 words. Although applicants can choose how to spread the balance of the word limit across their case studies, any single case study should not exceed 3,000 words.

An application for Principal Fellowship will be supported by three Advocate Statements; please refer to Section 6 for further details.

Using Descriptor 4 to review the application

- 18.8 Applications are reviewed against PSF 2023 Descriptor 4 ([p10, PSF 2023](#).) which is as follows:

Descriptor 4 is suitable for highly experienced individuals whose practice involves a **sustained record of effectiveness in strategic leadership** of high-quality learning. Their **impact is extensive**. Individuals are able to evidence:

D4.1: Sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession

D4.2: Development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners

D4.3: Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices

A Panel is made up of three accreditors and each accreditor should base their review on the Descriptor 4 criteria. Successful applicants who are awarded Principal Fellowship demonstrate a sustained record of effectiveness in strategic leadership of high-quality learning, appropriate to the applicant's practice and context.

- 18.9 **D4.1: Sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession**

At D4 applicants present aspects of their work which typically situate them at some distance from the point of learner delivery. You should keep in mind that they may not be engaged directly with learning and teaching, leading courses/programmes, or otherwise engaging with learners directly. If they are, this work should not be a focus of their application.

The three or four case studies should demonstrate that the **strategic impact** of their work is on high quality learning is **sustained**, normally over a period of the last five to seven years. Demonstrating this effectively may involve explaining aspects of operational leadership, so that the nature and scope of the individual's strategic impact is clear. However operational detail should not be the focus of the examples in the application.

Over the three or four case studies, the applicant must demonstrate that their **impact is extensive**; evidence of this will build over the variety of examples they use.

Strategic leadership and impact are not aligned to institutional level of appointment or grade; each applicant must make a case against Descriptor 4 appropriate to their **professional context**.

Applicants are likely to be working on projects or activities endorsed, supported or sustained by executive bodies. If their strategic leadership takes place within an institution, and is not institution-wide, the applicant should demonstrate that it is strategic in nature, scope and reach, extending beyond their department or service, to impact on a number of areas of the institution. Strategic leadership within a service area or institutional unit which does not have impact more widely, should not be the focus of an application at this category.

Applicants may hold a formal senior leadership role, for example on a university's senior or executive team. Others may be individuals with strategic expertise that are based in an institutional unit (e.g. a School or Faculty) or in a central department (e.g. the Library/Information Services, Technology Enhanced Learning department), leading significant work as an external consultant, or for a disciplinary or professional body.

Work at D4 is likely to involve collaboration with others; for example, through key leadership roles in working groups or committees, strategic project work, etc. The impact of these will be on high-quality learning. In these cases, the individual must clearly articulate their own strategic role and impact. For example, they may highlight how they have supported and/or developed the ideas of others, resolved conflicts in strategy, or drawn on information and evidence-informed practice from elsewhere. In all cases the activity must have resulted in a sustained change at a strategic level, the positive impact of which is clearly demonstrated.

If the applicant presents examples of work with a disciplinary or professional body, the strategic impact of this on HE learning and teaching beyond their immediate organisation should be clearly demonstrated. An example of this would be where the applicant is involved in devising regional/national policy, or other initiatives which become widely embedded.

Consultancy may also be a source of evidence. Impact should extend across different areas within an institution. Where impact is across several institutions, you should focus on whether this provides evidence of strategic impact, or whether the scope is operational and localised. Keep in mind that consultancy activity for several institutions does not mean impact has been strategic.

To effectively evidence their strategic impact, the applicant will need to articulate their strategic leadership within their own context; what the outcomes of this have been; and how they know it has been effective. They will need to show what has changed as a result of their work, building the evidence of their extensive impact across the examples used.

18.10 D4.2 Development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners

D4.2 asks applicants to demonstrate that they have enhanced practice and outcomes for learners through developing and implementing approaches to strategic change. These approaches can be strategies, policies, procedures **or** initiatives, reflecting that D4 is not dependent on holding a formal leadership role. For example, a successful application might show that the applicant had not developed institution-wide strategies or policies. However, they might instead have developed initiatives or procedures to meet strategic goals. They should show that they have developed **and** implemented these changes - not only put others' ideas into practice.

The case studies should show how, through this, the applicant has enhanced practice and outcomes for learners. As explained above in relation to D4.1, it is typical at D4 for impact to be through management and leadership. Applicants may or may not have direct involvement with learners or with managing learning and teaching courses/programmes and activities; if they do, this is not an appropriate focus for D4.

As for D4.1, applicants should ensure that where they were working with others, they make their specific responsibilities and impact clear.

You should take account of the applicant's context when looking for evidence to support this. The nature of strategies, policies, procedures and initiatives may differ if they are working in consultancy, for a professional body, as an academic, or within a central institutional service or department. To determine whether they are suitable examples for D4, you will need to consider them in the context of how the scope of impact is defined in D4.1.

18.11 : D4.3: Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices

This criterion requires the applicant to demonstrate that their strategic leadership integrates all of the Dimensions. Applicants at D4 should list relevant Dimensions at the top of each case study. It is not expected that all Dimensions will be present in each case study. Across the case studies, the evidence provided needs to demonstrate integration of all the Dimensions. At D4, mapping to the individual Dimensions throughout the text within each case study is not required, as engagement may be at a high level.

The **Guide to the PSF 2023 Dimensions - Principal Fellowship (D4)** includes examples of different types of evidence that might be used in applications at Descriptor 4, alongside questions to help applicants identify evidence from their own practice, and to consider aspects such as their rationale and evidence of effectiveness. However, you are likely to see a wide variety of different examples across applications and will make a professional judgement about the appropriateness of these activities for Principal Fellowship.

