

Swansea University Supported Pathway to Advance HE Associate Fellowship (AFHEA)

For PGR students who are employed part-time by Swansea University to teach

**September 2024**

# What is the Supported Pathway to Advance HE Associate Fellowship (AFHEA) for PGR students employed to teach?

This pathway to Advance HE Associate Fellowship (AFHEA) is for postgraduate research (PGR) students employed part-time by Swansea University’s Human Resources Directorate to support student learning through specific teaching/learner support duties. This may include:

* PGR students undertaking direct learning support, e.g. demonstrating or conducting seminars;
* PGR students supporting field trips/laboratory work/student projects;
* PGR students supporting the assessment process under the supervision of a member of Swansea University staff.

The pathway is designed to scaffold your development as a teacher at the very start of your possible career in supporting learning in Higher Education and to provide a framework for your application for AFHEA through Swansea University’s Advance HE-accredited Celebration of Professional Recognition (CoPR) programme.

The AFHEA pathway should be completed within eight months. If later in your career you become a lecturer or take on another role that involves teaching in Higher Education, you might then be eligible to apply for Recognition of Prior Learning (RPL) for the Advance HE accredited PGCert Teaching in Higher Education programme or to make a claim for Advance HE Fellowship (FHEA) via the CoPR Experienced Staff Pathway. Specific options available to such individuals are determined with reference to Swansea University’s employment policies.

# Who is eligible?

If you are employed part-time by Swansea University in a teaching capacity (for instance as a Learning Demonstrator or Senior Teaching Assistant), are within **minimum candidature** of a Postgraduate Research degree in October of the academic year in which you would complete the AFHEA programme (i.e. are not in your ‘writing up’ year), and have at least one year’s experience of teaching/supporting learning in HE prior to starting the programme, you are eligible. **Your primary** **supervisor must agree for you to pursue the AFHEA programme before your enrolment on the programme can be confirmed.**

**There is a limited number of participants that SALT can support.**

If you are enrolled on a four year PhD programme that includes engagement with the supported pathway to AFHEA for PGR students as a mandatory element (‘AFHEA-embedded PhD programmes’), the academic year in which you engage with the pathway will be determined by your department.

Eligible participants would normally complete the support programme available as part of the pathway to submit an AFHEA application within eight months. There is no cost associated with submitting an application for AFHEA via the CoPR programme.

Usually, you will still need to be employed by the University in a teaching capacity at the time of the submission of your application for AFHEA and its subsequent decision. The final submission deadline for AFHEA applications via this pathway will be in April/May in the academic year in which your participation in the pathway begins. The specific deadline for the current academic year is provided on the PGR AFHEA Canvas course. If you have completed your research degree and/or are no longer employed by the University for teaching/learning support duties, the eligibility to submit and/or costs associated with an AFHEA application will be considered on a case-by-case basis.

# Who is ineligible?

Undergraduates or students pursuing a taught postgraduate programme are ineligible. PGR students supported externally via a stipend that requires a commitment to teach as part of their research degree programme (commonly referred to as Graduate Teaching Assistants), whose programme does not include engagement with the AFHEA Supported Pathway for PGR students as a mandatory element, are also ineligible through this internal route but are encouraged to apply direct to Advance HE. PGR students outside of minimum candidature, i.e. in their ‘writing up’ year, are not eligible for this pathway.

# Why should I do this?

* You will be guided in your initial experiences in supporting student learning by a mentor. The mentor will be from SALT’s Recognition Team, or, if you are enrolled on an AFHEA-embedded PhD programme, your mentor will be from your own academic department.
* The programme builds upon the initial training you will have received in your teaching role, consolidates your personal development and emphasises expectations should you go on to continue in your professional practice in HE.
* Successful completion gives you the entitlement to use post-nominal letters – AFHEA.
* It is a valuable measure of success and will facilitate future employment in the Higher Education sector.
* Advance HE Associate Fellowship is recognised and valued by a growing number of international institutions.

