LEARNING & TEACHING
PRACTICE PROGRAM

An accredited pathway to recognition as a HEA FELLOW or SENIOR FELLOW.

GUIDANCE NOTES FOR
ASSESSORS JUDGING SENIOR FELLOWSHIP (SFHEA) APPLICATIONS

2021

Version 2
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Introduction

Recognition as a Higher Education Academy Senior Fellow (SFHEA) requires an applicant to meet Descriptor 3 (D3) of the Professional Standards Framework (PSF). Recognition as a SFHEA acknowledges that an applicant has evidenced sustained effectiveness and leadership in teaching and enhancing the student learning experience, combined with scholarship, educational research and/or other professional activities. In making your assessment, you are asked to look for holistic evidence that the applicant is fulfilling the requirements of all elements of D3.

Please read these guidance notes in conjunction with:

- The PSF Dimensions of Practice (p.3) and PSF Descriptor 3 (p.6)
- The Griffith Application Form for SFHEA
- Resources from the “Being a HEA Mentor and Assessor” professional learning workshop

In assessing SFHEA applicants you are looking for evidence that PSF Descriptor 3 is met in full, through:

- a reflective portfolio of learning and teaching practice that evidences successful engagement, and evidence-based scholarly practice, in teaching and enhancing the student learning experience, combined with evidence of scholarship;
- engagement in, and impact of, professional learning (development); and
- substantive mentoring and/or other examples of influential peer engagement.

Understanding the components of the SFHEA application

Part I: Reflective Portfolio of Learning and Teaching Practice

Teaching Philosophy Statement

This should help you understand the applicant’s approach to teaching, and the context of practice. Ideally, a philosophy will be personal and reflective. You do not need to assess the philosophy, but should use it as a basis for understanding the applicant’s approach to education, potentially as evidence of commitment to Professional Values. You may refer to the philosophy in your feedback.

Reflection on Learning and Teaching Practice

This component of the reflective portfolio should have a strong reflective, not only descriptive, focus. It must be based on evidencing Descriptor 3 and must relate to the PSF Dimensions of Practice and be annotated with A’s, K’s and V’s. In some cases the portfolio may contain the Areas of Activity (A1-A4) as headings and be annotated only with K’s and V’s. The annotations should be substantive and indicate a deep understanding of the PSF and its connection to the applicant’s experience. Throughout the application you are also looking for a sense of the impact and/or influence the applicant has had on others in their learning and teaching. This is evidence of D3 (vii).

Look for evidence of the applicant’s successful engagement and evidence-based scholarly practice (i.e. reference to the literature, influential persons/ideas, reference to policy or other professional knowledge that supports their practice) with regard to:

- The first four Areas of Activity (Note: A5 is described in the next section of the application)
- All elements of Core Knowledge
- All Professional Values
If the applicant alludes to roles and responsibilities, awards, initiatives and innovations, and/or research in teaching and learning, they should be reflecting on the nature of these achievements as influences on teaching practice, not just listing.

Within the application, you will need to read both the Reflection on Learning and Teaching Practice and Reflection on Engagement in Professional Learning (Professional Development) before making your final judgement on Descriptors D3(i) to D3(vi).

Reflection on Engagement in Professional Learning (Professional Development)

The Reflective Portfolio is based around the five Areas of Activity, and the Reflection on Engagement in Professional Learning section offers the applicant the opportunity to describe, evidence and reflect in greater detail on their professional learning (also known as professional development or continuing professional development – CPD). Engagement in CPD should show evidence of supporting the development and improvement of the applicants practice and that of others. This section should provide evidence of D3(vi). Once again you are looking for a sense of the impact and/or influence the applicant has had on others. This is evidence of D3 (vii).

Part II: Sustained Practice in Leading Learning and Teaching

Option 1 Portfolio Route - Case Studies

For applicants who choose to write Case Studies, these should be the heart of the applicant’s focus on Descriptor 3(vii) ("successful coordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning"). The case studies should evidence different examples where the applicant has engaged with, and positively influenced, peers or staff in the context of teaching and learning, over a notable period of time and/or size of group. The evidence should show sustained influence.