Below are some questions to support you in looking for evidence in support of D4.3:

Professional Values:

- + Does the applicant's leadership practice and its outcomes show respect/ champion respect for diversity? (V1);
- + Has the applicant's leadership positively contributed to promoting engagement in learning, and equity of opportunity? (V2)
- + Has the applicant shown that their leadership is evidence-informed? (V3)
- + Does the applicant's leadership respond to the wider context in which HE operates – for example, does it take into account wider educational developments and/or factors affecting learners before, during or after their studies? (V4)
- + Does the applicant explore how they collaborate with others, as a leader, to achieve their strategic goals? (V5)

Core Knowledge:

Does the applicant draw on their own and/or others' knowledge of:

- + How learners learn; (K1)
- + Approaches for teaching and supporting learning; (K2)
- + Critical evaluation as a basis for effective practice (K3)
- + Digital and/or other technologies, and resources for learning (K4)
- + Quality Assurance and Quality Enhancement requirements? (K5)

Areas of Activity:

At D4, applicants may not be engaging with learners directly, or supporting and mentoring staff one-to-one. They need to demonstrate the sustained impact of their strategic leadership – however indirect – on learning and teaching across the five Areas of Activity. For example, developing a university policy on assessment might impact on some or all of these.



Appendices



Appendix 1: Summary of Fellowship application requirements direct to Advance HE (Descriptors 1-4)

Category of Fellowship	Word limit for first application and resubmission	Application format	Supporting Statements/Advocate Statements
Associate Fellow D1 is suitable for individuals whose practice enables them to evidence some Dimensions.	<u>First application</u> 1400 word limit for the reflective narrative plus citations (200 words); overall maximum 1600 words. <u>Resubmission</u> 1600 word limit for the reflective narrative (additional 200 words) plus citations (200 words); overall maximum 1800 words.	+ Context Statement (300 words). + Account of Professional Practice (APP). Evidence of effective and inclusive practice in two Areas of Activity (D1.3) and integrating: - use of appropriate Professional Values, including at least V1 and V3 (D1.1) - application of appropriate Core Knowledge, including at least K1, K2 and K3 (D1.2) + Examples of practice typically drawn from within the last 3 years.	Applicants provide one Supporting Statement that verifies and endorses the applicant's practice at Descriptor 1 of the PSF 2023.
Fellow (Descriptor 2) D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions.	<u>First application</u> 3000 word limit for the reflective narrative plus citations (500 words); overall maximum 3500 words. <u>Resubmission</u> 3300 word limit for the reflective narrative (additional 300 words) plus citations (500 words); overall maximum 3800 words.	+ Context Statement (300 words). + Account of Professional Practice (APP) comprising five sections demonstrating effective and inclusive practice in all five Areas of Activity (D2.3) and integrating: - use of all five Professional Values (D2.1) - application of all five forms of Core Knowledge (D2.2) + Examples of practice typically drawn from within the last 3 years.	Applicants provide two Supporting Statements that verify and endorse the applicant's practice at Descriptor 2 of the PSF 2023.

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.	<u>First application</u> 6000 word limit for reflective narrative and two Case Studies plus citations (500 words); overall maximum of 6500 words. <u>Resubmission</u> 6500 word limit for reflective narrative and two Case Studies (additional 500 words) plus citations (500 words); overall maximum 7000 words.	+ Context Statement (300 words). + Account of Professional Practice (APP) comprising of a Reflective Narrative, and two Case Studies demonstrating: - 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 + Examples of practice typically drawn from within the last 3-5 years.	Applicants provide two Supporting Statements that verify and endorse the applicant's practice at Descriptor 3 of the PSF2023.
Principal Fellow D4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive.	<u>First application</u> 7000 word limit across 3-4 Case Studies of Strategic Leadership plus citations (500 words); overall maximum of 7500 words. <u>Resubmission</u> 7500 word limit across 3-4 Case Studies of Strategic Leadership (additional 500 words) plus citations (500 words); overall	+ Statement of Context and Strategic Leadership (500 words). + Record of Strategic Educational Impact (RSEI) - a table of up to 10 strategic leadership engagements. + 3-4 Case Studies of strategic leadership demonstrating: - D4.1 sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession	Applicants provide three Advocate Statements that verify and endorse the applicant's practice at Descriptor 4 of the PSF2023.

	maximum of 8000 words.	D4.2 development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners D4.3 active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices + Examples of practice typically drawn from within the last 5-7 years.	
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Appendix 2: Review Grids

Associate Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	Award		Refer		Date	
Panel number						
Accreditor 1						
Lead Accreditor (Accreditor 2)						
Outcome following resubmission	Award		Unsuccessful		Date	

Section 1: Accreditor judgement and feedback against Descriptor 1 Criteria

Each Accreditor (1 and Lead) to complete their section of the review grid below to note their judgement against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 1 Criteria			
D1.1 Use of appropriate Professional Values, including at least V1 and V3		Met (X)	Not Met (X)
Accreditor 1			
Lead Accreditor			
D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3		Met	Not Met
Accreditor 1			
Lead Accreditor			
D1.3 Effective and inclusive practice in at least two of the five Areas of Activity		Met	Not Met
Accreditor 1			
Lead Accreditor			
Does the Supporting Statement verify and endorse the account? (If 'no' add comments below)		Yes (X)	No (X)
Accreditor 1			
Lead Accreditor			

SECTION 2: Record of Panel discussions				
SECTION 3: Initial individual Accreditor judgement and feedback to referred applicants			Award (X)	Refer (X)
Accreditor 1				
Lead Accreditor				
Lead Accreditor to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.				