Engagement with the pathway also lays the groundwork for a future application for Advance HE Fellowship (FHEA) and the possibility of certain exemptions from a Postgraduate Certificate Teaching in Higher Education (requirements will vary between institutions).

# How does it work?

First, have an initial conversation with your primary supervisor to review your progress with your research and the time commitment involved. **Your supervisor must support your request to participate in order for you to gain access to this pathway**. This approval should be noted on the University’s PGR progression reporting system and confirmation sent via email to the SALT Recognition Team.

You will be allocated a mentor to guide you through the programme. At an initial individual or group meeting with your mentor, they will go through the requirements of the pathway with you in more detail.

The pathway involves a combination of support from your mentor (at least three individual or group meetings), practical application of what you have learnt in your teaching, peer observations, and guidance around applying for Associate Fellowship.

# What will I have to do?

1. Get agreement from your primary research degree supervisor to engage in the pathway.
2. Meet with your mentor to guide you in the initial discussions about applying for AFHEA recognition. This should include a review of your experience to date and what is required for an AFHEA application.
3. Access the online materials on Canvas and work through the relevant sections below:
	1. Getting Started: Programme Induction
	2. Mandatory Programme Elements
	3. Areas of Activity:
		* + Design and planning
			+ Teaching and learning
			+ Assessment and feedback
			+ Supporting students
	4. The Review Process and Beyond
4. Submit an Application Plan, peer observation forms, and a draft of your AFHEA application for feedback from your mentor prior to the final submission deadline.

Once these elements are complete, you will be able to submit a final application for AFHEA. Further information about the application process is available below.

In total, you will engage with your mentor on at least three occasions (one will include reviewing your Application Plan, and another will include formative feedback on your draft AFHEA application). Further informal meetings may be arranged as required.

# What are the online resources?

You will be enrolled on the **Supported Pathway to Associate Fellowship for Postgraduate Researchers** course on Canvas, where you will find all the materials and information associated with the pathway.

The online resources are in sections/modules as detailed below. They contain a mixture of readings, videos and reflective questions all designed to support you in the early stages of your teaching career and provide the background for your AFHEA application.

## Canvas Module **A:** Getting Started - Programme Induction

In this module, you will find some essential course information such as a course overview, mandatory course elements and their submission deadlines, as well as an outline of the ways in which your mentor will be able to support you as you progress through the pathway. As the application will require you to reflect on your teaching experiences, you will also find guidance on becoming a reflective educator and writing reflectively in this section.

This section will also explore the Professional Standards Framework (PSF 2023): what it is, why it is important and how getting to know it well will help the development of your career. You will need to understand the PSF 2023 and its application to teaching in order to complete your AFHEA application.

The PSF 2023 is the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF). Full details of the PSF 2023 can be found on Advance HE’s website: [Fellowship resources - PSF 2023 | Advance HE (advance-he.ac.uk)](https://www.advance-he.ac.uk/fellowship/fellowship-resources-psf2023).

The PSF 2023 emphasises effectiveness, impact, inclusion and context, acknowledging the variety of roles held by those teaching and/or supporting learning in HE. It fosters critically evaluative, reflective and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings.

There are two key aspects to the PSF in relation to fulfilling one of its purposes of providing a structure through which individuals may gain recognition for approaches that support high-quality learning. These two aspects are sets of **Dimensions** and **Descriptors**.

There are four Descriptors which incorporate the Dimensions. Each Descriptor has an introduction and set of three statements against which individuals may evidence their HE practice to gain professional recognition. Applicants for Associate Fellowship (AFHEA) need to demonstrate all aspects of **Descriptor 1**.

The **Dimensions** are 15 statements which inform and describe practice. These are grouped into three inter-related sets, each with their own specific stem statement to emphasise that the application of the statements depends on the context of the individual. Collectively, the Dimensions identify what professionals value, know and do to enable high quality teaching and/or support of learning in higher education.

