

ADVANCE HE FELLOWSHIP SUCCESS PROGRAM

INFORMATION AND HOW TO DEVELOP AN EOI SESSION

Round 7 - 2025

Dr Naima Iftikhar
Lecturer, Academic Lead in Professional Learning
Office of the Pro Vice-Chancellor, Learning and
Teaching

Simone Mackenzie
Project Officer
Office of the Pro Vice-Chancellor, Learning and
Teaching

Associate Professor Brahm Marjadi SFHEA
Advance HE Accreditor for D1-D3
School of Medicine

RECORDING

**This Zoom session is being
recorded. You may turn off your
video camera should you wish.**



Acknowledgement of Country

Western Sydney University acknowledges that today's meeting is being held on the country of the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and acknowledges their ancestors who have been Traditional Owners of their country for thousands of years. We pay respect to their Elders past and present and thank them for their support of our work in their lands and beyond.

SESSION AGENDA

- Significance of Fellowship + PSF 2023 + Overview of Categories of Fellowship
- Overview of the EOI Review Process

ADVANCE HE FELLOWSHIP



Opportunity
for both
academic and
professional staff



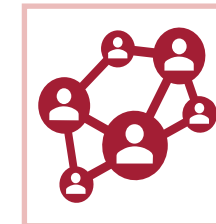
Recognition of
your higher
education teaching
and/or support
practice against an
international set of
standards in the
form of Advance
Higher Education
(UK) Fellowship



You **choose the
suitable/
applicable
category** of
Fellowship and
write a *reflective
narrative* to
evidence it



**Applications
are assessed** by
international
Accreditors



**Fellows will
have access to
an
international
network of
L&T community,
opportunities
and resources**

WHY HAVE A GO?

Professional staff

- A way of attaining a career development goal
- Visibility, external recognition, and benchmark your practice as an educator

Academic staff

- Generate evidence for a teaching case for promotion
- Gather and integrate the teaching evidence you have

All staff

- Add evidence to your CV for employability
- External recognition and benchmark your practice
- Practice articulating your approach to teaching, and writing about your achievements

SIGNIFICANCE OF FELLOWSHIP

- Globally recognised with over 200,000 Fellows world-wide
- Portable – you take it where you go
- Permanent – no re-accreditation or renewal, ever
- Straightforward
 - Application-based – no course required (but mentoring is essential for success)
 - Narrative-based – no attachments, only referee/s needed

Work Unit	AFHEA	FHEA	SFHEA	PFHEA	Total
SoBus	1	10	7	0	18
SoCDMS	0	3	2	0	5
SoE	0	4	5	0	9
SoEDBE	0	7	4	0	11
SoHS	0	5	16	0	21
SoHCA	3	13	6	0	22
SoL	0	1	2	0	3
SoM	1	5	5	0	11
SoNM	0	0	6	1	7
SoSci	0	2	3	1	6
SoSS	1	6	1	0	8
SoP	0	1	0	0	1
The College	0	5	7	0	12
Divisions	7	12	9	2	30
Total	12	73	73	4	163

Current Western Fellows*

** does not include those who have been supported and left Western*

Professional Values

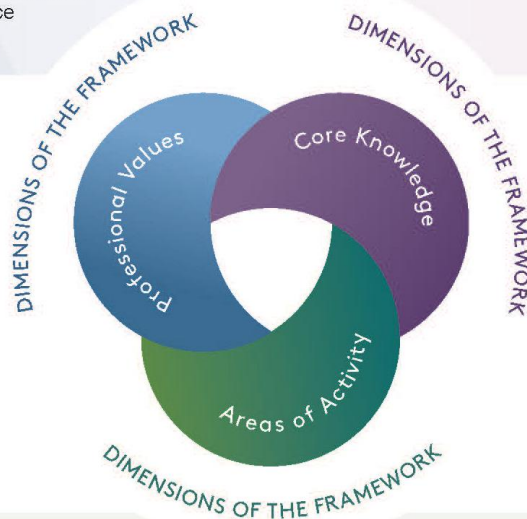
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- V2** promote engagement in learning and equity of opportunity for all to reach their potential
- V3** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4** respond to the wider context in which higher education operates, recognising implications for practice
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity

In your context, demonstrate that you:

- | | | |
|---|---|--|
| A1 design and plan learning activities and/or programmes | A3 assess and give feedback for learning | A5 enhance practice through own continuing professional development |
| A2 teach and/or support learning through appropriate approaches and environments | A4 support and guide learners | |

Professional Standards Framework (PSF) 2023

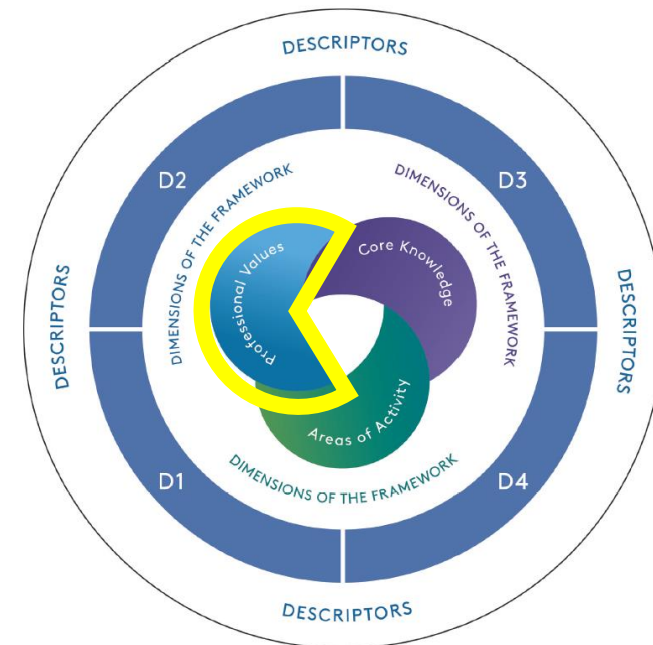
Treat this as a completely new framework compared to UKPSF 2011

Professional Values

In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- V2** promote engagement in learning and equity of opportunity for all to reach their potential
- V3** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4** respond to the wider context in which higher education operates, recognising implications for practice
- V5** collaborate with others to enhance practice