Appropriate examples for Case Studies might include:

Developing quality enhancement

- Ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices.
- Ways you have fostered (in others) dynamic approaches to teaching and learning through creativity and innovation.
- A situation where you have led a team of staff in reviewing and enhancing the curriculum and/or assessment strategies.
- Where you have demonstrated sustained encouragement/empowerment of the student voice/student-led initiatives with regards to improvements in teaching and learning.
- Sustained efforts to enhance student employability through curriculum changes and/or changes in learning and teaching practices (with a focus on others).
- Examples of enhanced academic management, leadership and support to the student experience and/or student learning (including employability, widening access or internationalisation).

Supporting other colleagues

- How you have supported other colleagues to enhance their practices.
- Specific examples of how you have enhanced academic practice through coordinating and/or managing others.
Your roles in teaching and learning projects and initiatives at departmental, institutional or wider Higher Education context.

- Sustained engagement with educational and staff development
- Staff development activities you have facilitated (informal and formal) that enhance your colleagues’ abilities to meet the dimensions of the PSF.
- How your contributions have promoted the student learning experience through professional learning of staff under your influence and guidance. For example, through informal or formal mentoring arrangements.
- How you mentored/led others in the introduction of a new teaching and learning activity
- How you have disseminated your knowledge and skills in teaching and supporting learning to audiences within, and external to your institution.

Evaluation of academic practice

- Steps taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice.
- How you support, encourage and implement evaluation processes designed to enhance the student learning experience.

Inappropriate examples might include:
- Work with teaching colleagues that is actually focused primarily on research (not teaching or other educational) outputs;
- Mentoring of HDR students in regards to their development solely as a researcher, rather than as a teacher. (Note that ‘teaching’ HDR students is appropriate evidence to use in the reflective portfolio).

Option 2 Dialogic Route – Assessed Professional Conversation (APC)

For applicants who choose to participate in an Assessed Professional Conversation (APC), this conversation replaces the Case Studies and becomes the heart of the applicant’s focus on Descriptor 3(vii) (“successful coordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning”). The conversation should evidence different examples where the applicant has engaged with, and positively influenced, peers or staff in the context of teaching and learning, over a notable period of time and/or size of group. The evidence should show sustained influence. Details of the APC process can be found in: Appendix 1 “Guidance for APC Assessors”, Appendix 2 “APC Guidelines for Applicants” and Appendix 3 “Indicative Questions”. (The details of Appendix 2 and Appendix 3 are also provided to applicants within the Program 4 Handbook for SFHEA applicants.)

Part III: Referee’s Reports

The two Referee’s Reports are required to authenticate the applicant’s practice. You should use these reports to confirm and complement the candidate’s claims. In addition, the reports provide background on the applicant’s learning and teaching practice (experience and capabilities) in the context of the PSF. The referees must have current or recent experience of working in Higher Education and may hold a category of HEA Fellowship, although this is not essential. The referee needs to be in a position to comment on and substantiate the applicant’s record. In judging the application, you cannot use referee reports, no matter how positive, to make up for any substantive weaknesses in the applicant’s own case. The key principle is that it is the applicant’s responsibility to make a satisfactory claim and they cannot be judged to have met the standard for Senior Fellowship unless they have done so themselves through their application.
Judging the application

You have two overall choices to make regarding an application. These are:

<table>
<thead>
<tr>
<th>Award SFHEA</th>
<th>The evidence is sufficient to grant HEA Senior Fellowship</th>
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<tbody>
<tr>
<td>More evidence required</td>
<td>The evidence is insufficient and the applicant may then use the feedback to re-submit their application for Senior Fellowship</td>
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Using the Descriptors to evaluate an application

You should base your judgement on the seven Descriptors for the Senior Fellowship category (D3). The preamble to the Descriptor states that successful applications should demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

Individuals should be able to provide evidence of fulfilling the requirements of ALL ELEMENTS of Descriptor 3. The heart of the judgement process is to use the application to make a judgement about the actual teaching and learning support practice of the applicant. The “Reflective Portfolio” (Part I) PLUS the Case Studies (Portfolio Route) OR APC (Dialogic Route) should provide evidence of the applicant’s practice and be judged holistically.