The sets of Dimensions are:

* Professional Values (with values identified as V1 to V5)
* Core Knowledge (with knowledge aspects identified as K1 to K5)
* Areas of Activity (with areas identified as A1 to A5)

**Descriptor 1 (Associate Fellowship)** is suitable for individuals whose practice enables them to evidence **some Dimensions**. Individuals are able to evidence:

D1.1: Use of appropriate Professional Values including at least V1 and V3

D1.2: Application of appropriate Core Knowledge including at least K1, K2 and K3

D1.3: Effective and inclusive practice in at least **two** of the five Areas of Activity.

### PSF 2023 Dimensions

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

You can access the full Associate Fellowship Descriptor (D1) through Advance HE’s website: [Fellowship resources - PSF2023 | Advance HE (advance-he.ac.uk)](https://www.advance-he.ac.uk/fellowship/fellowship-resources-psf2023).

## Canvas Module **B**: Mandatory Programme Elements

There are several mandatory aspects of this programme. In this section you will find guidance and documentation relating to the completion of peer observations, supporting statement and your Application Plan. The application form can be downloaded from this module.

The remaining Canvas modules are aligned to the first four Areas of Activity (A1 - A4) of the PSF 2023. Core Knowledge and Professional Values Dimensions of the PSF 2023 are embedded throughout each of these sections. Although you will only choose to reflect on your experience in two of the Areas of Activity in your application, you might find it useful to review the materials provided in the other modules to further support your development as a teacher in Higher Education.

## Canvas Module **C:** Design and Planning (A1)

This section will be useful to those who have responsibility for planning and designing some of the learning materials and activities that they deliver. It aims to raise awareness of effective and inclusive approaches to planning learning experiences and aligning these activities with your intended outcomes.

## Canvas Module **D:** Teaching and Learning (A2)

This section is designed to help you consider approaches to teaching and learning that will enable you to achieve your aims and deliver your content in an accessible, inclusive and engaging way. It aims to raise awareness of approaches that should make teaching and supporting learning easier, less stressful, and more effective. We strongly encourage applicants to reflect on this Area of Activity in their Associate Fellowship application.

## Canvas Module **E:** Assessment and Feedback (A3)

The section will examine the theory and practice of assessment and feedback. It will give you the opportunity to consider the purposes of assessment and to explore and identify a range of assessment approaches. By reflecting on your practice as you work thought the material, you will be able to consider how to trial new assessment approaches, how to make your assessments more inclusive, and how to improve the quality of the feedback you provide to students.

## Canvas Module **F:** Effective Approaches to Student Support (A4)

In this section, you will reflect on the range of approaches you have taken to support and provide guidance to students, including through your interactions with students and/or the production of guidance materials. You will consider the additional support you provide to students that goes beyond teaching of ‘subject content’, and the approaches you can adopt to maximise inclusion and student wellbeing, including modelling inclusive practices for your students.

# What happens in the teaching observations?

From Swansea University Peer Observation of Teaching Policy:

“Peer observation of teaching is an enabling process, for staff with teaching responsibilities to reflect on and improve their teaching practice. This policy therefore should be used by all teaching staff as they work together to increase the effectiveness of their teaching through observation, discussion and reflection. This process has the potential for sharing best practice across disciplines thus improving the quality of the student learning experience. It can also be a catalyst for creating communities of practice.”

There are two parts of the observations:

## You are the observer

For this part, you are invited to observe and reflect on a lesson delivered by a member of staff, usually from the same School as yourself. The focus when observing others for this activity is on what you can learn from the teacher you are observing.

## You are being observed

As part of the programme, you will need to be observed twice. Peer observation here at Swansea is undertaken for the purpose of enhancing teaching practice and improving student learning, with control of the observation process belonging to the individual staff member being observed.

An observer should be an experienced member of staff currently employed at Swansea University. One of your observers should also hold Advance HE Fellowship, Senior Fellowship, or Principal Fellowship. The *public* list of staff holding fellowship is available on this staff intranet page (you will need to log in with your staffaccount to access the page): [Advance HE Fellows at Swansea - Swansea University](https://staff.swansea.ac.uk/academies/salt/recognition-hea-fellowship/fellows-at-swansea/).

