What is the EFS?

As a subscribing institution of the Higher Education Academy (HEA), ANU is accredited through its Educational Fellowship Scheme (EFS) to award all four categories of HEA fellowships to those who meet the relevant Descriptors in the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF). The EFS is thus a structured, developmentally-focused way of gaining internationally-accredited professional recognition of your experience and expertise in university teaching, joining more than 80,000 existing HEA fellows around the world, and more than 700 in Australasia.

What is required to be recognised as a Senior Fellow?

Senior Fellowship of the HEA (SFHEA) is an advanced category of professional recognition, and recognises sustained effectiveness and academic leadership in teaching and enhancing the student learning experience, combined with scholarship, educational research and other professional activities, including working with others through mentoring, support and/or coordination. To be recognised as a Senior Fellow of the HEA, you must meet Descriptor 3 (D3) of the Professional Standards Framework (PSF).

This means you must demonstrate . . .

• Your successful, effective engagement across all five PSF Areas of Activity and relevant practices (A1-5);
• Your understanding of Core Knowledge related to teaching and learning (K1-6), including a deep understanding of appropriate methods for teaching and learning in your discipline and in general;
• Your commitment to all the Professional Values (V1-4) being part of your practice;
• Your successful and significant involvement in continuing professional development (CPD) related to teaching and learning, and how you have incorporated that CPD into your practice;
• A highly integrated approach to your academic practice that is clearly informed by professional practice, relevant research and/or scholarship related to teaching; and
• Substantive and effective engagement with your peers in relation to teaching and learning through successful co-ordination, supervision, management and/or mentoring.

Typically, applicants for SFHEA include . . .

• Highly experienced academics (full-time, part-time or sessional) with significant educational experience and responsibilities at AQF6 and above, such as leading/convening courses or programs; managing teams of tutors or academic peers; discipline-, School-, College- or institution-based educational leadership roles and responsibilities;
• Highly experienced academic or professional staff who support academic development and/or student learning (e.g. learning technologist, educational designer, librarian, technician in a teaching laboratory, or provider of learning support through academic skills or student services, senior peer-assisted learning mentors);
• Research-intensive academics with significant experience and responsibilities associated with HDR supervision and mentoring in teaching and learning and/or research-focused teaching programs.
Requirements for mentoring and feedback

The EFS is a developmental scheme so mentoring and peer engagement are part of the application process. You are encouraged to talk to EFS fellows in your College as mentors.

For your benefit, you are required to have had feedback on at least one draft of your application from an EFS Mentor before submitting your application. Modules EF4, EF5 and EF6 are designed to help you with your reflective writing, and provide feedback on drafts. Please book into these modules when they are advertised. (If you are having problems attending, or if you are off campus, please contact efs@anu.edu.au for support.)

Professional Conversation

If you have written reflectively about your practice in teaching and learning in the past three years, and had that narrative reviewed by your peers, you may meet the EFS criteria to present your reflective narrative and case studies in the form of an orally-assessed Professional Conversation. You can read about this process at the end of this guide (p.7 onwards). If you are interested in this possibility, please consult the Co-Chairs of the EFS Committee in the first instance, by contacting efs@anu.edu.au

An application for SFHEA through the Reflection on Experience (REx) pathway must include the following components.

1. Application Cover Sheet

The application cover sheet requires you to sign a declaration that:

- the information you have provided is true and correct, maintains academic integrity, and does not breach anyone else’s rights to privacy or confidentiality; and
- if you are successful in your application for SFHEA, you will commit to upholding the HEA Code of Practice (see p.6), and remaining in good standing with HEA and the EFS by continuing your professional development to enhance your teaching skills, knowledge and practice (for example, by attending EF10 Fellowship Forums, EFS MasterClasses or Academic Professional Development modules).

2. Overview (200 words max)

In this paragraph, you should concisely explain the context of your teaching, and the breadth and depth of your teaching roles and experience, including work with peers. Here is an example of what such a paragraph might look like. The assessors will expect this overview to be expanded upon in the reflective narrative that follows.

