Imperial College London

Educational Development Unit

STAR Framework
www.imperial.ac.uk/star-framework

Associate Fellowship (AFHEA)

Application Guide

This document provides guidance to help you compose your D1 application in the **Associate Fellowship Application Template** prior to online submission via the STAR Framework submission portal at https://www.imperial.ac.uk/staff/star-framework/submit/.

The Associate Fellowship Application Template is included in the Associate Fellow Application Pack.

On the following pages you will find information relating to each section of the Application Template, including:

1. Personal Details
2. Context Statement
3a. Account of Professional Practice focusing on your first chosen Area of Activity
3b. Account of Professional Practice focusing on your second chosen Area of Activity
4. List of References
5. Guidance relating to the required Supporting Statement

1. Personal details

Please enter your name here as you would like it to appear on your Associate Fellowship certificate, as well as your job role, your Department (or Centre, Unit, Institute, etc.), and any teaching qualifications or awards you currently hold, if applicable.

2. Context Statement

Use this section to preface your application with a brief introductory statement (up to 300 words) that includes:

• a concise biography;
• the context in which you currently work;
• the reasons or motivations for your application;
• any other aspect of your context you feel the Reviewers might find relevant or helpful.

The Context Statement is intended to provide the Reviewers with background and context. It is your opportunity to 'set the scene' for the Reviewers but it **does not** form part of your claim and will not be evaluated against the PSF.

3. Account of Professional Practice

Choosing examples from your professional practice

To meet the criteria for D1 you will need to demonstrate effective and inclusive practice in at least **TWO** of the five Areas of Activity of the PSF (you can address more within your narrative if you wish). You are free to select any two Areas of Activity that are relevant to you and your practice. For further guidance about how to choose and write about your two main Areas of Activity, you may refer to the **STAR Framework Participants Handbook** and the **Advance HE Associate Fellowship (D1) Guide to the PSF 2023 Dimensions** (both documents are included in the Application Pack). For specific guidance as you develop your application, you can book a STAR Individual Support Session via the STAR Framework website at https://www.imperial.ac.uk/staff/star-framework/workshops/.

In the Application Template there are two sections for your Account of Professional Practice. Please use section 3a to write a reflective narrative that demonstrates your effective and inclusive practice in relation to your **first** chosen Area of Activity, and use section 3b to do the same for your **second** Area of Activity.

Overall, your Account of Professional Practice must also demonstrate your use of appropriate Professional Values (including at least V1 and V3) and your application of appropriate Core Knowledge (including at least K1, K2 and K3). You may find it easiest to demonstrate your engagement with Values and Knowledge by following a 'reflective writing cycle' in your narrative. To help you do this, you could ask yourself the following prompt questions about specific examples from your practice:

- o **What did you do?** Concise description of engagement including own role
- o **How did you do it?** Explanation of approach/methodology employed
- o **Why did you do it that way?** Evidence and rationale for choices made: Knowledge (K) & professional Values (V)
- o **What difference did it make?** Impact on learners/teachers/self/institution

For each of your chosen Areas of Activity, you have up to 800 words (including any citations) to demonstrate your effective and inclusive practice.

Mapping aspects of your practice to the Dimensions.

If you find it helpful, you can use the table below to help you map different aspects of your practice against the different Dimensions of the PSF (you **do not** need to submit this table with your application).

Demonstrating Engagement with the PSF Examples from your Practice		PSF Dimensions		
		A 1-5	K 1-5	V 1-5
1				
2				
3				
4				
5				

The following pages offer an overview of each of the five Areas of Activity, with some suggested questions and prompts to help you consider aspects of each that might be interesting or relevant. Of course, not all of the Areas of Activity, nor all of the prompts, will be relevant to you, depending on the context of your practice.

A1: Design and plan learning activities and/or programmes

This Area of Activity refers to all your professional educational activities where you are **preparing** for engagement with learners. For example, you might:

- plan individual/one to one or small group sessions
- contribute to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

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Introduction (around 100 words)

Briefly describe the main ways in which you design and plan learning activities and/or programmes of study.