Please note that there are more staff with fellowship than there are listed. Your mentor will support you through this process and there are additional materials available to support you on the Canvas course.

# What support is available?

As outlined above, you will be supported with the development of your application by a mentor. The mentors for this pathway are members of Swansea University staff who are Advance HE Fellows, and after you have attended an initial induction session, you will be allocated a named mentor who will support you throughout the duration of the pathway. Your mentor will be a member of the Recognition Team in SALT, unless you are completing an AFHEA-embedded PhD programme, in which case your mentor will be a member of staff with Advance HE Fellowship from within your department, who will have been trained by SALT to undertake mentoring duties for this pathway.

Your mentor’s role will be to guide you in completing the relevant activities to provide sufficient evidence to support an AFHEA application. Your mentor may meet with you individually or as a group, and may provide additional supplemental resources to guide you, for example on reflective writing.

Your mentor will review your Application Plan and provide written feedback on the examples you have listed and their alignment with the Associate Fellowship Descriptor, D1. They will then meet with you to discuss this feedback in more detail, including guiding you to select the two most suitable Areas of Activity for your experience and helping you to begin thinking reflectively about the examples of your practice you are going to include in your application.

Mentors will also review a draft of your AFHEA application around six weeks prior to submission and provide formative feedback. You will receive this feedback within seven working days of the draft submission deadline. You must submit a draft application to the deadline six weeks prior to the final application deadline. The date by which a draft must be submitted is provided on the Canvas course. If you fail to submit a draft, **you will not be permitted to make a final submission.**

Your mentor is also able to act as one of your observers for the completion of your peer observations if required.

Once you have completed all aspects of the AFHEA programme, you will be able to submit the final version of your application within the PGR AFHEA Canvas course.

# What is the application and review process?

You will need to complete an application for Associate Fellowship via the CoPR programme using the AFHEA written application template (form W-D1). As part of your application, you will also need to provide a supporting statement to authenticate your practice. Your mentor will discuss the detail of this with you, and further information can be found below and on the Canvas course for this pathway.

## What are the application requirements?

You need to put together a written reflective account (maximum 1400 words – approximately 700 words for each of your chosen Areas of Activity) plus an introductory context statement (maximum 300 words). You should draw on and refer to an evidence base in order to address Dimension V3 of the PSF 2023, which could include, for instance, reference to published literature and engagement with professional development. You will also need to upload your supporting statement.

Further details about all aspects of the application form and process can be found in the CoPR Associate Fellowship written application guidance on the Canvas course for this pathway, including examples for each section of the application form.

## What is the supporting statement?

You need to include a supporting statement with your application for Associate Fellowship to corroborate your account. Your supporter needs to be knowledgeable about the PSF 2023 and your teaching experience, but does not need to hold a category of Advance HE fellowship. Usually, your supporter will be an experienced member of staff employed by Swansea University at the time of your submission. If you would like to use a supporter from outside of Swansea University, you should discuss this with your mentor. Staff who have retired from Higher Education within the last six months are eligible to be supporters, but fellow PGR students are not. You must ensure that your supporter has no conflicts of interest, for example, supporting statements from family members are not permitted.

With the help of your mentor, you will need to identify a member of staff to write your supporting statement and provide them with the appropriate template from the Canvas course. You will then need to upload this supporting statement along with your final application.

You should provide your supporter with at least a draft of your application to review, since they will be asked to comment on specific examples that you have included in your application. You are advised to approach your potential supporter early to ensure that you will have their statement ready to upload with your final application.

The supporting statement template and full guidance that you can forward to your supporter is available on the Canvas course.

## What is the application review process?

Two reviewers internal to Swansea University will consider your application. They will review the reflective part of the application and consider how well you have demonstrated alignment with the Associate Fellowship category descriptor (D1) and that you have provided a substantiated supporting statement.

Reviewers will scrutinise applications in accordance with alignment to Descriptor 1 (D1). The kinds of activities that may demonstrate meeting the dimensions of the PSF may be found in Advance HE’s [Guide to the PSF 2023 Dimensions for Associate Fellow applicants](https://documents.advance-he.ac.uk/download/file/document/10551) (pages 13 – 43).