5 Dimensions of Professional Values

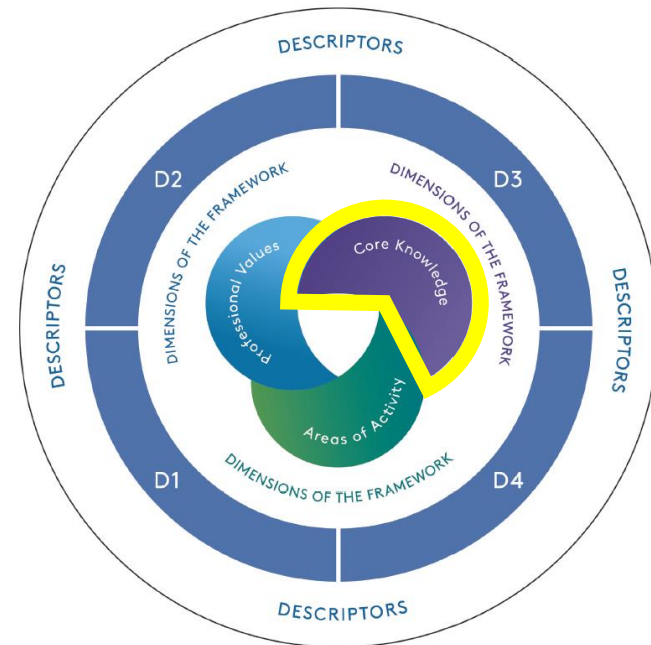


Core Knowledge

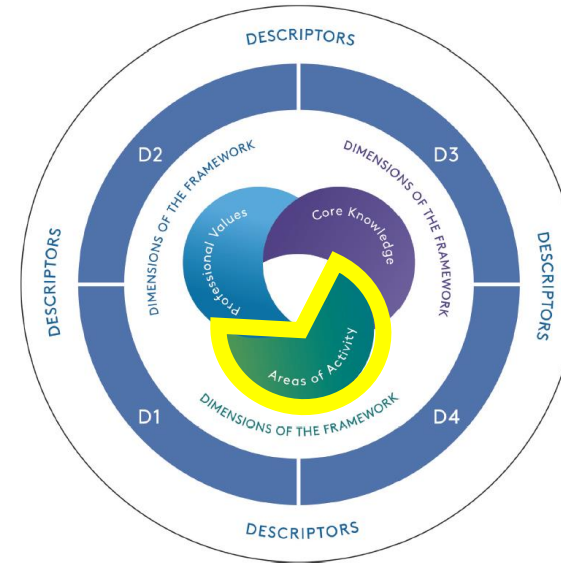
In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice

5 Dimensions of Core Knowledge



5 Dimensions of Areas of Activity



Areas of Activity

In your context, demonstrate that you:

A1 design and plan learning activities and/or programmes

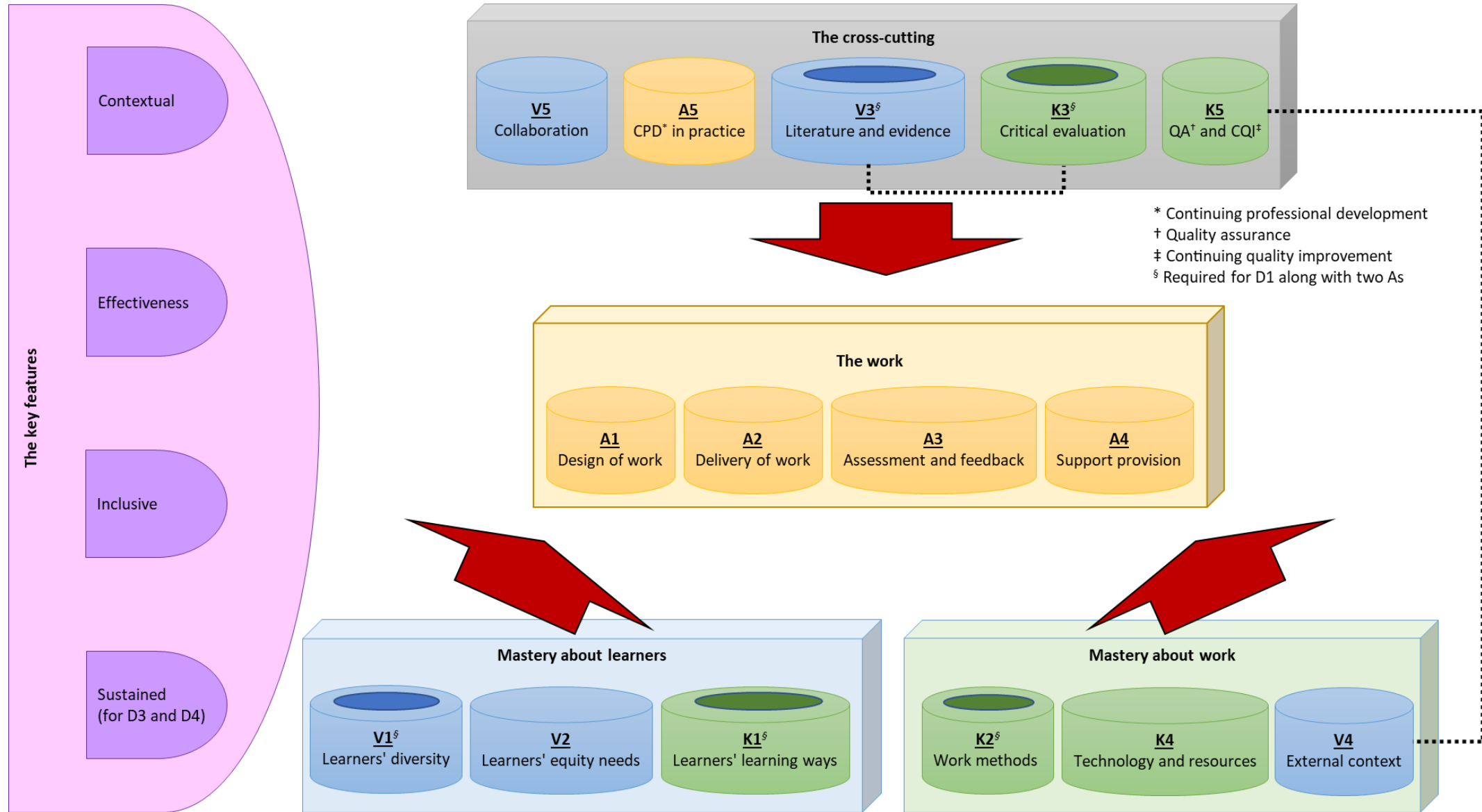
A2 teach and/or support learning through appropriate approaches and environments

A3 assess and give feedback for learning

A4 support and guide learners

A5 enhance practice through own continuing professional development

UKPSF 2023: Brahm's personal shorthand



Fellowship categories (“Descriptors”)

**D1: Associate
Fellow
(AFHEA)**

**D2: Fellow
(FHEA)**

**D3: Senior
Fellow
(SFHEA)**

**D4: Principal
Fellow
(PFHEA)**

- different procedure and support system
- accommodated separately in AHEFSP

Fellowship categories

D1 (AFHEA)

For individuals whose practice enables them to evidence some [but not all] Dimensions.

