



Charles Sturt
University

Higher Education Academy (HEA) Fellowships

INFORMATION WORKSHOP
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Welcome



Acknowledgement of Country

We would like to acknowledge the Traditional Owners and their custodianship of the lands from which we meet today, land that has never been ceded.

Collectively, as staff of Charles Sturt, we pay our respect to First Nation people (ancestors and descendants) who continue cultural and spiritual connections to Country that we continue to learn from today.

We recognise their valuable contributions to Australian and global society, and we meet today in this spirit.



Presentation Overview

- Welcome, introduction
- Advance Higher Education
- Fellowship: what you need to know
- The Process in 2023
- What happens next?
- Questions



AdvanceHE





Advance Higher Education

AdvanceHE describes its purpose as being dedicated to helping higher education shape its future.

It does this through:

- Supporting reflective practice – to improve teaching through interrogating practice, reflection and insight
- Encouraging sustainable change – building capacity to make a difference to teaching and learning
- Building networks to connect people, so they can deliver impact
- Accrediting achievement, so you can be recognised

HEA Fellowships

- A recognition of reflective teaching practice
- An opportunity to reflect on your practice and your leadership/influence
- Aligns your practice to international teaching standards, PSF
- A Fellowship is recognised across Australian and international institutions.



Advance Higher Education

Becoming a fellow gives you access to:

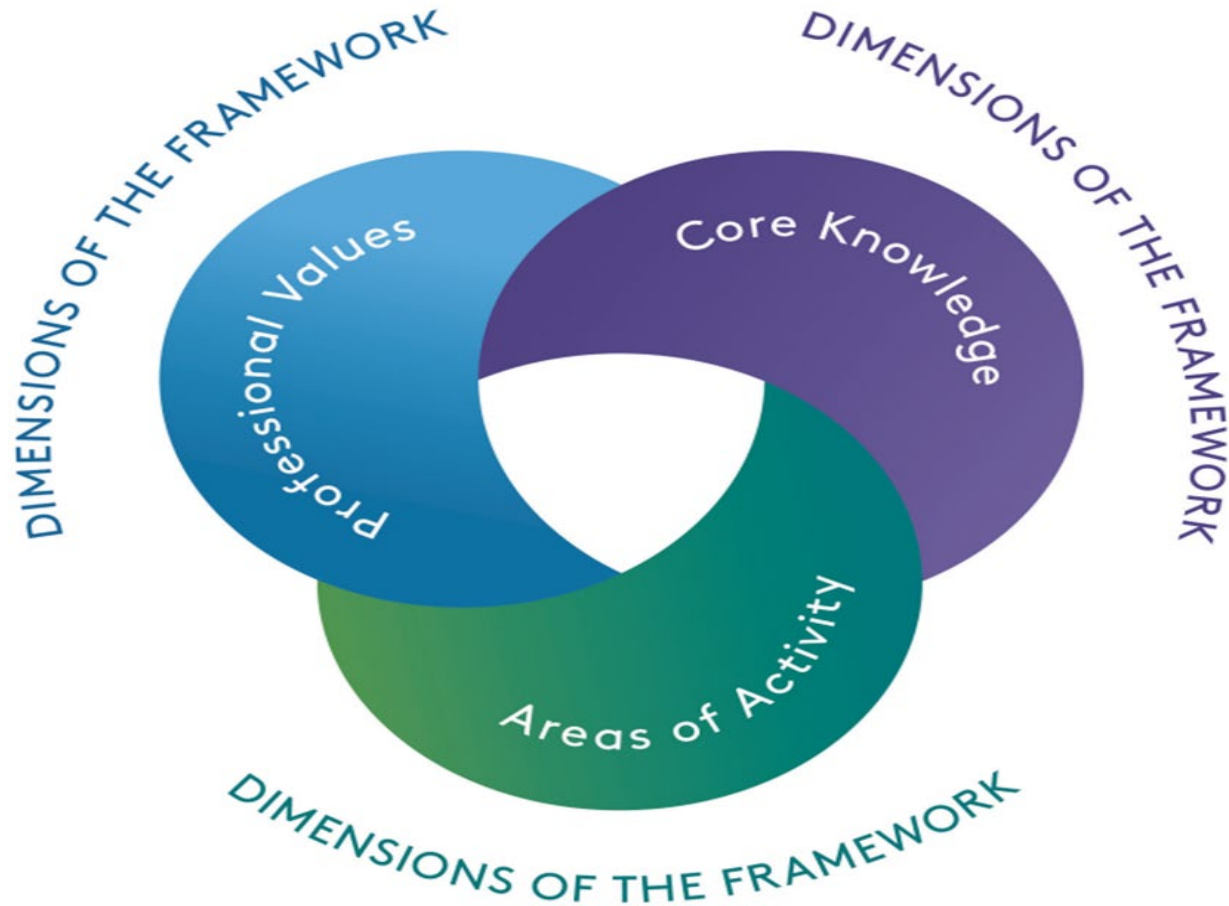
- Resources
- Networks
- Ongoing professional learning
- Connections
- Research projects and opportunities