I became a tutor in [my discipline] when I was a PhD student, and tutored one course a semester for three years. This gave me a taste for teaching, and I started convening courses when I became a Lecturer in [College] at ANU in 2010. I have convened the third year undergraduate courses AAAA3000 [Name] and the postgraduate course AAAA6000 [name] for the past six years. These courses have enrolments from 30-80 students, and I do all the ‘lecturing’ (three one-hour interactive lectures) and assignment marking, and manage/support two tutors a year. I have mentored my tutors to become much more focused on active learning in tutorials. I was involved in my Program’s recent curriculum review, and was particularly involved in introducing the idea of formative assessment across the major. I have been a member of various College Education Working Groups. I completed all the Foundations of University Teaching & Learning modules in 2013, attend teaching seminars in my College, and have joined my discipline’s education-focused association. My interests as an educator are in authentic, research-led learning, and giving my students a blended experience of learning so that they are familiar with online approaches to learning in [my discipline]. (199 words)
3. **Your philosophy of teaching and learning (200-400 words max)**

What is your philosophy of teaching and learning? What drives you as a teacher in higher education? What is your personal understanding of teaching and learning at university? Which theories or ideas motivate your approach to teaching? Which values or beliefs inspire the way you work with students? Who or what has specifically influenced you, through your professional development, reading, mentoring (either as a mentor or as a mentee), or your own learning experiences? Where appropriate, refer specifically to the individual Professional Values of the PSF (V1-V4).

This part of your application is not ‘assessed’ as such (philosophies may be quite personal), but provides an important context in which the assessors can understand your approach to higher education teaching.

4. **Reflective narrative (800-1000 words maximum for each of the five Areas of Activity)**

As an applicant for SFHEA, you are expected to be able to describe, and reflect on, a very high level of engagement and experience of teaching and/or supporting learners at AQF6 and above; an evidenced commitment to upholding the professional values; and a clear focus on developing your professional understanding about teaching, and applying this. You are also expected to have been significantly involved with working with your peers as part of these activities.

This reflective account should therefore recount your personal story of your experience with university teaching and learning. It must show how you have learned from your experience and your engagement in professional development, and reflected on your practice. The narrative must include reflection, not just description, and should address all the elements of Descriptor 3 of the PSF.

To ensure you consider your experience in all its breadth and depth, we ask you to review your experience under the subheadings of the five Areas of Activity. As you write these five sections, please keep checking back to PSF Descriptor 3.1-3.6, as these are the elements that the assessors will be expecting you to demonstrate.

Some of the questions that you may ask yourself, supported by your EFS Mentor, might include:

- With which kinds of teaching or other ways of supporting learners have you been involved (e.g. associated with lecturing, supervising, tutoring, demonstrating, mentoring, leadership, research, administration, support or scholarship)?
- How have the activities in which you have been involved contributed to your professional practice in teaching and learning, and the way it has developed over time?
- How have you engaged with your peers in developing both your own and, potentially, their teaching practice?
- What particular lessons have you learned from your experience, and how has your thinking or practice changed as a result?

You may want to allude to career highlights, roles and responsibilities, relevant qualifications, teaching awards, professional development activities, initiatives and innovations, and/or research in teaching and learning, but avoid simply listing them—you must reflect on how these have influenced you as an educator.

Please annotate your reflective narrative with reference to the PSF (e.g. A4, K6, etc.) and Descriptor 3, in substantive (not superficial) ways, as shown in the EF modules and by your EFS Mentor.

Please provide full references (with DoI links if available) for all literature that you cite in your Reflective Narrative.
### 5. Two Case Studies (800-1000 words maximum for each)

To be successful in an application for Senior Fellow, you must show that you have taken others with you—that you have engaged fully and effectively with your peers—on your learning journey as an educator in higher education.

To ensure that we can assess this aspect of your experience in all its breadth and depth, we ask you to focus on demonstrating PSF Descriptor D3.7 in two case studies. These case studies allow you to give in-depth reflections on two distinct aspects of your professional practice in teaching that demonstrate your successful and sustained contribution to others, specifically through engagement with your peers through mentorship or leadership, and supervision and support of junior staff such as tutors or demonstrators. These roles must be in the context of university teaching and learning. Your case studies should also be annotated with reference to the PSF (K1-6, V1-4 especially) and reflect Descriptor 3 overall.

Please provide full references (with DoI links if available) for all literature that you cite in your Case Studies.

### 6. Referee Reports

Your application must be submitted with statements from two referees who authenticate your practice. You can also provide evidence in your reflective narrative that your practice has been authenticated by others, for example, through peer observation or review. Referees are required to attest to the effective elements of your practice, through their personal experience. Your referees should therefore be able to provide informed corroboration of your teaching experience and capabilities in the context of the PSF (Descriptor 3) and your application.

You can download a SFHEA Referee Report template to send your referees from the EFS site/modules on Wattle (can also be requested from efs@anu.edu.au).

At least one Referee Report must come from an existing EFS fellow in your College (AFHEA, FHEA, SFHEA or PFHEA), who can comment on the evidence you have provided, your teaching and/or supporting learning activities, and the relevance to Descriptor 3. This is part of the intra-College and cross-University mentoring within the EFS. You can find a list of these people at http://www.anu.edu.au/about/awards-achievements/education-achievements. (If this poses a problem for you, seek advice from your EFS Mentor or the EFS Co-Chairs.)