D2 (FHEA)

For those whose practice with learners has breadth and depth, enabling them to evidence all Dimensions.

D3 (SFHEA)

For those whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

D4 (PFHEA)

For highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive.

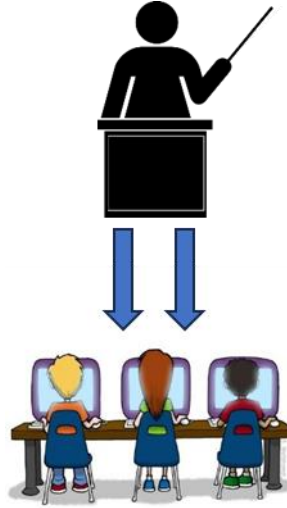
Choosing the right category

- **Crucial!**
- Final decision is Award OR Unsuccessful *at the level applied for* – No upgrading or downgrading
- Once awarded, you must apply again to go up
- It is in your best interest to choose the level most suitable for you
- Fellowship Decision Tool asks 17 questions to help determine which category may be suitable

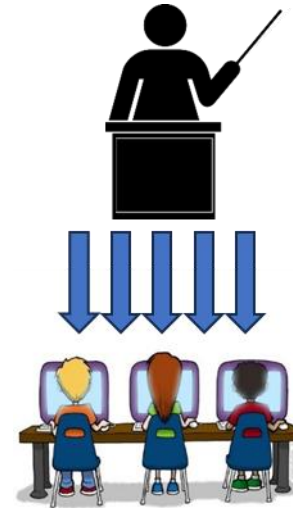


D1/D2 vs D3

D1 & D2 = **Learner-facing** educational or support practices



D1 = 2x Areas of Activity;
K1 K2 K3; V1 V3



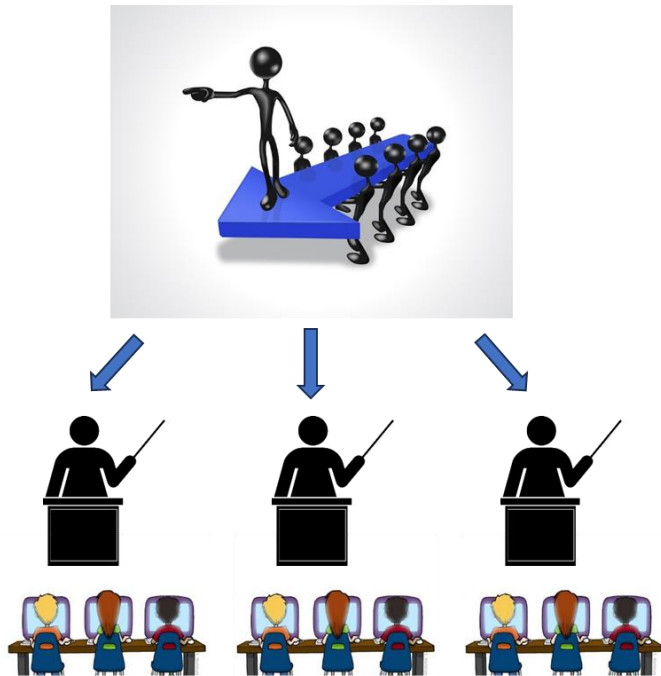
D2 = All As, Vs
and Ks

Narratives and impacts are about/from **your direct learners**, who can be students and/or staff