Descriptors relating to Areas of Activity

*D3 (i) Successful engagement across all five Areas of Activity.*
*D3 (iv) Successful engagement in appropriate teaching practices related to the Areas of Activity*

D3 (i) and 3(iv) are closely linked and are considered together. Applications should provide evidence of successful engagement with all five Areas of Activity. The evidence should be found across both the case studies and the “Reflective Portfolio of Learning and Teaching Practice” and will give descriptions of specific examples of when applicants have engaged with the Areas of Activity. It is important that the applicant clearly indicates their role in relation to the examples given and the impact and influence of their work on others.

Examples should be drawn from recent practice and must relate to higher education learning i.e. the programmes of study used as examples must be at least Level 5 of the Australian Qualifications Framework. The depth of coverage of the Descriptors will vary according to the particular context and role of the applicant.

If you believe that any of the following are not adequately demonstrated (and you record this on the Assessor Form as “Not Demonstrated”), then this is an automatic “more evidence required” outcome:

- any Area of Activity
- the descriptor relating to Professional Values
- any of the descriptors relating to Core Knowledge
The evidence for successful engagement with D3 should be reflective and this should be based directly on all the Dimensions of Framework - that is, on the Areas of Activity, Core Knowledge and Professional Values. Generalised reflection which ignores the structure and elements of the Framework is not acceptable. It is essential that candidates demonstrate that they have engaged explicitly with all Dimensions of the Framework.

Descriptors relating to Core Knowledge

* D3 (ii) Appropriate knowledge and understanding across all aspects of Core Knowledge (K1-K6)
* D3 (v) Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
* D3 (vi) Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

D3(ii), D3(v) and D3(vi) are closely linked and are treated together.

Evidence of fulfilling these Descriptors may be found in all sections of the application, including the “Reflective Portfolio of Learning and Teaching Practice”.

D3(ii)
The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate’s approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.

The term ‘appropriate’ should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the methods they choose to evaluate the effectiveness of teaching will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

D3(v)
It is essential that Senior Fellows provide evidence of having accessed and utilised external advice and guidance based on educational scholarship and likely that they themselves will be undertaking some kind of research which may well (though this is not essential) include research for publication in peer reviewed journals.

D3(vi)
A real and practical commitment to professional learning (continuing professional development) is central to the Framework and no applicant should gain Senior Fellowship who has not clearly and explicitly evidenced such a commitment. This emphasis is stated explicitly in the PSF in A5, but is also reaffirmed in K5, K6 and V3. Evidence for this Descriptor is likely to be focussed in the “Engagement in Professional Learning” statement, and also across the application.

Descriptor relating to Professional Values

* D3 (iii) A commitment to all the Professional Values (V1-V4)

Professional values underpin all of the professional activity of teaching and supporting learning and the applicant needs to provide evidence of their commitment to the values throughout their application.
Key principles for evaluating applications for Senior Fellowship (SFHEA)

Triple independent review
All applications are to be reviewed by three Assessors.

Assessors supported throughout the process
The Program 4 Coordinator, or other SFHEA members of the HEA Fellowship Team, will be available to support Assessors throughout all assessment processes.

Standardised evaluation judgements
In order to qualify to assess, Assessors must participate in specific Assessor professional learning workshops provided by the HEA Fellowships@Griffith scheme. Standardised evaluation judgements are achieved through: the panel process and discussions; the role of an External Assessor and moderation by the Program 4 Coordinator.

Conflicts of interest
Please notify the Program 4 Coordinator immediately of any possible conflicts of interest – preferably early in the reviewing period - so that the application(s) in question can be reallocated promptly to another Assessor or assessment panel. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant
- mentor the applicant
- work closely with a relative or close friend of the applicant
- have previously reviewed the application

In any instance where your objective professional judgement or impartiality may be affected, then you should notify the Program 4 Coordinator.