It opens up opportunities to develop and learn, to connect and to better understand teaching and learning support

It is an internationally recognised commendation of practice, peer reviewed and based on internationally recognised standards



The New Professional Standards Framework - 2023



Professional Standards Framework

AdvanceHE PSF 2023		
Professional Values In your context, show how you:	Core Knowledge In your context, apply knowledge of:	Areas of Activity In your context, demonstrate that you:
<p>V1 respect individual learners and diverse groups of learners</p> <p>V2 promote engagement in learning and equity of opportunity for all to reach their potential</p> <p>V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice</p> <p>V4 respond to the wider context in which higher education operates, recognising implications for practice</p> <p>V5 collaborate with others to enhance practice</p>	<p>K1 how learners learn, generally and within specific subjects</p> <p>K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study</p> <p>K3 critical evaluation as a basis or effective practice</p> <p>K4 appropriate use of digital and/or other technologies, and resources for learning</p> <p>K5 requirements for quality assurance and enhancement, and their implications for practice</p>	<p>A1 design and plan learning activities and/or programmes</p> <p>A2 teach and/or support learning through appropriate approaches and environments</p> <p>A3 assess and give feedback for learning</p> <p>A4 support and guide learners</p> <p>A5 enhance practice through own continuing professional development</p>

New PSF 2023

https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0?_ga=2.70710167.607410629.1684122157-370295007.1673224961

https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/PSF%202023%20-%20Large%20Print%20-%20Screen%20Reader%20Compatible%20-%20final_1675089614_1682075258.pdf

Categories of Fellowship

D1 Associate Fellow	D2 Fellow	D3 Senior Fellow	D4 Principal Fellow
<ul style="list-style-type: none"> • Early career researchers with some teaching • Staff new to teaching including part-time staff • Staff supporting academic provision (learning technologists, library staff) • Demonstrators, technicians with some teaching responsibilities • Experience staff new to teaching or with limited teaching portfolio 	<ul style="list-style-type: none"> • Early career academics in full teaching role • Academic related support staff with substantive teaching responsibilities • Staff with teaching-only responsibilities – including within work-based settings 	<ul style="list-style-type: none"> • Experienced staff who demonstrate impact and influence through leading, managing, organising programmes, subject/disciplinary areas • Experienced subject mentors and staff supporting those new to teaching • Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities 	<ul style="list-style-type: none"> • Highly experienced/senior staff with wide-ranging academic/academic-related strategic leadership responsibilities linked to teaching and supporting learning • Staff responsible for institutional strategic leadership and policy-making in teaching and learning • Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

Fellowships = meet PSF

Associate Fellowship

- Small amount of teaching
- Learning support role

Fellowship

- Wide-ranging experience of educational work

Senior Fellowship

- Impact on the teaching of colleagues you lead

Principal Fellowship

- Impactful strategic leadership across institutions and at the national level

All activities must relate to award-bearing higher education provision or continuing professional development for professionals – 3-5 year timeframe (sustained experience)

The Fellowship Descriptors

Associate Fellowship

- Two areas of activity
- Core knowledge K1 & K2
- Professional values as appropriate

Fellowship and Senior Fellowship

- All the Dimensions: areas of activity, core knowledge and professional values
- For Senior Fellowship, linked to leadership of colleagues (D3.VII)

Principal Fellowship (direct application to AHE)

All dimensions, focus on descriptors

- **Word Counts (maximum – not including the reference list)**
- Associate Fellowship – 1400 words
- Fellowship – 3000 words
- Senior Fellowship – 6000 words
- Principal Fellowship – 7000 words

Writing the Application

All activities must relate to university teaching or continuing professional development for professionals (AQF5-10)