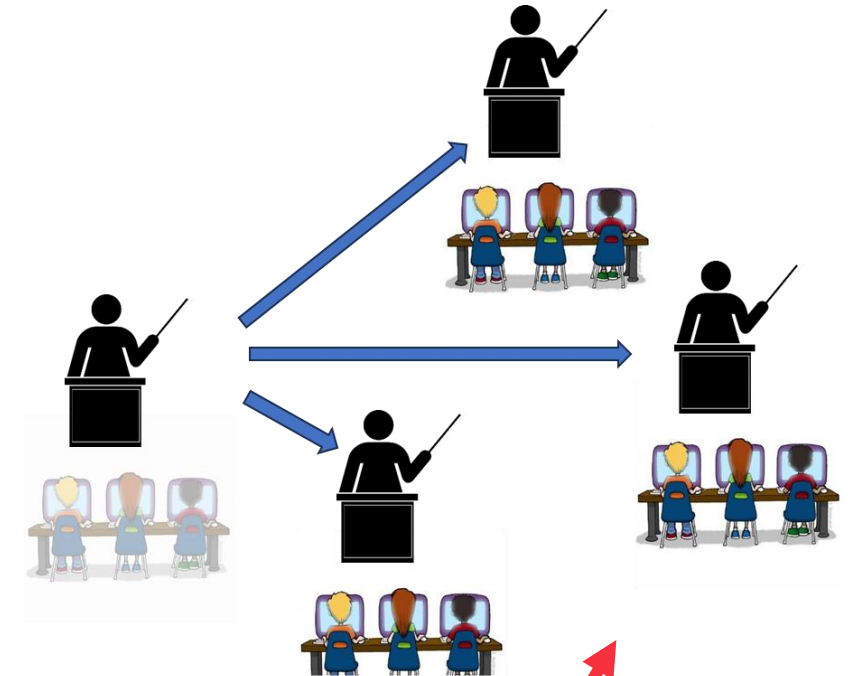
D1/D2 vs D3

D3 = Staff-facing leadership and influence to improve their teaching/support

Formal leaders

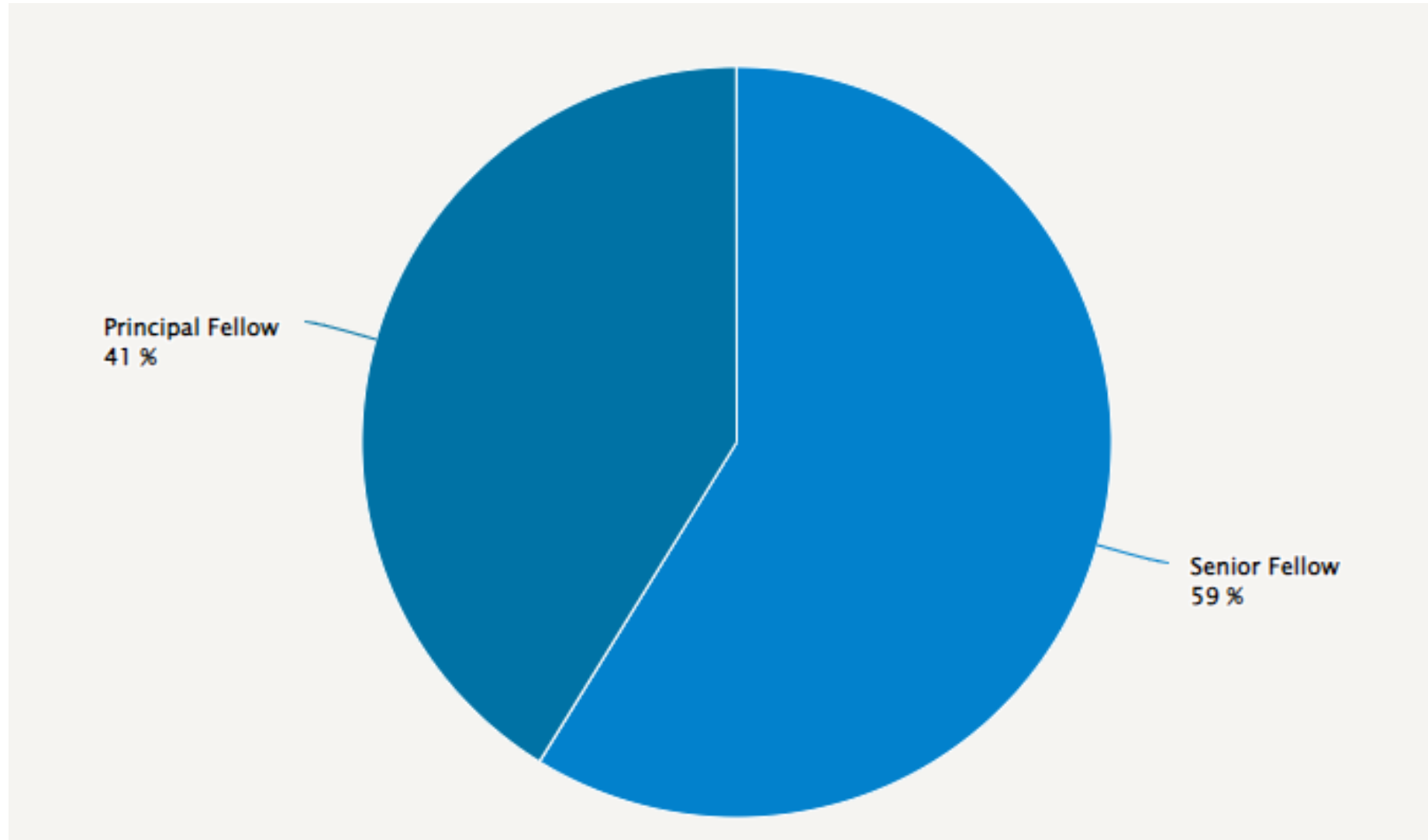


Informal leaders

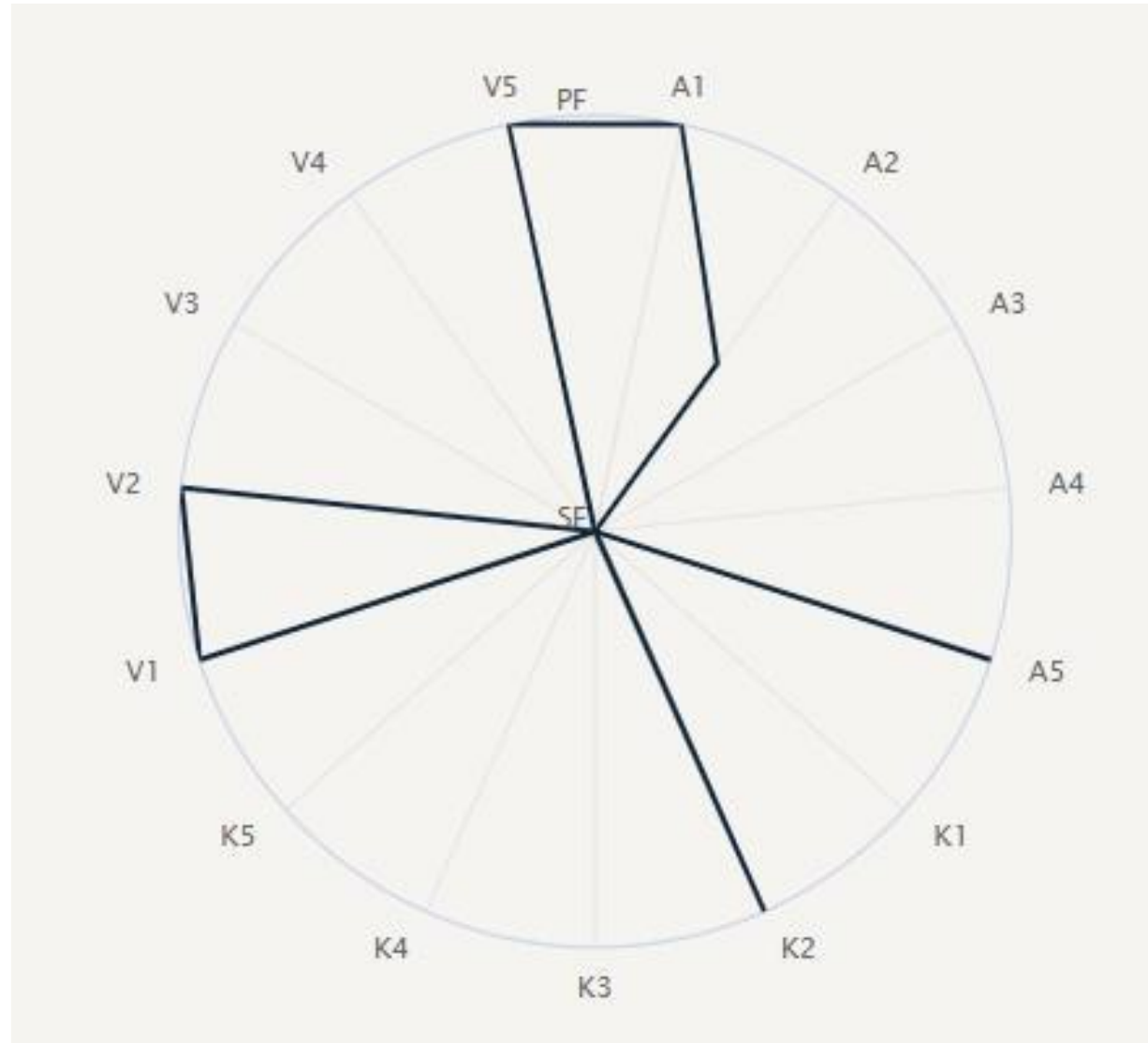


Evidence of impact is from **the students of your direct learners**,
NOT your direct learners

Example category tool result



Example category tool result continued



FELLOWSHIP CRITERIA & SCOPE (D1-D3)

Descriptor	Areas of Activity					Core Knowledge					Professional Values					Scope
	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5	
D1 Associate Fellow	Any two; A3 may be in assessment AND/OR feedback					Minimum K1 K2 K3					Minimum V1 V3					- Classroom or tutorial group level - Mainly direct teaching/support
D2 Fellow	All five; A3 is in BOTH arms					All five					All five					- Subject level - Mainly direct teaching/support
D3 Senior Fellow	All five; A3 is in BOTH arms					All five					All five					- Team/institution level - Leading/influencing others - Extends beyond direct teaching/support

FELLOWSHIP CRITERIA & SCOPE

ALL DESCRIPTORS (D1-D4)

- CONTEXTUAL: All claims must fit with your specific work context
- EFFECTIVE PRACTICE: You need to show evidence of success
- INCLUSIVE: Your work must cater for diverse learners
- SUSTAINED (D3 and D4): Your achievements are not one-off

KEY NARRATIVE