The assessment process

The role of the Assessor

- The role of the Assessor is the same for Portfolio Route and Dialogic Route.
- The central role of the Assessor is to make a judgement as to whether the applicant has provided sufficient evidence of having met the requirements for Senior Fellowship (SFHEA).
- Each application will be reviewed independently by three Assessors (this includes Portfolio Route and Dialogic Route applications).
- The applications will be sent to Assessors by the HEA Scheme Administrator.
- You must complete a separate Assessment GRID for each applicant.
- Feedback must be provided within the relevant parts of the Form. Where you indicate more evidence required you should explain clearly what the applicant needs to do to achieve acceptance as a Senior Fellow.
- Feedback may be provided where you have noticed a particular strength or exemplary work.
- To help you in making that overall judgement you will indicate “Met” or “Not Met” throughout the grid.
- If the overall judgement of a particular application by three Assessors is different (e.g. two award and one more evidence required) then the final decision will be adjudicated by the assigned Lead Assessor. (See the Final Decision Table – SFHEA for details)
The role of the Lead Assessor

- You will act as Lead Assessor for one third of the applications you are allocated. You are one of the members of a three member Panel of Assessors (note in 2019 an external assessor will be a member of each panel).
- It will be your responsibility to adjudicate decisions where the three panel members are not in full agreement.
- Normally the majority decision should prevail. i.e. if two of the three Assessors recommend that the application decision should be an “award” then the panel decision is “award” if two of the three Assessors recommend that the application decision should be an “more evidence required” then the panel decision is “more evidence required” (see Final Decision Table below).
- Consensus panel decisions are encouraged.
- A “Panel Outcome and Feedback” form is to be used to summarise each panel decision. The Lead Assessor will record the decisions of all three assessors on this form and collate the feedback from all three assessors. The “Panel Outcome and Feedback” form is supplied to the applicant.
- All three Assessor Feedback Forms AND the Lead Assessor Summary Feedback Form are returned to HEA Administrator.
- If the outcome of an assessment is “more evidence required” (Resubmit), it is the responsibility of the Lead Assessor to work with the panel to determine what further work the applicant needs to undertake in order to attain Senior Fellowship and to write the necessary feedback. The assessment feedback should be completed by the closing date of the panel and be written on the “Panel Outcome and Feedback” form.
- Applicants will be encouraged to provide additional evidence within 28 days of assessment notification, and those applicants who do this will have their additional evidence assessed by the original Panel of Assessors.

The Assessed Professional Conversation (APC)

- It is anticipated that numbers of Dialogic Route applicants will be small.
- For Dialogic Route applications, their assessment consists of the written component within the “Reflective Portfolio of L&T Practice” PLUS the conversation component within the “Assessed Professional Conversation” (APC). The same assessment process as described above applies for this route.
- The same Assessor Grid is to be completed as described above.
- For the APC Assessment Panel, while the panel still consists of 3 members (as above), only 2 panel members need to be present for the APC. One of these must be assigned as the Lead Assessor. In the first year of this Program (2019) an external assessor will be a member of each panel.
- There is a strategic intention for a small ‘subset’ of Assessors to become experienced in APC assessments and that this subset would include the Program 4 Coordinator. The external assessor will play a role in the professional development of this subset of Assessors.
Outcomes

Assessors are required to recommend one of two outcomes.

1. Award SFHEA

This outcome is selected when you believe the applicant has fully evidenced Descriptor 3 in the application process, and this is corroborated by the referees.

Please provide about 150-250 words of constructive positive feedback to the successful applicant, written in first person (‘You …’ ‘I found your …’). You should consider that this feedback may be useful for the applicant in their ASCD planning and performance review, or promotion applications. Your feedback should be written on your Assessor Feedback Form. The Lead Assessor will compile feedback from the panel (with minimal rewording) in the “Panel Outcome and Feedback” form. The Coordinator of Program 4 will convey congratulations to the applicant who will receive a copy of the “Panel Outcome and Feedback”.

2. More evidence required

The Griffith HEA Fellowship Scheme is committed to a developmental approach to recognition. This outcome is therefore recommended when you feel the applicant needs to provide more evidence against one or more specific parts of Descriptor 3 or has inadequate referee reports.