The Lead Accreditor completes the **Associate Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. [Section 12 of the Advance HE Accreditor Handbook for review of direct applications for Fellowship using PSF 2023](#) provides guidance on use of this template.

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

Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	Award		Refer		Date	
Panel number						
Accreditor 1						
Lead Accreditor (Accreditor 2)						
Outcome following resubmission	Award		Unsuccessful		Date	

Section 1: Accreditor judgement and feedback against Descriptor 2 Criteria

Each Accreditor (1 and Lead) to complete their section of the review grid below to note their judgement against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 2 Criteria			
D2.1 Use of all five Professional Values		Met (X)	Not Met (X)
Accreditor 1			
Lead Accreditor			
D2.2 Application of all five Core Knowledge		Met	Not Met
Accreditor 1			
Lead Accreditor			
D2.3 Effective and inclusive practice in all five Areas of Activity		Met	Not Met
Accreditor 1			
Lead Accreditor			
Do Supporting Statements verify and endorse the account? (If 'no' add comments below)		Yes (X)	No (X)
Accreditor 1			
Lead Accreditor			

SECTION 2: Record of Panel discussions				
SECTION 3: Initial individual Accreditor judgement and feedback to referred applicants			Award (X)	Refer (X)
Accreditor 1				
Lead Accreditor				
Lead Accreditor to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.				

The Lead Accreditor completes the **Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. [Section 12 of the Advance HE Accreditor Handbook for review of direct applications for Fellowship using PSF 2023](#) provides guidance on use of this template.

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

Senior Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	Award		Refer		Date	
Panel number						
Accreditor 1						
Lead Accreditor (Accreditor 2)						
Moderator (Accreditor 3)						
Outcome following resubmission	Award		Unsuccessful		Date	

Section 1: Accreditor judgement and feedback against Descriptor 3 Criteria

Each Accreditor (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			
D3.1 A sustained record of leading or influencing the practice of those who teach and/or support high quality learning		Met (X)	Not Met (X)
Accreditor 1			
Lead Accreditor			
Moderator			
D3.2 Practice that is effective, inclusive and integrates all Dimensions		Met	Not Met
Accreditor 1			
Lead Accreditor			
Moderator			
D3.3 Practice that extends significantly beyond direct teaching and/or direct support for learning		Met	Not Met
Accreditor 1			
Lead Accreditor			

Moderator			
Do Supporting Statements verify and endorse the account? (If 'no' add comments below)		Yes (X)	No (X)
Accreditor 1			
Lead Accreditor			
Moderator			
SECTION 2: Record of Panel discussions			
SECTION 3: Initial individual Accreditor judgement and feedback to referred applicants		Award (X)	Refer (X)
Accreditor 1			
Lead Accreditor			
Moderator			
Lead Accreditor to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.			

The Lead Accreditor completes the **Senior Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. [Section 12 of the Advance HE Accreditor Handbook for review of direct applications for Fellowship using PSF 2023](#) provides guidance on use of this template.

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

Principal Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	Award		Refer		Date	
Panel number						
Accreditor 1						
Accreditor 2						
Lead Accreditor (Accreditor 3)						
Outcome following resubmission	Award		Unsuccessful		Date	

Section 1: Accreditor judgement and feedback against Descriptor 4 Criteria

Each Accreditor (1, 2 and Lead) to complete their section of the review grid below to note their judgement against each Descriptor 4 criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 4 Criteria			
D4.1 Sustained and effective strategic leadership of higher education practice, with extensive impact on high quality learning: within or beyond an institution, or across a discipline or profession		Met (X)	Not Met (X)
Accreditor 1			
Accreditor 2			
Lead Accreditor			
D4.2 Development and implementation of effective and inclusive strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners		Met (X)	Not Met (X)
Accreditor 1			
Accreditor 2			
Lead Accreditor			
D4.3 Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices		Met (X)	Not Met (X)

Accreditor 1			
Accreditor 2			
Lead Accreditor			
Do Advocate Statements verify and endorse the account? (If 'no' add comments below)		Yes (X)	No (X)
Accreditor 1			
Accreditor 2			
Lead Accreditor			
SECTION 2: Record of Panel discussions			
SECTION 3: Initial individual Accreditor judgement and feedback to referred applicants including any issues with the Record of Strategic Educational Impact (RSEI) as appropriate		Award (X)	Refer (X)
Accreditor 1			
Accreditor 2			
Lead Accreditor			
Lead Accreditor to record agreed first Panel Outcome (Award or Refer) and, if relevant, second Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.			

The Lead Accreditor completes the **Principal Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred. [Section 12 of the Advance HE Accreditor Handbook for review of direct applications for Fellowship using PSF 2023](#) provides guidance on use of this template.

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

Appendix 3: Panel Outcome and Feedback form

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:	
PR number:	

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 **Professional Standards Framework for teaching and supporting learning in higher education (PSF 2023)**, 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 in the email that confirms the outcome of your application. 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 (✓)
D1.1	Use of appropriate Professional Values, including at least V1 and V3	✓	✓
D1.2	Application of appropriate Core Knowledge, including at least K1, K2 and K3	✓	✓
D1.3	Effective and inclusive practice in at least two of the five Areas of Activity	✓	✓
Supporting Statement		Yes (✓)	No (✓)
Supporting Statement verifies and endorses the account		✓	✓

Section 2: Feedback summary for First Submission

Write here....

Section 3: Key action points

Write 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 provide 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.*

Appendix 4: Examples of feedback using the Panel Outcome and Feedback Form

Appendix 4 provides some examples of referral feedback using Sections 2, 3 and 4 of the Panel Outcome and Feedback template.