Describe “why you do what you do in the way that you do it”

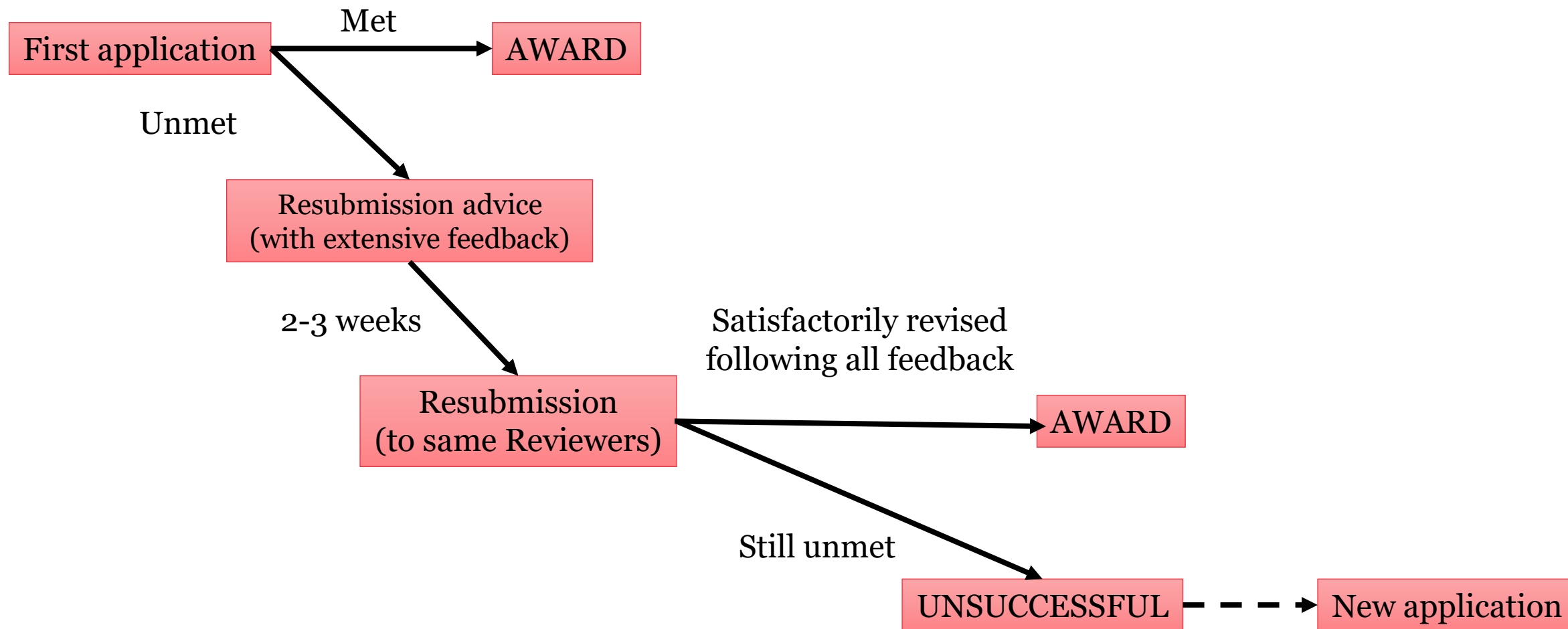
APPLICATION ELEMENTS & LIMITS (D1-D3)

Element	D1 Associate Fellow	D2 Fellow	D3 Senior Fellow
Context statement	300 words	300 words	300 words
Reflective narrative	1,400 words	3,000 words	Total 6,000 words
Two case studies	Not applicable	Not applicable	
Presentation of Dimensions	Vs and Ks embedded in each Area of Activity	Vs and Ks embedded in each Area of Activity	All 15 Dimensions are fully integrated in one narrative
Reference list	200 words	500 words	500 words
Supporting statement/s	One	Two	Two
Additional words for resubmission	200 words	300 words	500 words

SUPPORTING STATEMENTS

- Choose referees who know your work and can speak to its quality and impact. Can be a supervisor and/or a colleague but generally NOT a student/learner.
- Referees do NOT have to be Advance HE Fellows BUT must be experienced staff in higher education. They can be external to Western.
- Referees MUST be familiar with the UKPSF 2023.
- Referees MUST vouch that your claims are real and meet the Descriptor you apply for. They MUST have personal knowledge of the works you include in your application. They cannot just read your CV or application – **Reviewers can tell!**
- You need to select them, ask them, explain the process, provide the Referee's Guide and Statement Template, receive their Statement, and upload with your application.