## Summary of pathway requirements

Note – if you are completing an AFHEA-embedded PhD programme, step 1 of the above flowchart will not apply. Your details will be shared with SALT by your department, and you will receive an email inviting you to attend the initial induction session.

## How will I find out the outcome of my application?

The outcome of the application will either be Award or Refer. This will be communicated to you in an email from the SALT Recognition Team as quickly as possible following review of your application and ratification by the CoPR panel. The CoPR panel meets approximately six weeks after the application deadline, and we will strive to notify you of the outcome usually within three working days of the panel taking place. Where an Award outcome is received, Advance HE will be notified, and you will receive details relating to how to download your Associate Fellowship certificate.

A Refer outcome indicates that not all elements of the Associate Fellowship Descriptor (D1) have been demonstrated in your application. In the event of a Refer outcome, you will receive specific feedback from the reviewers, via your mentor, to help you address any aspects of the Descriptor that were not demonstrated to help you revise your application for resubmission.

## What does the resubmission process involve?

If you receive an outcome of Refer, you will be advised to prepare a resubmission, which for the AFHEA Supported Pathway for PGR Students, would generally be submitted to the next available deadline, which is normally in July. All applicants who receive an outcome of Refer receive specific feedback from the reviewers detailing which aspects of Descriptor 1 of the PSF 2023 were not fully demonstrated, and what needs to be included in the resubmission in order to address these areas.

You are able to address the reviewers’ comments by either:

1. Submitting a revised application, ensuring you remain within the word limit
2. Submitting an additional written narrative of up to 300 words.

Wherever possible, a resubmission will be reviewed by the same pair of reviewers who considered the original application.

Generally, if you receive a Refer outcome on a second attempt, we would advise a new application be prepared, and a new reviewer pairing will be allocated. Your mentor will discuss the resubmission arrangements with you.

Further information about the resubmission process, including what is required of you and the deadline for submission, is available on the Canvas course.

## Summary of the review and resubmission process

# What happens next?

After completion of your research degree, if you become a member of teaching staff at Swansea University and wish to continue to Fellowship (FHEA), you may be advised by your line manager to undertake the PGCert Teaching in Higher Education or make use of the support and materials provided as part of the CoPR Experienced Staff Pathway to fellowship.

# AFHEA Supported Pathway Team

|  |  |  |
| --- | --- | --- |
| **Name**  | **Contact Details** | **Role** |
| Chris Hall (SFHEA) | c.m.hall@swansea.ac.uk | Programme Director  |
| Carys Howells (FHEA)Darren Minister (FHEA)Pamela Styles (FHEA) | c.howells@swansea.ac.ukd.g.minister@swansea.ac.ukpamela.styles@swansea.ac.uk | Academic Developers |

# Requests for Extensions

If you feel you will not be able to meet your submission deadline, please contact your mentor as soon as possible. It is expected that you complete the programme of activities and submit an application for AFHEA within eight months of starting this programme and you are expected to be employed by the University in a teaching capacity at the time of submission.

# Academic Standards and Academic Integrity

Applicants must be aware that they should sustain academic standards and integrity in their writing.

On submission, applicants are asked to confirm that their application reflects their own work and that the supporting statement has been uploaded unaltered.

Applications may be submitted through relevant plagiarism software and any instances of plagiarism will result in the application being, at minimum, rejected and, if plagiarism is detected after the Associate Fellowship decision has been granted, may results in that decision being revoked. The University’s procedure regarding [Conduct and Discipline](https://www.swansea.ac.uk/media/Ordinance-11.3-%C3%A2%C2%80%C2%93-Conduct-and-disciplinary-proceedings.pdf) will be applied.

**All applicants are asked for permission to use extracts or samples from submissions to promote this pathway to AFHEA subsequently**.