**Application Forms (download these from the EFS Wattle site)**

Use the EFS Application Cover Sheet for part 1 and the SFHEA Application Template for parts 2-6.

**Submission**

Before submission, don’t forget to proof-read your application, ensure that you provide references (with DOI links if available) for all literature cited, and **check you are within the word limits for each section, and for references.** When you are ready to submit, combine your cover sheet with the application into a single PDF and email to efs@anu.edu.au.

- [ ] Application Cover Sheet (completed, signed and scanned)
- [ ] Overview (200 words max)
- [ ] Philosophy of Teaching & Learning (200-400 words max)
- [ ] Reflective Narrative (800-1000 words max for each Area of Activity section)
- [ ] Two case studies (800-1000 words max each)
- [ ] Reference list for all literature cited in the application (600 words max)
- [ ] Contact details for two referees and copies of their reports
**Assessment process and outcome**

Your application will be assessed against Descriptor 3 of the PSF by three EFS Assessors (fellows of the HEA, at least two of whom will be of SFHEA or PFHEA status, who have completed assessor training within the EFS). A consensus decision (i.e. all three Assessors agree, confirmed by the EFS Committee) is required for immediate award of SFHEA.

Within 8 weeks of applying, you will be notified of one of three outcomes:

1. Your immediate recognition as SFHEA, with detailed peer review feedback from your assessors suitable for use in promotion or job applications. HEA will be notified that you have been awarded SFHEA, and you will be advised how to access your Certificate; or

2. A request for you to submit additional material to satisfy the assessors’ concerns related to a specific element of Descriptor 3 (in which case you will be given detailed advice, and may access support from an EFS Mentor), with a new decision made within a week of you submitting the suggested material; or

3. A recommendation that you re-apply, either for Senior Fellowship at some future date, or for Fellowship (FHEA) if the assessors feel you are more suited to meeting Descriptor 2 currently than Descriptor 3. You may appeal this decision to the EFS Co-Chairs within 3 weeks, and the appeal process will be invoked.

**Confidentiality, moderation and appeals**

Your application will be treated confidentially within the EFS and only circulated minimally as required by assessment, moderation and appeal processes to EFS Assessors and members of the EFS Committee. As required by HEA, your application, assessment and related communication will be retained by ANU for a period of at least three years post-submission for potential quality assurance processes.

**EFS opportunities post-recognition**

Once awarded SFHEA, you will be identified to your College and the University in the next issue of EFS News, and become a fellow of the EFS contacted through the EFS internal email list.

You will also be encouraged to complete modules EF7-9 so that you can become an EFS Referee, Mentor and/or Assessor, and sit on the EFS Committee. As a mark of institutional acknowledgement, those EFS fellows who contribute to university service through the EFS will be provided with an annual official EFS Record of Service, signed by the Deputy Vice Chancellor (Academic). These Records are appropriate inclusions in promotion cases.

You will also be invited to Fellowship Forums (EF10), EFS MasterClasses, the annual EFS Colloquium and the annual National Symposium of Professional Recognition of University Educators, and encouraged to attend, contribute to, or lead ANU Academic Professional Development modules. These events will provide you with many opportunities for further professional development, peer engagement and mentoring; will contribute to your ongoing development as an academic or learning support professional; and will be regarded as maintaining you in good standing as an HEA Senior Fellow within the EFS. From time to time, you may also be asked to contribute to ongoing research programs about teaching quality and educational reports to your College and/or the University.

**Any Queries?** Just email efs@anu.edu.au
Fellowship of the Higher Education Academy | Code of Practice

In our professional practice, as fellows we will:

1. Act with respect, integrity and honesty.
2. Monitor and review regularly our work in order to maintain good standing.
3. Engage in appropriate activities to remain up to date with knowledge of learning and teaching, subject matter and assessment.
4. Be open to and conscientious in considering feedback from appraisals, peer and student observations.

For the benefit of learners, as fellows we will:

5. Demonstrate our respect for learners by paying due regard to the way we conduct ourselves in our professional lives.
6. Be fair and impartial in our engagement with learners.
7. Encourage the free exchange of ideas between ourselves and learners.

For the benefit of colleagues, as fellows we will:

8. Show due respect for the opinions of colleagues in the exchange of constructive criticism and ideas.
9. Support and actively assist in the professional development of colleagues to ensure the maintenance and enhancement of good practice and to protect learners from poor practice.
10. Be aware and take account of, the educational goals, policies, standards and regulations of our employing institution and beyond.
The Professional Conversation

This section of the SFHEA guide provides further information on the requirements and processes of the Professional Conversation. Please read in conjunction with pp. 1-6 of this guide.