Within the Assessment Grid, please provide a minimum of 100 words of explanatory feedback (including constructive positive feedback about the applicants’ strengths) that can be passed on to the applicant, written in first person (‘You …’ ‘I found your …’). This feedback will be moderated with information from other Assessors. The “Panel Outcome and Feedback” form contains a space to list the recommendations FROM THE PANEL regarding the additional evidence, improvements needed to the application, or further work the applicant needs to undertake in order to attain Senior Fellowship. Additional evidence requirements may range from 500 words of additional evidence (minor) to substantial changes (major). Additional evidence supplied within 28 days of assessment notification will be assessed by the original Panel of Assessors. (Note: If additional evidence is supplied after 28 days then it will be added to the original application, combined with all assessment panel documentation, and will be resubmitted to another panel when panels convene at the end of the next Trimester. The application will then be judged using the additional evidence requested from the resubmission feedback from the original panel. In the case of a request for major additional evidence, an applicant may choose to substantially revise their application.)

In some cases the additional evidence required may require additional mentoring and a longer timeframe. Feedback should be provided to applicants whose applications would benefit from additional mentoring and guidance to enable applicants to achieve the standard required for any given category after submission of an application. It should be relatively rare for an assessor or panel to choose this outcome. Nevertheless, if you believe the applicant has not evidenced D3, and cannot be expected to evidence it through a little additional material being provided, then this outcome is appropriate.

Please explain the rationale for your decision and describe anything the applicant could do to address current lack of evidence, and a suggested timeline for re-application. The feedback from the “Panel Outcome and Feedback” form will be conveyed to the applicant by the Program 4 Coordinator.
The assessment SFHEA process in summary

**Submit application**

**HEA Administrator**
- Collects applications
- Convenes panels & panel composition
- Allocates applications to panels
- Sends applications to panel members
- Organises Dialogic Route conversations

**Panel of Assessors (3 members)**
- Members individually read the applications and record their assessment using the SFHEA Assessment Form
- Panel convenes to discuss the applications and agree on judgements OR (for DIALOGIC ROUTE)
- Panel convenes to conduct conversation & assess
- Lead Assessor for each application responsible for Lead Assessor Feedback Summary Form.

**Lead Assessor**
Lead Assessor uploads:
1. Original SFHEA Assessment Forms (x3) including each individual panel member’s feedback
2. Lead Assessor Feedback Summary – including all feedback to be sent to applicant

**Program Coordinator**
- Receives Assessment Panel outcomes
- Discusses any problems with the Lead Assessor
- Conducts moderation
- Sends sample applications to External Assessor
- Confirms all written feedback

**HEA Scheme Management Group**
- Comprised of all four HEA Program coordinators, chaired by Deputy-Director, Learning Futures
- Meets to discuss/ratify all application outcomes

**Accept**
- Notification to be sent on behalf of Deputy-Director

**OR**

**Additional Evidence Required**
- Program Coordinator to send notification of outcome. Include Assessor feedback describing:
  - Minor changes required or
  - Major changes required
- Applicant must revise and resubmit
- Additional requirements may range from 500 words of additional evidence (minor) to substantial changes (major).
- Additional evidence supplied within 28 days of notification will be assessed by the original Panel of Assessors.
### The Final Decision Table - SFHEA

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<tr>
<th>Assessor 1</th>
<th>Assessor 2</th>
<th>Assessor 3</th>
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As outlined in the assessment summary diagram, after the decision is finalised, a notification will be sent to each applicant.

For applicants who receive an “award” judgement, this notification will come from the HEA Fellowships@Griffith scheme Director and will include the final decision and a copy of the “Panel Outcome and Feedback” form. Applicants who successfully receive recognition will subsequently be listed on the HEA Fellowships@Griffith website.

For applicants who receive a “more evidence required” (Resubmit) judgement, this notification will come from the Program 4 Coordinator and will include the final decision and a copy of the “Panel Outcome and Feedback” form. This feedback must be sufficient to enable an applicant to revise and resubmit. Applicants who are able to revise and resubmit within 28 days of assessment notification will have their resubmission assessed by the original Panel of Assessors. Additional evidence supplied after this time will be added to the original application, and assessment documentation, and resubmitted to a panel when panels next convene in the following trimester.