FELLOWSHIP DECISION



ADVANCE HE FELLOWSHIP SUCCESS PROGRAM

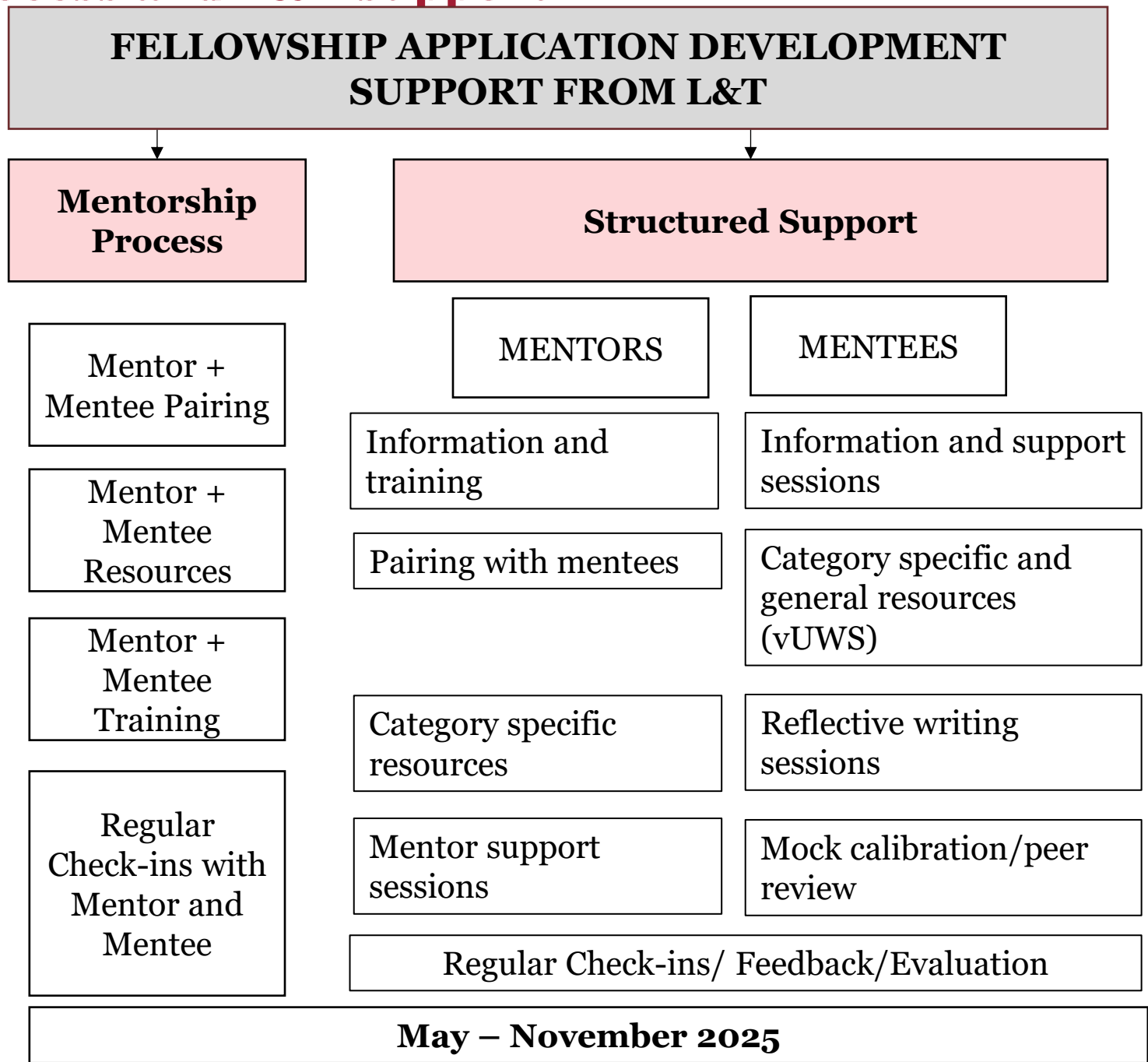
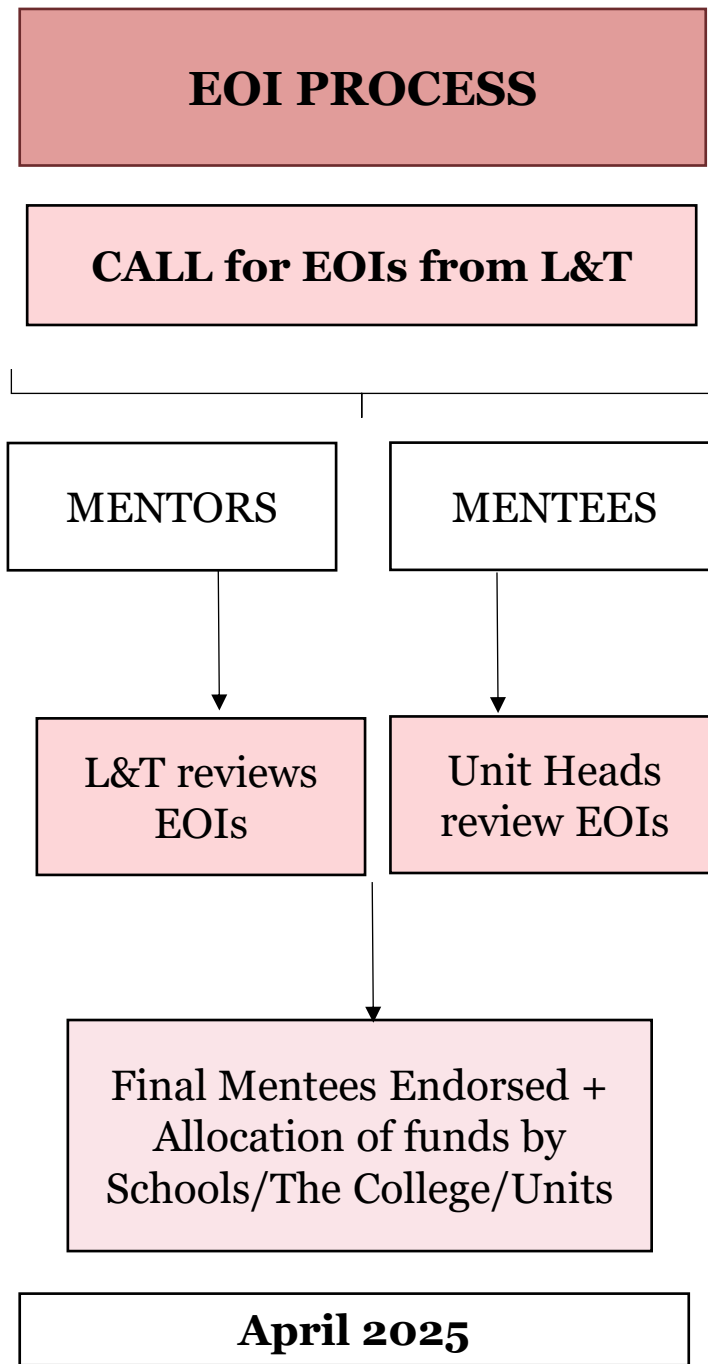
INFORMATION AND HOW TO DEVELOP AN EOI SESSION