Example 1 – Referred Associate Fellow Application

Section 2: Feedback summary

Thank you for your claim which evidences your passion for your subject and the successes of your research endeavours. To meet the requirements for Associate Fellow you will need to further develop and strengthen your evidence across your application to ensure that you fully evidence all Descriptor 1 criteria (D1.1-D1.3) of the PSF 2023.

The reflective narrative needs to provide clear evidence of how your practice enables you to evidence some of the PSF 2023 Dimensions ([PSF 2023, p.7](#)). Professional Recognition as an Associate Fellow requires applicants to focus on their effective and inclusive teaching and/or learning support practice and to draw on some specific examples of practice from within the last three years.

The Panel considered that your application needs to provide further detail beyond the description of roles and responsibilities mentioned. For each specific example across A1 and A2, you should explain what you did, why you did it that way (drawing on relevant evidence-informed approaches), how you did it, the impact you had on learners learning and what you might do differently next time. Using this structure would enable you to articulate how you ensure that your approach is appropriate for your learners, the level of their learning and is inclusive.

Supporting Statement

We considered that your referee does not appear to verify and endorse your learning support/teaching practice. Your referee seems to have drawn on your Curriculum Vitae to confirm your experience in XXX and has not based their Supporting Statement on their personal knowledge of your teaching/learning support practice.

Section 3: Key action points

In association with the feedback in Section 2 above, please revise your application for Associate Fellow to provide further evidence against all Descriptor 1 criteria (D1.1-D1.3) so that you clearly demonstrate your effectiveness of practice in teaching and/or support of learning that evidence some Dimensions as follows:

1. Revisit the [Associate Fellow Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions - Associate Fellowship \(D1\)](#) as these provide guidance to help you understand the requirements of the application and examples that suggest how you can demonstrate your effective and inclusive learning support practice for the purpose of meeting the requirements of Associate Fellowship.

2. **D1.1 (V1 and V3):** To meet this criterion in resubmission, please revise your chosen Areas of Activity to include specific details of your practice and explain why you took the approaches you did. Use an evaluative approach to demonstrate your use of appropriate Professional Values: V1 - how you tailor your learning support approaches to meet different learner needs and V3 - the reasons for drawing on your choice of scholarship, or research, or professional learning, or other evidence-informed approaches. Further explain how these have informed your practice in relation to your design and planning and teaching practice in your context. (See Associate Fellow Applicant Guidance, Section XX, ppXX).
3. **D1.2 (specifically K2 and K3):** This Descriptor 1 criterion requires evidence of the 'application' of appropriate Core Knowledge, including consideration and evidence of **K2** and **K3**. To meet these Dimensions, use a critically evaluative approach for each of the two examples included in each Area of Activity to explain what you did, why you did it that way, how you did it, what the impact was and what you might do differently next time as a result.
4. **D1.3:** Linked to key action point 3, please strengthen your examples of practice to show that they are 'effective and inclusive'. Further explain what outcomes you were aiming for in your design/learning support practice and how effective and inclusive these approaches were for your learners. (Section XX, Associate Fellow Applicant Guidance)

Supporting Statement:

Please provide one new Supporting Statement who can verify and endorse the specific practices you include in your resubmission. Your new referee should use the [Associate Fellow Guidance for Referees writing a Supporting Statement and Template](#) to write their statement.

Example 2 – Referred Fellowship application

Section 2: Feedback summary

You evidently have extensive professional medical education experience that you have meaningfully applied in your current role at the University of XXXX. You clearly respect your learners and show commitment to ensure they are supported in their studies. Your first application meets the requirements for Criterion D2.1, however you will need to revise aspects of your application to ensure that you fully evidence Descriptor 2 criteria D2.2 and D2.3 of the PSF 2023 for the award of Fellowship.

Descriptor 2 of the PSF 2023 requires an individual to be able to demonstrate both breadth and depth of experience and responsibility in a HE context (normally drawn from the last three years) evidencing all Areas of Activity, Core Knowledge and Professional Values. The overall approach to your application should show such breadth and depth, evidenced through the examples you choose to use to illustrate your practice at this category.

The Panel consider that the following key aspects require further development in a resubmission:

1. **D2.2 (K3, K4 and K5):** The Panel were unclear about the evidence for these forms of Core Knowledge. You will need to provide examples that evidence how you appropriately use digital and/or other technologies, and resources for learning in your practice and explain the impact these have had on your learners (K4). The Panel were also unable to find examples of the mechanisms you use to critically evaluate your practice – you will need to explain how you know that what you do is effective, and how you determine how you might improve your practice (K3). In addition, the Panel did not see any examples about how quality assurance positively impacts upon how you teach and support student learning (K5). Evidence for these Dimensions will need to be integrated as appropriate across sections A1-A4 of the application in resubmission.
2. **D2.3:** The Panel considered that some of the examples used in A1, A3 and A4 are more indicative of what might be expected of someone working at Descriptor 1 (Associate Fellow) rather than Descriptor 2 (Fellow) – that is individuals who are relatively new to teaching in higher education or have some learning and teaching responsibilities (e.g. design of a single set of skills workshops, formative feedback for one block of learning and supporting a small group of learners on a single work-placement, p2, p4 and p5). You will need to therefore change these examples to consider what kinds of types of examples you use and make clear that they illustrate your practice at Descriptor 2 in accordance with the [Fellowship Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions – Fellowship \(D2\)](#).
3. Linked to action point 2 all the experience and evidence included in an application **must** relate to teaching and/or support for learning practice related to **higher education** provision (see p3, Fellowship Applicant Guidance, HE eligibility for Fellowship). It was unclear whether the training courses you

describe in relation to your time in the XXX Health Care Trust (HCT) meet this requirement (for example as explored in Area of Activity 1; and in other sections of your application – A3 and A4). You will therefore either need to make clear the examples you use from this context are applicable, or otherwise choose different HE examples.