### The appeals process

Applicants will receive a formal assessment outcome and specific feedback aligned to the Descriptor assessment requirements and PSF criteria.

If an applicant disagrees with the outcome following assessment they may apply to have a review of the recognition decisions taken by the Assessment Panel. The grounds upon which an applicant may request a review of a recognition decision are limited to the following:

a) The assessment of the submission was not conducted in accordance with procedures as outlined in this handbook;
b) There was an administrative error or some other significant procedural irregularity that impacted the decision.

Note: Disagreement with the judgement of the Assessment Panel in assessing the merits of an individual submission for recognition cannot in itself constitute grounds for a request by an applicant for a review of the decision.
The process will be to write to the Director, LF/GO clearly outlining:

Which specific part(s) of the assessment feedback are disputed; and
Why the assessment outcome is disputed.

At their discretion, the application may be forwarded to a new Panel of Assessors for reassessment. In the case of an administrative error, this will be checked and corrected if needed.

**External Assessor for the Griffith HEA Fellowship Scheme**

Advance HE requires that all External Assessors be:

- Senior or Principal Fellows of the HEA;
- suitably experienced in making HEA Fellowship judgements and current in their knowledge and understanding of the requirements of the relevant category(s) of Fellowship; and
- free from any reciprocal external relationships and perceived or actual conflict of interest

Within the Griffith HEA Fellowship Scheme, External Assessors will play a key role in securing standards in relation to the accredited programs. They will be responsible for confirming to Advance HE, and to Griffith, that the programs are operating at the appropriate standard. In particular, External Assessors will take the lead in ensuring that:

- The standards set for each program remain appropriate for the fellowship category;
- The standards of participant performance are comparable with similar programs with which they are familiar;
- The processes for assessment and the determination of awards are sound and fairly conducted; and
- In the first year, in Program 4, they participate as a member of all Assessment Panels.

To fulfil this role, the main duties of the External Assessors will generally include:

- Maintaining an overview of marking standards through the sampling of participants assessment submissions;
- Attending meetings of the Griffith HEA Fellowship Scheme Management Group as appropriate when assessment and assessing is discussed;
- Submitting reports following the completion of any assessment and/or moderation activities, including an Annual Report.

Within Program 4, the External Assessor has an active role in assessment and moderation processes:

- In the first year of Program 4, the External Assessor will be a full-member of all Assessment Panels assessing SFHEA applications and be involved in the moderation (in collaboration with the Program 4 Coordinator) for all FHEA applications.
- Each SFHEA Assessment Panel will be comprised of 3 members, all recognised to a minimum of D3 (SFHEA), where one member is the External Assessor.
- For those SFHEA applicants within the Dialogic Route, their APCs will be recorded to enable the External Assessor to assess (in the first year) and to moderate (in following years).
- For FHEA applications, the External Assessor will provide confidence in the assessment judgements through external moderation of a sample of successful and unsuccessful applications.
- After the first year, the External Assessor will perform the role of Moderator in collaboration with the Program 4 Coordinator for all SFHEA and FHEA applications.
Appendix 1 – Guidance for APC Assessors

The following notes should be used to prepare and guide APC assessors.

Prior to the APC

1. Ensure that you are familiar with the requirements Descriptor 3 (Senior Fellow), and in particular a familiarity with Descriptor 3(vii) – evidence of “Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning”. You should also be familiar with the Assessor Feedback Form.

2. Review the application, focussing on the Reflective Portfolio (Part I) to identify:
   - Areas where the evidence provided matches the expectations of Descriptor 3 (Senior Fellow);
   - Areas where there appears to be insufficient or partial evidence supplied against one or more of the Descriptor 3 elements.