Main section (up to 700 words).

Provide specific examples of how you have done this. Consider the following angles if they are useful for guiding your narrative:

- The reasons for your choice of learning activities and techniques
- If appropriate, the reasons for your choice particular learning technologies
- How your choices are intended to facilitate or enhance learning
- If your choices also engage with other relevant Dimensions, e.g.:
    - Which elements of Core Knowledge did you apply and why?
    - Which Professional Values underpinned your approach, and why?

Consider in what ways the approach you took was **inclusive**, how it was **effective**, and what the **evidence** was for the impact you had.

A2: Teach and/or support learning through appropriate approaches and environments

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc. For example, you might:

- use particular teaching and learning strategies appropriate to the needs of your students;
- Deliberately influence the environment (sociocultural, physical or virtual) to encourage effective and inclusive learning;
- select learning activities that are informed by educational research, attendance at a workshop or through observing a colleague.

Introduction

Describe the main ways in which you teach and/or support learners (around 100 words).

Main section (up to 700 words). Provide specific examples of how you have done this. Consider the following angles if they are useful for guiding your narrative:

- The activities or techniques you use and why
- Reasons for using these techniques and why you think they were successful in supporting student learning (what was the evidence that they worked, or not?)
- Which elements of Core Knowledge did you apply and why?
- Which Professional Values were particularly relevant in this context, and why?

A3: Assess and give feedback for learning

This Area of Activity is about how you use assessment and feedback to foster and encourage learning, assess progress and make judgments about learning, both during and/or on completion of some form of learning experience. The 'assessment' you are involved in here could be formative or summative, formal or informal, but it can often be linked to supporting the ongoing learning journey. Feedback can be communicated verbally, written through annotating a piece of work, or through using technologies such as online quizzes. For example, you might:

- make judgments about student work in tutorials, lab-based settings and supervision sessions;
- give formative feedback in face-to-face and online settings (through a discussion forum or via automated feedback you created within an quiz);
- use assessments that support the intended learning outcomes;
- select appropriate assessments for the specific learning needs of groups and individuals.

Introduction

Describe the main types of formative and/or summative assessment that you use with learners, and whether it is formal or informal? (around 100 words).

Main section (up to 700 words).

Consider the following prompts for specific examples from your practice (note that not all may be relevant to your role, and 'learners' could be students or staff that you support)

- How and why did you choose the particular approaches and methods you employed (insofar as these were your own choices)?
- How did you ensure your assessments (or other ways of checking learning) provide appropriate opportunities for learners to demonstrate the learning you intended?

- How did you ensure that your marking is reliable and fair, and the standards you set are appropriate?
- How did learners receive and reflect on their feedback (and how do you know this)?
- How did you craft the feedback you gave to best help learners to improve their understanding of the subject or their performance and development as learners.
- Which elements of Core Knowledge did you utilise, how and why?
- Which Professional Values did you apply, how and why?

A4: Support and guide learners

This Area of Activity is about actions you have taken to provide learners with the support and guidance they need for successful outcomes. You may have guided students to enable academic progression and/or supported them to promote their development and well-being. For example you might:

- be involved in a range of areas of specialist learner support such as library skills, careers advice, IT and technical skills, lab or studio support.
- have facilitated group tutoring or one-to-one sessions on academic or academic-related topics such as writing, presenting, or language support for students whose first language is not the main language of your institution.
- offered counselling to support and improve students' well-being in difficult circumstances, or signposted them to other channels of support.
- supported learners with diverse needs and identities, e.g. international students, learners from different cultural backgrounds, part-time students, etc.;
- support learners through one-to-one advice;
- have developed your practice to support learners with disabilities

Introduction

The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal (around 100 words).

Main section (up to 700 words).

Consider the following prompt questions (note that not all may be relevant to your role)

- In what ways you have contributed to supporting and guiding learners
- Why did you choose those particular strategies and how well did they work (and how do you know)?
- Which elements of Core Knowledge did you use, how and why?
- Which Professional Values did you apply, how and why?