Section 3: Key action points

In association with the feedback in Section 2 above, please revise your application to provide appropriate information to demonstrate effective practice with learners that has breadth and depth, enabling you to evidence all Dimensions. Please address the following points to meet D2.2 and D2.3 as follows:

1. **D2.2 (K3, K4 and K5):** Refocus and clarify that your examples are appropriate for an application for Fellowship by making clear that your practice is situated in a HE context as set out in the eligibility for Fellowship. Within some of these revised or new examples provide further detail that demonstrates how you appropriately use digital and/or other technologies, and resources for learning (K4), how you critically evaluate that your teaching is effective (K3), and how you meet the requirements of quality assurance and enhancement within your practice, explaining the impact this has had on your practice (K5).
2. **D2.3:** Further explain whether the training courses you describe in relation to your time in the XXX Health Care Trust (HCT) are situated in a HE context as set out in the eligibility for Fellowship (for example as explored in Area of Activity 1; and in other sections of your application as well, A3 and A4).
3. Linked to key action points 1 and 2, you will need to ensure that the depth and breadth of your examples align to Descriptor 2 (Fellow) of the PSF 2023. This means you will need to illustrate an appropriate range and depth of responsibility for teaching and learning support indicative of an HE professional with sufficient experience usually drawn from the last 3 years. You may find it helpful to revisit the [Fellow Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions - Fellowship](#) to support you in your resubmission.

Example 3 – Referred Senior Fellowship application

Section 2: Feedback summary

The Panel can see that you are a committed educator, in roles commensurate with Senior Fellow. Your role as Head of Department clearly positions you to lead or influence your colleagues in teaching and learning. Your application shows a strong focus on quality assurance and uses evidence-informed approaches as a basis for your effective practice. The Panel also note that you engage in appropriate practice across all Areas of Activity.

Descriptor 3 of the PSF 2023 is characterised as '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'. To be awarded Senior Fellowship all Descriptor 3 criteria must be Met and you will need to revise aspects of your application to ensure that you fully address criteria D3.1, D3.2 (specifically K3, V1 and V2) and D3.3.

To meet D3.1 and D3.3 criteria in resubmission, you will need to provide a clearer focus and articulation of your own personal leadership or influence on others practice. To meet criterion D3.2 you will also need to provide further detail about your work, particularly about how you know it is effective and inclusive from the perspective of your colleagues and learners.

Further to the above, the Panel noted that several of your examples appear to be based on practice from over ten years ago and request that you re-focus your examples in your application on the last 3-5 years so that you evidence your current impact. If you need to refer back to practice from more than 5 years ago, you need to ensure that you focus on how this now influences your current practice.

Section 3: Key action points

In association with the feedback in Section 2 above, to meet all the criteria for Senior Fellow, please revise your Account of Professional Practice (APP) to provide further detail that fully evidences Descriptor 3 of the PSF 2023. The Panel requests the following revisions:

1. **D3.1 and D3.3:** revise both Case Studies to provide a narrative approach that provides a clear focus on your sustained effective leadership or influence on others practice from the last 3-5 years:
 - 1.1 **Case Study 1:** further explain how you chose the staff to provide the remedial classes, how you supported them in their work and how you then knew that the approach you adopted and the guidance you provided were inclusive and effective (e.g., through feedback from the staff, the students, other colleagues or through improved work/results).
 - 1.2 **Case Study 2:** please choose two or three of the roles listed in the bullet points from the past 5 years (p8). Provide further detail about what you did in these roles to lead or influence others, why and how you did this. Explain how you know your leadership or influence was effective and inclusive (e.g., by drawing on and including feedback/stats/changes to practice to show evidence of improvements. This will also help you to evidence K3, see D3.2 below).
2. **D3.2 (specifically K3):** further explain what measures of critical evaluation you use to show the impact of your practice. Building on some of your existing examples across the application, articulate how you implement and draw on relevant information such as course evaluations, peer feedback, or other evaluation strategies to show your effective and inclusive practice.
3. **D3.2 (specifically V1 and V2):** provide some examples of how you have adapted your approach to influencing or leading others to demonstrate your respect for individuals and diverse groups of learners (V1) and to promote engagement in learning and equity of opportunity for all to reach their potential (V2). See p.X of the [Guide to the PSF 2023 Dimensions - Senior Fellowship](#) for some suggestions.
4. As noted in Section 2 above, the practice included in an application for Descriptor 3 should be from the last 3-5 years, and a reflective narrative approach is required. You are not required to list accomplishments. Therefore, please:
 - 4.1 : remove references to examples that occurred more than 10 years ago.
 - 4.2 : use a reflective narrative approach to your application (e.g., explain a problem/issue you solved, the approach you used, how it was informed by relevant evidence and the impact/effectiveness of the work on other colleagues and the wider learner experience).

In addressing all the actions outlined above, you may find it useful to revisit the [Senior Fellowship applicant guidance](#) (particularly section XX - Reflect on your practice, pxx) and [Guide to the PSF 2023 Dimensions - Senior Fellowship](#) to support you in the development of your resubmission.