3. Check that the Referees Reports broadly support the application.

Based on the above you should begin to formulate questions that will allow applicants to explore in more detail areas that you think will assist them to make a case for Senior Fellow. (See Appendix 3)

At the APC

- Establish the purpose of the APC: an opportunity to further explore how the applicant meets the requirements outlined in Descriptor 3 of the PSF, with a focus on Descriptor 3(vii).
- Key questions will be asked of all applicants together with a range of more tailored questions adapted for their practice (see indicative questions in Appendix 3).
- Demonstrate respect and interest for the applicant’s perspective. Establish an atmosphere of trust where the applicant is comfortable to take risks and explore issues honestly.
- Maintain the focus on the overarching issues (UKPSF) and avoid tangential issues.
- Use positive presuppositions: e.g. “What active learning strategies do you use or encourage?” rather than “What are active learning strategies in your context?”
- Avoid closed questions which evoke a yes/no response. Where the applicant answers yes/no, invite further comment and thinking: e.g. “tell me more about...”
- Use plural rather than singular forms: e.g. “What possible explanations are there for...?” This indicates that there is not a single correct answer but multiple possibilities that are all worthy of consideration.
- Promote analytical thinking by using “would ....if...” constructions to promote hypothetical thinking and reflection.
- Examine assumptions and implications – make observations and probe further
- Paraphrase what the applicant says – this shows that you have been listening and have understood what has been said.
- Ensure that the questions/conversation allow for the areas where evidence was insufficient or unclear to be explored in more depth, but you should also encourage further reflection on areas where you felt good evidence had been provided in the portfolio.
- Encourage applicants to reflect on what has influenced their evolving practice and/or beliefs.
- Encourage applicants to reflect on future contributions to L&T at Griffith.

*Adapted from the Ulster University ENHANCE Professional Development and Recognition Scheme.
Appendix 2 – APC Guidelines for SFHEA Applicants

The following is the guidance provided (in the Program 4 Handbook) to applicants to assist them as they prepare for their APC. This information is provided here for the benefit of Assessors.

The Assessed Professional Conversation (APC) forms a component of the Dialogic Route. Overall, the Dialogic Route aims to ensure you meet Descriptor 3 of the Professional Standards Framework (PSF).

Your APC is not a presentation or an interview. You are encouraged to discuss, using examples from your practice, how you meet the requirements outlined in Descriptor 3 of the PSF, with a focus on Descriptor 3(vii) – evidence of “Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.” Your APC is an opportunity to build on your written portfolio to demonstrate clearly that you meet all the Dimensions of the Framework – i.e. the Areas of Activity, Core Knowledge and Professional Values. The conversation approach is designed to allow you to showcase your particular strengths and capabilities.

The assessors will first look for evidence that you have met each aspect of Descriptor 3 in your written portfolio, and then use the conversation to allow you to fill any gaps, and enrich the Assessors’ understanding of your experiences – with a focus on D3(vii). In your conversation you may draw on your written reflective portfolio as you describe examples of practice.

For assessment and moderation purposes, your APC audio will be recorded.

What you need to provide beforehand
Your APC will be scheduled in the assessment panel period at the end of Trimester 1 or Trimester 2. You will need to complete and submit your Senior Fellow Application Form as explained in the Program 4 Handbook. Writing your application will enable you to reflect on your practice in relation to the PSF and, in particular, to Descriptor 3.

To assist the Assessors (and you), the Application Form includes a space in which to list two examples of prompts/topics for discussion at your APC.

How you should prepare for your APC
The focus for the APC is on your sustained practice and evidence for meeting Descriptor 3(vii) – evidence of “Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.” Remember the conversation is based on your actual practice and should focus on examples of what you have done with evidence and detail, rather than a focus on knowledge and theory. You will be asked to frame your answers to questions in the context of Descriptor 3 and the PSF in general, so you should be familiar with the PSF.

Some of the key areas for discussion within the conversation may include:

- The kinds of teaching, or other ways of supporting learners, in which you have been involved (e.g. associated with teaching, supervising, tutoring, demonstrating, mentoring, leadership, administration, support or scholarship).
- The ways in which these activities have contributed to your professional practice in teaching and learning, and the way that your practice has developed/evolved over time (in the context especially of the Core Knowledge identified in the PSF).
● The ways in which you have engaged with your peers in developing both your own and, potentially, their teaching practice (this can include leadership and influence)
● Lessons you have learned from your experience with students and peers, and how your thinking or practice has changed as a result.
● People/events/research/professional learning opportunities that have influenced your practice. For example, you may have changed your practice in response to attending a workshop or a conference – why/how did this influence your practice.
● Career highlights, roles and responsibilities, relevant qualifications, teaching awards, initiatives and innovations. These should be considered in a reflective mode i.e. how these have influenced you as an educator, and in the context of the PSF.