Use the approved template – **it is essential to maintain the word limits**

Use recent events: sustained experience within the 3-5 year timeframe

Reflective not academic writing – see later slides

Use a range of types of evidence (quant and qual – SFS data, student comments, emails)

Include the ‘what’, ‘why’, evidence of impact and what you learned

Do not use dot points, images or diagrams

Do not include appendices or attachments

Narrative Style

- Use a *reflective narrative* about your professional role as an educator – teaching and/or learning support
- What do you do?
 - Report what you did
- Why you do it?
 - Relate this to the literature demonstrating evidence based practice
 - Recent relevant literature to support your actions
- How effective was it?
 - Show your reasoning and evidence of the outcome
 - Show the evidence of effectiveness of your practice – SFS/SFT or any other form of feedback
- What did you learn/how will you improve next time?
 - Reflect on the process and what you will do next time

Things to consider

- More readable rather than academic in nature
- Show the links to the PSF (mapping the Vs, Ks, and As)
- Keep to the word limit for each section
- Have one reference list at the end of your application
 - This is not included in the word count

Reflective Practice





Reflective Writing

Consider yourself as an educator:

- Write autobiographically: 'I'
- Write analytically
- Teaching dilemmas/challenges
 - What helped me to solve them (scholarship and research literature on the LMS site)
 - How I solved them and why I chose that particular course of action
 - Obstacles I faced and overcame (or not)

What, Why and What now...

Final positive outcome:

- What have you learned?
- Provide evidence 'successful, effective',
 - for example - improved student outcomes, favourable evaluation, mails or comments from participants and/or colleagues
- Future-facing:
 - what will you do differently now you have reflected upon your teaching practice in the application...

The Reflective Practice Template

Experience <i>What happened?</i>	Reflection <i>Why did it happen?</i>	Learning <i>What did I learn?</i> <i>What must I do next time?</i>

Future-focused Conclusions

It is important to finish each reflective account with a small reflection on how this impacts on your practice, what you have learnt and what you will do next time. We often do this subconsciously however for a HEA application it needs to be evident.

It is also important to demonstrate what you have learnt and how this will impact on your future practice. We often do this subconsciously however for a HEA application it needs to be evident.

Thus, your conclusion should be future-focused. So what....?

Supporting Statements

- Referees – Supporting Statements (to substantiate your record of effectiveness in relation to teaching, and the support of learning in higher education)
 - AFHEA – 1
 - FHEA – 2
 - SFHEA – 2
 - PFHEA - 3 advocate statements
- At least one of your references should either be a Fellow, Senior Fellow or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution.
- Referees are expected to comment directly on the content of your APP and will need to view your application to enable them to provide an effective reference

Getting Started

1. Use the tool on the site to be clear which level of fellowship you will apply for: fellow or senior fellow

https://www.advance-he.ac.uk/form/fellowship-decision-tool?utm_source=HEA&utm_medium=web&utm_campaign=Fellowship%20-%20FCT

2. Visit the site and download the package that includes guidelines and further information

3. Become familiar with the Professional Standards Framework – decide on how you will evidence them through your practice.

Cost of Application

Each application attracts a fee –

Two pathways

- Through CSU - funded by School/Division (\$267 - \$588 approx.)
- Direct application to AHE - 50% off fee as CSU is a member

Faculties/Divisions support applications but may limit numbers applying. If so, we ask for an indicator task to inform the decision and require inclusion in your EDRS goals.

First Steps

1. Complete the fellowship tool to confirm the level of fellowship you will apply for
2. Confirm with awards@csu.edu.au
 - Subject line: HEA fellowship
 - Provide: name, School/Faculty/Division, statement of endorsement from your line manager
3. Attend (listen to) the information workshop and attend writing workshops

Support ...

- Mentor
- Review of completed applications
- Advice re supporting statements
- Regular check-ins

Submitting your completed application to AHE

- AdvanceHE assesses your application, through a panel of reviewers. All CSU applications are submitted directly to AHE.
- You submit your application through their portal template (My Academy)
- A panel reviews the applications and returns the outcome
- MY UNI IS A MEMBER – 50%off – check the box

Timeline

- May – Information workshop
- June - mentor partnerships set up.
- July – Writing workshop
- July- September: work with mentor to prepare submission
- October – Review of completed application
- November: upload to AdvanceHE Portal

Questions?