Example 4 – Referred Principal Fellow application

Section 2: Feedback summary

You are clearly a highly committed educator with a strong track record in learning and teaching. Your influence in the area of legal education is clear, particularly within your institution. Your application successfully evidences D4.2. The Panel were particularly impressed by the numerous examples you gave of devising and implementing procedures and initiatives to enhance legal education. This was demonstrated in relation to your work on highly specialised taught postgraduate programmes. The impact of these initiatives in their local contexts was evidenced, drawing on institutional data and collated feedback from colleagues and learners, as well as learner achievement data. The Panel were also impressed with your commitment to the development of your colleagues and yourself.

Overall your application did not provide sufficient evidence to fully meet the requirements for D4.1. In addition, D4.3 was not fully evidenced in relation to some of the Professional Values of the PSF 2023.

The Panel note that although in your leadership you have engaged with several departments in your Faculty, how this was associated with institutional or Faculty strategy was unclear. Clarity in this area is required in resubmission in order for the application to demonstrate D4.1. To fully evidence the requirements, the Panel recommend that you revisit *all* your case studies and draw out how these align with strategy more clearly.

In addition, while most of the Dimensions were clearly within the scope of the examples you explain, the application did not show how your leadership work impacts on diverse learners, or promotes engagement and equity of opportunity (V1 and V2).

Below we give more detailed feedback on D4.1 and D4.3.

- 1. D4.1:** While they are well explained, and show considerable strengths, the examples you provided currently suggest that your work is more operational than strategic. The Panel recommends that you include an introductory paragraph to each case study, which situates your procedures and initiatives in the context of university strategy. You should also include information about evidence of strategic impact and clarify:

- + Which strategic aims they address. How you decided to approach them and why;
- + The rationale or driver behind the strategic objective with which you are working;
- + Whether there are strategic links between your different procedures and initiatives, including where they complement each other to meet strategic objectives;
- + The evidence you have of the combined strategic impact and effectiveness of these initiatives.

In writing these additional paragraphs, you should consider the rationale for your approach(es) and how this aligns with strategic aims. Making these links explicit in each case study may enable you to meet D4.1.

2. D4.3 The application clearly demonstrates your commitment to, and integration of, most of the Dimensions of Fellowship in your leadership. In case study 2, (Leading staff development to embed blended learning), you make a statement about your commitment to diversity and equity of opportunity. However, to demonstrate evidence of V1 and V2, you need to explain this in more depth and detail, with reference to examples of your strategic leadership practice. To fully meet D4.3, you will need to reflect on your case studies and expand on your commitment to these values. You might consider:

- + How concern for respecting learner diversity and equity of opportunity has shaped your decision-making in your leadership.
- + The ways in which your strategic objectives align with V1 and V2.
- + Whether the evidence of your work's impact demonstrates effectiveness in relation to supporting learner diversity, or engagement in learning and equity of opportunity for all to reach their potential.

We recommend that you refer to the [Principal Fellowship Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions - Principal Fellowship](#) in particular relating to D4.1, which explores the Dimensions of Fellowship in a D4 context.

Section 3: Feedback key action points

In association with the feedback in Section 2 above, please revise your application to provide further detail to evidence D4.1 and D4.3. The Panel requests the following revisions:

D4.1:

- + Add a paragraph to the beginning of each case study, drawing out its strategic relevance.
- + Here or at appropriate points in the case studies, explain where and why impact has been strategic, and clarify how the evidence provided supports this.

D4.3: At appropriate points in your case studies, indicate where V1 and V2 have influenced your decision-making, and/or are apparent in your evidence of strategic impact.

Example 5 – Unsuccessful Associate Fellow application

Section 4: Feedback summary

Thank you for resubmitting your application for Associate Fellowship. The Panel acknowledges the efforts made to revise and resubmit your application and they have fully reviewed your resubmission. They can see that you have made some changes to address the feedback and actions required on first submission, as previously explained in Sections 2 and 3 above. However, on this occasion, the resubmission does not fully meet all the criteria for Associate Fellowship and should you choose to reapply at a future point, the Panel recommends that you consider the points below to inform your approach:

Area of Activity 5 (A5):

- + The Panel requested that should you select to keep A5 as one of your Areas of Activity, that you revise this section of your reflective narrative to refer to specific continuing professional development (CPD) activities and the impact they have had on your practice. The Panel noted your research output and your many awards which are most commendable, however, the associations to the impact on your learning and teaching activities are unclear and should be further reflected upon in any future application (see Section xx, Associate Fellow applicant guidance, p.xx).
- + The 56 short courses that you have completed and the 23 certificates that you have received are noted, but the Panel were unable to see evidence that explains how these have led you to change or improve your own learning support practice. Section A5 requires further development to explain your CPD activities and how they have had an impact on your teaching and learning practice.

Professional Value 3 (V3):

We noted that you have added a reference list at the end of your application, with six learning and teaching related publications – however, as these are not cited in the text of your application it is unclear how you have drawn on such scholarship/knowledge, i.e. how they have informed your teaching and learning practice (see Section xx, Associate Fellow applicant guidance, p.xx).

Example 6 – Unsuccessful Fellow application

Section 4: Feedback summary

Thank you for resubmitting your application for Fellowship. The Panel acknowledges the efforts made to revise and resubmit your application and they have fully reviewed your resubmission. They can see that you have made some changes to address the feedback and actions required on first submission, as previously explained in Sections 2 and 3 above. However, on this occasion, the resubmission does not fully meet all the criteria for Fellowship and should you choose to apply again at a future point, the Panel recommends that you consider the points below to inform your approach to address aspects of criteria D2.2 and D2.3 as explained below.