Round 7 - 2025

Dr Naima Iftikhar
Lecturer, Academic Lead in Professional Learning
Office of the Pro Vice-Chancellor, Learning and
Teaching

Simone Mackenzie
Project Officer
Office of the Pro Vice-Chancellor, Learning and
Teaching

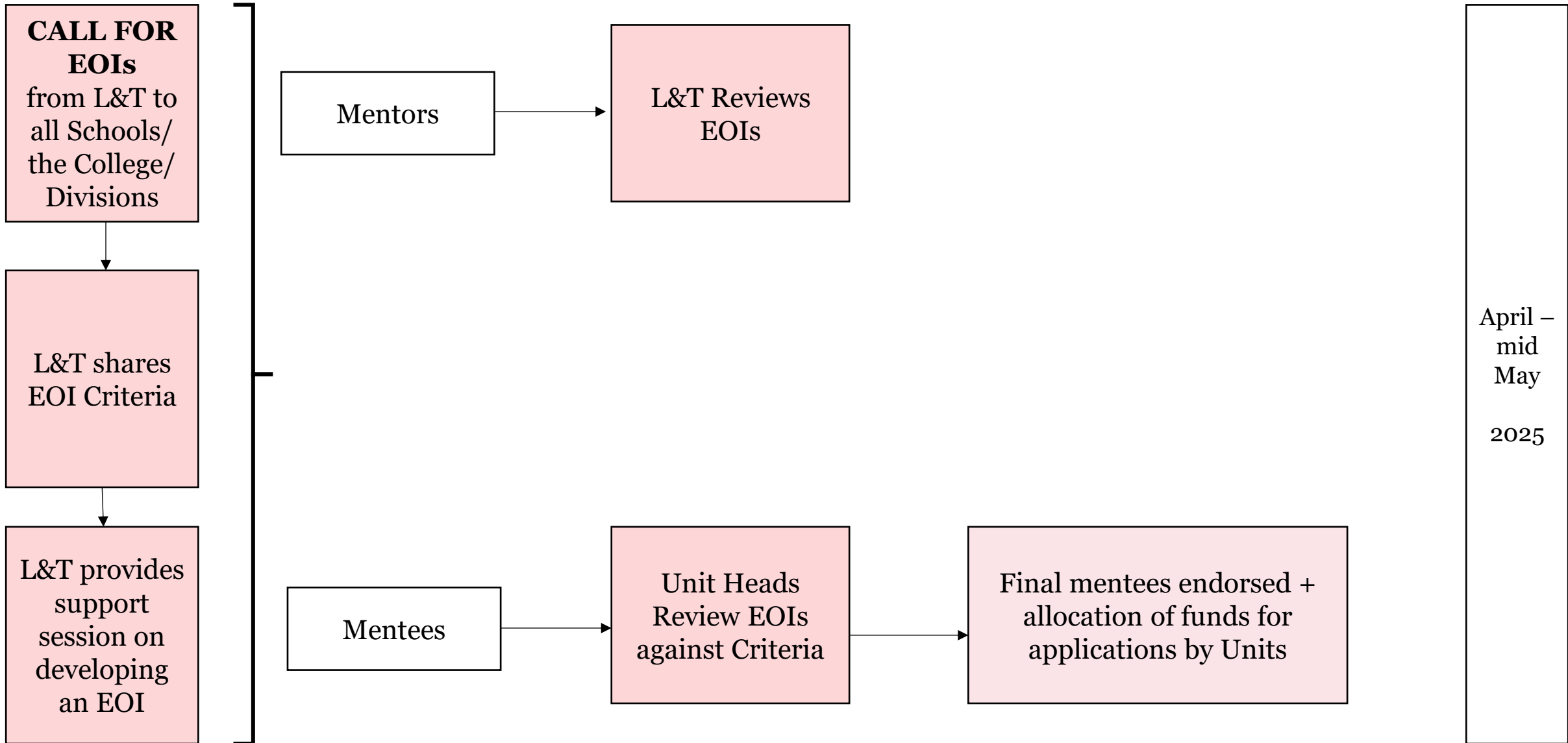
EOI process and L&T support



L&T TEAM SUPPORT

1. **Small group mentoring** for peer support and review (Descriptor-based, discipline-based, and/or combined)
2. **Training and calibration** for mentors
3. **vUWS site:** guidance, templates, readings for Scholarship of Teaching and Learning (possible references), category specific resources to support application writing (e.g. how to write reflective narratives)
4. **Structured category specific writing sessions**
5. Mentor (same or new) **for resubmission**
6. **Celebration of successful Fellows** and recognition of mentors

EOI REVIEW PROCESS



REVIEW CRITERIA

- **Length of experience in higher education/affiliation with Western – satisfactory response**
- **Alignment of evidence and impact of practice – satisfactory response**
- **Motivation for recognition and consideration of workload - satisfactory response**

REVIEW CRITERIA

Length of experience in higher education/affiliation with Western – satisfactory response

	Associate Fellow	Fellow	Senior Fellow
How long have you been teaching and or supporting education at Western?			
Have you ever taught and or supported education at another Higher Education institute?	Combined experience at WSU + another institution at least 1-3 years	Combined experience at WSU + another institution at least 2-3+ years	Combined experience at WSU + another institution at least 3-5+ years
Have you completed probation at Western?	YES	YES	YES