A5: Enhance practice through own continuing professional development

This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:
- How you incorporate subject and pedagogic research and/or scholarship within your role as a teacher/supporter of learning
- How you gather and utilise information from your own activities and reflection on experience

Examples of group and team activities are valued, and you may not be directly involved in research. There are many forms of professional development, both formal and informal. Think about all the many ways in which you learn about your discipline, your professional practice, institutional processes, policies and strategies that influence your contribution to the College's education mission. Relevant professional activities may include those you engage in outside the higher education context.

For example, you might:

- participate in activities to extend professional development e.g. workshops run by the EDU, Graduate School, your faculty or department;
- be involved in/have completed a relevant teaching pathway e.g. the Supporting Learning and Teaching Programme run by the EDU;
- attend, or present at, teaching and learning committee meetings or conferences;
- Learn from reciprocal teaching observations with colleagues.

Introduction

Your main strategies for updating and developing your capability as a teacher/supporter of learning (around 100 words).

For example, attending staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.

Main section (up to 700 words).

Consider the following prompt to guide your thinking (note that not all may be relevant to your role)

- How did you use the outcomes from the above CPD strategies to improve learning experiences and your own working practice?
- Which elements of Core Knowledge did you utilise, how and why?
- Which Professional Values did you apply, how and why?

4. List of References

Section 4 of the Application Template provides a dedicated space for you to list any references you cited in your narrative in either section 3a or 3b. We recognise that there are various ways in which you could demonstrate a 'scholarly approach' to your educational practice. Integrating some discussion of relevant literature or other published resources in your Account of Professional Practice can be an effective way to demonstrate the sources of your knowledge and or influences, or the evidence-base that underpins and guides your practice (this could relate particularly well to engaging with K2, for example). Please use in-text citations in the main body of your narrative, and ensure you include all cited sources in your List of References in Section 4, following Harvard referencing style.

The short excerpt of an Associate Fellowship application below illustrates how the applicant cites the journal article that inspired their design of a lecture and includes the full reference in their Reference List.

Excerpt from Account of Professional Practice:

'When it came to designing my seminar sessions, I was influenced by Burgstahler's (2015) theory of universal design. I thought about the diverse nature of learners in my group and the cultures and educational backgrounds they came from, to ensure that the activities I chose reflected their identities, interests and needs. (V1)'

Reference List for excerpt:

Burgstahler, S. (2015). Equal access: Universal design of instruction. A checklist for inclusive teaching. Seattle: DO-IT, University of Washington. Available at http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html (accessed 14/02/23)

5. Supporting Statement

Your D1 application must be accompanied by a Supporting Statement from a referee. The function of the Supporting Statement is to provide a review of your experience that supports and supplements the information in your Account of Professional Practice. It therefore serves as verification of your practice and the claims you have made in your application. Where possible, the commentary in the Supporting Statement should be based on a discussion with your referee about your application.

We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. The Supporting Statement should refer primarily to your experience and achievements in teaching and/or supporting learning and should refer to your research record only if this directly informs your teaching.

If the referee is your **manager, supervisor, mentor or Head of Department/Unit** you could discuss the ways in which you have contributed to the departmental or unit teaching and learning objectives, and perhaps identify your future professional development needs (for example progression to the next Descriptor category) and how you might be supported to achieve these needs.

If the referee is your **peer** (e.g. a fellow STAR participant or a more senior GTA) they should provide practical examples of your professional practice in teaching and supporting learning. This could include a peer observation of your teaching.

The Associate Fellow Application Pack includes the **AFHEA Supporting Statement Template** that you can share with your referee. The Template includes guidance and structure for writing a Supporting Statement that your referee may find helpful.

It is the applicant's responsibility to collect the Supporting Statement from your referee, and to save it as a PDF prior to submitting it with your application (as a separate document, so will submit two PDF files in total). If you require any further information regarding the referee process, or the accreditation of teaching at Imperial, please contact:

staradmin@imperial.ac.uk