- 1. D2.2 (specifically K1, K2 and K5):** The Panel requested that you provide specific examples of your practice across the Areas of Activity, which evidence all Core Knowledge. K1 and K2 are not yet met.
 - + To fully meet **K1 and K2**, you would need to provide some specific examples of different approaches you have used to address the different learning needs/levels and explain what informed your choice of approach in that context and how you know that it was effective and inclusive for learners learning.
 - + **K5: Requirements for quality assurance and enhancement, and their implications for practice**
The Panel were unable to find examples of your awareness and response to quality assurance and enhancement (QA/QE) in your practice and this should be addressed in any new application for Fellowship. The examples provided in the [Guide to the PSF 2023 Dimensions – Fellowship](#) may help you to demonstrate your evidence for this knowledge.
- 2. D2.3 (specifically A2 and A3):** Although there has been some revision to the first submission, the overall approach continues to be descriptive: where specific examples are included, these are mostly in the context of what you do without clear detail of why, how and the effectiveness of those examples. We requested sections A2 and A3 to be revised, though these appear to be unchanged in resubmission and therefore the Panel could not see how the feedback and key actions are addressed.

In any future submission, you will need to ensure that you provide a more in-depth exploration of specific examples of your learning and teaching practices that includes analysis of selected examples of the resultant learning activities, using the suggested prompts in Section 2 above. You are encouraged to use this second round of panel feedback to inform a new application at an appropriate time in the future.

Example 7 – Unsuccessful Senior Fellow application

Section 4: Feedback Summary

Thank you for your resubmission for Senior Fellow. The Panel considered your revisions in detail and whilst there is some additional evidence that meets some of the feedback and actions set in Sections 2 and 3 above, such as the wider range of research and scholarly resources, the Panel has concluded that there remain aspects where there is insufficient demonstration of sustained practice to meet the full requirements for Descriptor 3 of the PSF 2023. The Panel offers further advice below that they hope will be constructive and assist you in applying for Senior Fellow in the future in relation to criteria D3.1 which is Not Met in resubmission.

1. **Reflective Narrative:** The Panel notes that you have mentioned in some detail, the contributions and impact on others and the learning experience though, overall, the examples are concluded without clear demonstration of influence on others practice. For example, 'colleagues are considering implementing these ideas...' (p.X) or 'I may implement these...' (p.X) does not yet show any evidence of actual impact. There are some appropriate examples that could be further developed in support of a future claim for Senior Fellow; for example:
 - p.X: Leading on professional development relating to classroom instruction
 - p.X: Contributing to teaching and learning strategies
 - p.X: Mentoring other colleagues
 - pp.XX: Conducting peer observations.

We suggest that you track progress of these initiatives over a longer period in order to evidence demonstrable impact on others' practice (rather than potential/perceived impact). Explanation of your planned approach to activities such as mentoring would help to clarify your approach to leading or influencing others (in addition to explaining how this occurs); this includes the design features that you employ when thinking about how to approach mentoring effectively.

2. **Case Study One:** This case now focuses on your role as a course leader and impact on learners and colleagues including some interesting scenarios. However, it is unclear on the specifics of actual sustained influence to demonstrate criterion D3.1. To meet D3.1 you should clearly demonstrate what the impact of your individual contribution(s) has been on colleagues' practice. In other words, you should explain what happened to improve learners' learning and colleagues' practice that would not have happened had you not effectively led the projects/initiatives/activities mentioned.
3. **Case Study Two:** The Panel notes this case has been revised though as with Case Study one, the anticipated evidence for impact is forthcoming and future-based, for example, 'I plan to work on the further development of coaching...' (p.XX). Further discussion explaining your approach to coaching activities in addition to explaining how this occurs and its impact on others would provide appropriate evidence of your effectiveness for Senior Fellowship. You might include the design features that you employ when thinking about how to approach coaching effectively and explaining what actual changes in practice of others have occurred as a result.

Like the Reflective Narrative, the initiatives in both Case Studies should be monitored and further developed over time in support of a future claim for Senior Fellow.

You are encouraged you to use this second round of panel feedback to inform a further application at an appropriate time in the future.

Example 8 – Unsuccessful Principal Fellow application

Section 4: Feedback Summary

There is now evidence in your resubmission that fully meets D4.3. You show how respect for diverse groups of learners, and promoting engagement in learning and equity of opportunity, have been key drivers behind strategy, and that you have responded to this in the procedures and initiatives you have developed and implemented in collaboration with academic staff in four different departments. There is already significant evidence of impact in relation to this.

Your resubmission includes some evidence to meet D4.1. You now demonstrate that much of the practice explored in Case Studies 2 and 3 aligns with criterion D4.1 requirement for effective strategic leadership. This is because it is clear you developed and implemented these aspects of your work in response to strategy. You also demonstrate some early evidence of impact. However, the Panel are unable to find evidence that this impact is sustained. All the evidence you provide for such examples is drawn from your two more recent Case Studies, where impact is less well developed. Therefore, the resubmission does not demonstrate that you have a sustained record of effectiveness in strategic leadership that demonstrates extensive impact on high quality learning (D4.1).

To meet D4.1, you will need to ensure that all Case Studies contribute to sustained, extensive impact. Before submitting any future application, please consider whether there is evidence of strategic impact over a more sustained period of time. Alternatively, you may decide you need time to build more experience and/or gather further evidence before applying again.

You are encouraged you to use this second round of panel feedback to inform a further application at an appropriate time in the future.

Appendix 5: Protocol for issues with Supporting Statements (D1-3) / Advocate Statements (D4)

The following section sets out guidance for accreditors reviewing Fellowship applications for Advance HE. There are several scenarios which could result in the Panel querying Supporting/Advocate Statements and different approaches in the action that Advance HE will take.