Rationale

ANU has many academic and professional staff with extensive experience in university teaching and in professional development related to university teaching and learning. Some staff may have already produced detailed personalised narratives reflecting deeply on their teaching practice, for example for postgraduate qualifications in higher education (such as Graduate Certificates in Higher Education) and/or for successful nominations for College, University and national teaching awards. Other staff, such as medical educators in clinical settings, are predominantly involved in teaching, assessing and giving feedback in an oral tradition.

If you are one of these staff, and are a potential applicant for SFHEA, the EFS Committee recognises the potential burden or inappropriateness of you producing a lengthy written reflective narrative for your EFS application. The Professional Conversation (PC) therefore provides a different—just as rigorous but more strategically appropriate—route for SFHEA applicants with substantial evidence of written reflective practice or oral teaching contexts. The PC provides an opportunity to substantiate an application to meet Descriptor 3 in person, with three EFS Assessors.

Criteria for acceptance for SFHEA application by Professional Conversation

If you are being considered for a Professional Conversation, you will be asked to supply evidence for your claim to the EFS Committee. Although the criteria are somewhat flexible, especially in the case of applicants with accessibility issues, the EFS Committee must first be satisfied that you can provide existing evidence of a capacity to reflect deeply on your teaching practice through peer-reviewed reflective writing. This evidence may include:

- Written teaching award applications to set criteria (e.g. Citations for Outstanding Contribution to Student Learning or Awards for Teaching Excellence) at the Vice-Chancellor’s or national level (success or otherwise is immaterial—the key is that the written nomination has been reviewed by a committee of your peers before and during submission);
- substantive reflective learning journals, action learning reports, or personal reflective inquiries into practice that have been produced, and assessed, as part of a graduate award in higher education studies (e.g. Graduate Certificate of Higher Education, Master of Higher Education), or similar;
- other evidence that you believe shows evidence of a capacity to reflect deeply on your teaching practice through peer-reviewed reflective writing.

Importantly, the narratives contained in such evidence will not be considered equivalent to fully-evidenced claims against Descriptor 3 of the PSF3, but will provide part of the body of evidence provided to EFS Assessors as part of a Professional Conversation assessment.

If the EFS Committee do not accept your evidence (e.g. it may be considered too old, not sufficiently reflective, not relevant to AQF6 and above, or not relevant to the PSF), you will be supported to apply for SFHEA recognition via a fully written application, as a way of demonstrating your capacity to reflect on practice in writing.
The Professional Conversation Process

The Professional Conversation (PC) provides an opportunity for a ‘viva voce’ in which an SFHEA applicant is given the opportunity to engage in discussion with three EFS Assessors to describe, and reflect on, experience in teaching, learning, assessment and peer engagement, within the context of PSF Descriptor 3.

If you are considering the PC route, then you must contact the EFS Co-Chairs, including the relevant evidence that you feel would suit you to a PC application for SFHEA. If this evidence is accepted by the EFS Committee, you will be invited to participate in a PC.

Before the PC (scheduled at a mutually convenient time for applicant and assessors), you will be asked to provide a shortened written application to your EFS Assessors in advance of the PC. This will include, in one PDF document:

• Application Cover Sheet (completed, signed and scanned)
• Overview (200 words max)
• Philosophy of Teaching & Learning (200-400 words max)
• The peer-reviewed written reflection on your practice that has been used as evidence for meeting the PC criteria.
• Dot-point list of examples you would like to address in your oral application, annotated to show which element of D3 and the PSF each is intended to address (2 pages max)
• Reference list for all literature that you are likely to refer to in the PC (600 words max)
• Contact details for the two referees you will be asking to support your application
• Copy of the original evidence for a PC (e.g. teaching award nomination).

This information must all be provided to the EFS Co-Chairs at least 48 hours (working days) before the PC is scheduled.

In the PC itself, you will meet with three EFS Assessors who will ask you to demonstrate how you meet Descriptor 3, and demonstrate all aspects of the Activities, Core Knowledge and Values of the PSF. The Assessors may use the dot-point list of examples, or any of the other material you have provided, to guide questioning.

The Professional Conversation will be audio-recorded for the purposes of moderation or appeal, and kept for at least three years to meet our HEA accreditation requirements. The intention of the audio record is to allow the oversight of judgements that occurs in the written application, to ensure that the Professional Conversation is just as rigorously assessed.