Feel free to bring notes, and an annotated copy of the PSF if you wish.

In the APC, in conjunction with your written material, the assessors will look to you to recount your personal story of your experience with university teaching and learning in a way that shows how you have learned from your experiences, and your engagement in professional learning, and reflected on your practice, and how you now influence and impact the learning and teaching practices of others.
**Appendix 3 – Indicative APC questions**

The following questions are provided as an indicative guide for APC Assessors. These questions are also provided (in the Program 4 Handbook) to applicants to assist them as they prepare for their APC.

### Key questions to be asked

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
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<tbody>
<tr>
<td>1. Illustrate, using an example, how you have demonstrated successful leadership in learning and teaching that has impacted on and/or influenced the practice of others (not students).</td>
<td></td>
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<tr>
<td>2. Using a representative example, tell us how you have demonstrated sustained effectiveness in learning and teaching linked to one or more of the Areas of Activity.</td>
<td></td>
</tr>
<tr>
<td>3. Give an example of professional learning you have engaged in and explain how it positively influenced your learning and teaching practices.</td>
<td></td>
</tr>
</tbody>
</table>

### Descriptor relating in particular to the APC

**D3(vii) Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning**

Indicative questions – go through this cycle of questions twice:

- can you select an example from your portfolio that shows how you have provided successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning:
  - What did you do and why did you approach it in this way?
  - What were the successes and any challenges? How did you tackle the challenges?
  - Would you approach this role differently in the future?

### Additional APC questions

Additional questions may be required if assessors find there is insufficient evidence provided in the written portfolio to fully convince them that the applicant meets the requirements of Descriptor 3 (i)-(vi). Additional indicative questions might include:

#### For Descriptors relating to Areas of Activity

**D3 (i) Successful engagement across all five Areas of Activity**

**D3 (iv) Successful engagement in appropriate teaching practices related to the Areas of Activity**

### Indicative questions could include

Explain your choice of examples for your portfolio. How do these provide evidence of:

- Engagement across all AA (you may wish to target one or more AA that are less fully evidenced in your portfolio)
- Your decision making regarding practice aligned to the AA – give an example and talk through the thinking and decision you made in developing your approach.
  - How do you know that your practice is effective?
  - How do you ensure that your practice is appropriate for the types of learners you encounter?
  - How do you develop your practice and your own ability to deliver it?
For Descriptors relating to Core Knowledge

D3 (ii) Appropriate knowledge and understanding across all aspects of Core Knowledge
D3 (v) Successful incorporation of subject and pedagogic research and/or scholarship within activities, as part of an integrated approach to academic practice
D3 (vi) Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

Indicative questions could include

Explain your choice of examples for your portfolio. How do these provide evidence of:

- Appropriate knowledge and understanding across all aspects of CK (you may wish to target one or more CK that are less fully evidenced in your portfolio)
- How do you ensure that your approaches are informed by your or others subject and pedagogic research and/or scholarship? Give some examples to illustrate this.
- Give an example of the way you have adapted or changed a particular approach to ensure it is more appropriate for the subject. Are there any key pedagogies used in your discipline? Why are they valued?
- What approaches do you currently adopt for your own personal and professional development? Why?
- What are your preferences for ongoing enhancement and professional development?
- Explore your rationale and reasons for choices and preferences?

For Descriptor relating to Professional Values

D3 (iii) A commitment to all Professional Values

Indicative questions could include

- How does your understanding of student diversity and widening participation inform your practice?
- Can you outline any examples of your practice that illustrate how you have developed and responded to changes within the HE sector?

*Adapted from the Ulster University ENHANCE Professional Development and Recognition Scheme.*