1. When to use the Panel Outcome and Feedback Form for revised or new Supporting/Advocate Statements

If the Panel has agreed that one or more of the Supporting/Advocate Statements does not verify and endorse 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 revised or new 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, though are unable to Award until receipt of revised/new statements, this should be recorded in Section 1 of the relevant Review Grid. The lead accreditor should then communicate this outcome to the Fellowship Team (fellowship@advance-he.ac.uk) and record the outcome at first attempt as, “**Award, pending revised/new statements**”. Applicants will be given two weeks to provide revised or new statements.

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

2. Content in Supporting/Advocate Statements is very similar

If you find the statements share a high proportion of similarity in content, please contact Fellowship@advance-he.ac.uk with the Fellowship Panel number and applicant's Professional Recognition (PR) number as soon as possible. Similarity in content between statements can be considered as:

A. Factual content – this could be awards won, courses taught or qualifications; as it is hard to phrase factual content in unique ways there may be some overlap expected between statements, eg applicants that job share.

B. Opinion content – this is the author's opinion/professional knowledge of the applicant's practice.

1. If the Panel considers the opinion content is very similar (i.e. using the same phraseology, structure and/or wording) or there is not sufficient unique opinion content to balance factual content which is very similar, between statements, this will be investigated for originality;
2. In association with Academic Integrity software, Advance HE will review the statements and depending on the aspects of similarity (factual or opinion content) will either contact the Panel to discuss the content, or contact the applicant, or one or more referees/advocates;
3. Advance HE will contact the applicant or referees/advocates and they will be asked to provide new Supporting Statements within two weeks. It is not possible for Advance HE to identify or confirm which referee/advocate has provided the original content, therefore both/all will be asked to provide new statements;

4. If revised or new Supporting/Advocate Statements are not received within two weeks of the initial request this will be followed up by Advance HE with a repeat request for revised/new statement(s).
5. When the new statement(s) are available these will be provided to the original Panel for review.
6. If revised/new statement(s) have not been supplied by one or more of the referees/advocates following a further five days, Advance HE will contact the applicant to explain the need to supply one or more statements from new referee(s)/advocate(s) within five days. If no revised/new Statements are received, then the review process is closed and the application withdrawn.
7. Advance HE will keep the Panel informed throughout this process.

3. Supporting/Advocate Statements Content is not linked to the Applicant's Practice

If one or more of the statements does not discuss the applicant's current practice or refers to practice not relevant to the application (where this applies) please contact Fellowship@advance-he.ac.uk as soon as possible.

1. Advance HE will 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 **PSF 2023** Descriptor criteria 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. Advance HE will keep the Panel informed throughout this process.

4. The date of the Supporting/Advocate 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 Fellowship@advance-he.ac.uk as soon as possible.
2. Advance HE 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. If the Advance HE team is unable to find a reason for a delay in the application, they will contact the applicant to ask for a more current statement(s);
3. When the revised/new statement(s) is available it will be provided to the original Panel for review;
4. Advance HE will keep the Panel informed throughout this process.

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

The guidance to applicants and referees explains that referees are expected to have current or recent experience of working in higher education and where possible will hold one of the four categories of Fellowship, although this is not essential. All referees need to be familiar with the PSF 2023. It is not a compulsory requirement that referees are Fellows and therefore Supporting Statements from experienced professionals knowledgeable of the PSF 2023 are acceptable.

6. Advocate Statements (D4) requirements not met

Applicants are requested to provide Advocate statements from one of the following three perspectives:

- + at least one should be able to comment on the ways in which the applicant has directly influenced their own practice;
- + at least one should be external to the applicant's institution (if they are employed as opposed to self-employed);
- + at least one should be from a higher education provider.

Should the statement(s) not meet the above requirements, the Panel is advised to follow the same process as in point 1 above.

7. Supporting/Advocate Statement content is not linked to the PSF 2023

In the guidance to referees/advocates they are asked to verify and endorse 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 inclusive or effective 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/advocate 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 2023 and therefore applications should not be referred if this is not included.

8. Supporting/Advocate Statement not originally written in English

Statements that are not originally written in English should be supplied with the following documents:

- + The original statement in the author's own/native language;
- + The statement written in English (with all contact details of the author supplied);
- + A certificate of translation.

Appendix 6: Checklist for reviewing direct applications for Fellowship to Advance HE

a. General review of individual applications

Have you:

- + Selected 'Met' or 'Not Met' for each Descriptor criterion in the Review Grid?
- + Provided comments 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 comments?
- + Identified and provided some examples of feedback on the Review Grid that could be used in the Panel Outcome and Feedback Form for referred or unsuccessful applicants?
- + Provided summary feedback and key action points that could be used by the lead accreditor in Section 2 and Section 3 (where applicable) of the Panel Outcome and Feedback Form?
- + Responded to any queries from the Lead Accreditor?

b. During the final stages of the Fellowship Panel

- + If the application is a Refer, have you supported the lead accreditor 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 Fellowship team to let them know the Panel is complete?

c. The application for which you are Lead Accreditor

Have you:

- + Ensured that each accreditor has completed the Review Grid in full?
- + Clarified any queries about particular Descriptor criteria with the other accreditors on the Panel?
- + Agreed **Met/Not Met** outcomes for each Descriptor criterion on the Review Grid?
- + Agreed a final **Award** or **Refer** outcome for each application and clearly recorded this at the top of the Review Grid?
- + Checked the final feedback comments (Sections two and three in the form) with the other accreditor(s) on the Panel?
- + Completed a Panel Outcome and Feedback Form for any referred applications, drawing on the final feedback comments from other panel member(s)?



Contact us

Email: communications@advance-he.ac.uk

Website: www.advance-he.ac.uk

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