REVIEW CRITERIA

Alignment of evidence and impact of practice – satisfactory response

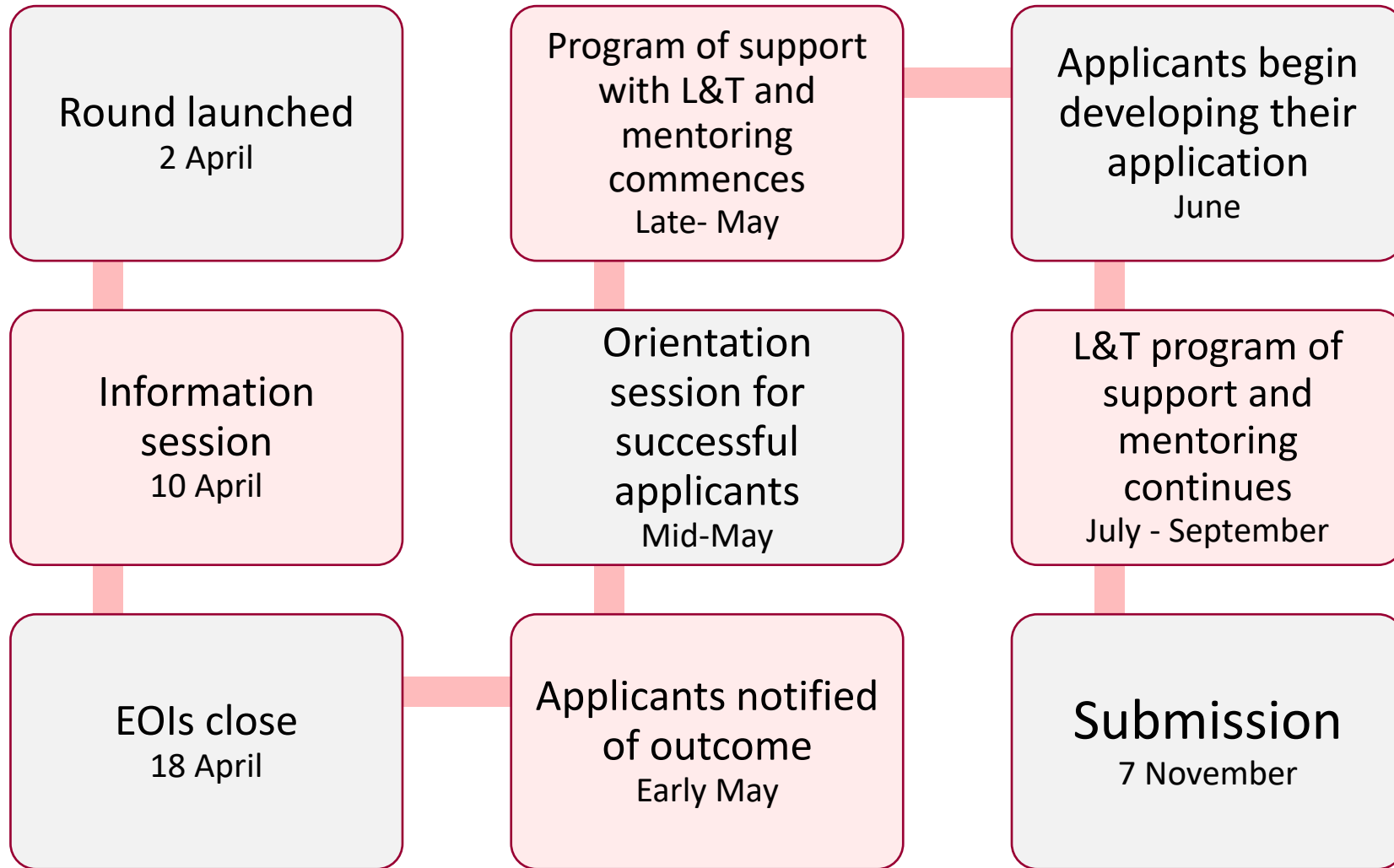
	Associate Fellow	Fellow	Senior Fellow
Current sphere of influence and impact in teaching and/or supporting learning in higher education? What kind of evidence have you collected to support your claim?	- Classroom level teaching and/or support for learning with direct influence on learners 2-3 relevant examples from practice in higher education from last 3 years - Peer Feedback, Student evaluations etc.	- Subject/Program level teaching and/or support for learning - direct influence on learners 3-5 relevant examples from practice in higher education from last 3 years - Peer Feedback, Student evaluations etc.	- Sustained impact and influence on practice of other colleagues/teams – does not include direct influence on student learning 2-3 relevant examples from practice in higher education from last 3-5 years - Peer Feedback and evaluations, other data etc.

REVIEW CRITERIA

Motivation for recognition and consideration of workload - satisfactory response

	All categories of Fellowship		
Why do you want to apply for Fellowship? How do you perceive Fellowship can support you in your career progression?	Alignment to others (students, academics, professional staff, community stakeholders) - Educational Innovation - Education Quality - Student Experience - Student-centric - Learning/inclusivity/diversity/support for learners	Alignment to self - Career progression - Resume development / Employable	Alignment to WSU - Increased value for WSU/students
Have you considered workload for engaging in the program?	Adequately responds with an indication of a formal discussion about workload issues and consolidates it in a plan with proper implications/ evidence demonstrates and/or articulates considerations for workload allocation from Supervisors		
What strategies will you put in place to complete the program?	Provides clear plan and/or suggestions to mitigate potential issues		

TIMELINE



YOUR COMMITMENT

Complete the Expression of Interest – now open

Required attachments:

- Manager's approval for workload (attend mentoring; attend writing sessions; write application; peer-review group mates' drafts)
- Result of Fellowship Decision Tool

Group Mentoring Meetings

Dates, times and tasks to be informed via Mentors

Work on your application

Structured writing and drop-in Q&A sessions available

Submit by due date (7 November 2025)

YOUR COMMITMENT – ESTIMATED HOURS

Category	Estimated time to develop application (minimum)
Associate Fellow	25 hours
Fellow	35 hours
Senior Fellow	45 hours
Principal Fellow	50+ hours

Questions?



Contact Learning and
Teaching with any queries

learningandteaching@westernsydney.edu.au