# Appeals and complaints

## Appealing an Associate Fellowship judgement

There is no appeal on the grounds of judgement. You can appeal on procedural matters (e.g. review process not being followed/reviewers were in conflict of interest) and should consider this as a complaint. Follow the complaints procedure, below.

## Making a Complaint

If you wish to complain about the Associate Fellowship application process or support programme, you should raise the issue with the CoPR Programme Manager in the first instance (or to the Head of SALT as appropriate).

They will review the scope of your complaint and will respond within ten working days. All efforts will be made to resolve the issue.

If the complaint is substantiated, appropriate remedial actions would be introduced. Where a procedural error in the fellowship review process is substantiated, a likely outcome will be to reconsider an Associate Fellowship application afresh. Unsuccessful Associate Fellowship judgements shall not be automatically overturned.

If you are remain dissatisfied, you may complain by following the University’s complaints procedure: <https://myuni.swansea.ac.uk/academic-life/making-a-complaint/>

## Raising a cause for concern

Where students want to raise a matter of concern about the fellowship programme, they are encouraged to discuss this with the CoPR programme manager in the first instance or if they wish to raise this confidentially, should follow the University’s whistle blowing procedure: <https://www.swansea.ac.uk/about-us/university-governance/corporate-information/whistle-blowing/>

# Appendix 1 – AFHEA Individual Review Grid

**Associate Fellow (AFHEA) Review Grid – Individual Reviewer**

|  |  |
| --- | --- |
| **Applicant name**  |   |
| **Reviewer name**  |   |
| **Individual recommended outcome -**  | **Descriptor 1 demonstrated**  |   | **Descriptor 1 not yet demonstrated**  |   |
| **First Submission**  | **Date:**  |   |
|   |   |   |   |   |
| **Individual recommended outcome –** **Resubmission**  | **Descriptor 1 demonstrated**  |   | **Descriptor 1 not yet demonstrated**  |   |
| **Date:**  |   |

Each reviewer should complete this form individually before having a conversation with their paired reviewer to reach an agreed outcome. Enter an X in the relevant box in the table above to indicate whether your individual judgement is that the applicant has demonstrated or not yet demonstrated Descriptor 1 in their application. Further guidance around the completion of this form can be found on the Fellowship Assessor Canvas course.

Note: the information you enter into this grid is **not** released to applicants, but may be made available, with names redacted, on a Freedom of Information Request. Please bear this in mind regarding the tone and nature of your feedback.

**Individual reviewer judgement and feedback against Descriptor 1 (Associate Fellow) – first submission**

|  |  |  |
| --- | --- | --- |
| **D1.1** **Use of appropriate Professional Values, including at least V1 and V3**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **D1.2** **Application of appropriate Core Knowledge, including at least K1, K2 and K3**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **D1.3** **Effective and inclusive practice in at least two of the five Areas of Activity**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **Does the Supporting Statement broadly corroborate the account?**  | **Yes**  | **No**  |
|       |   |   |

**Individual reviewer judgement and feedback against Descriptor 1 (Associate Fellow) – resubmission**

Only complete the grid below if you are reviewing an application that has been **resubmitted** by the applicant, for which you and your paired reviewer previously agreed an outcome of Refer.

|  |  |  |
| --- | --- | --- |
| **D1.1** **Use of appropriate Professional Values, including at least V1 and V3**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **D1.2** **Application of appropriate Core Knowledge, including at least K1, K2 and K3**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **D1.3** **Effective and inclusive practice in at least two of the five Areas of Activity**  | **Demonstrated**  | **Not yet demonstrated**  |
|       |   |   |
| **Does the Supporting Statement broadly corroborate the account?**  | **Yes**  | **No**  |
|       |   |   |

# Appendix 2 – Agreed Outcome and Feedback Grid

# Associate Fellow (AFHEA) Agreed Outcome and Feedback Grid

|  |  |
| --- | --- |
| **Applicant name**  |  |
| **Reviewer 1 (Lead)** |  |
| **Reviewer 2** |  |
| **Agreed Outcome** | **Award** |  | **Refer** |  |
| **First Submission** | **Date** |  |
|  |  |  |  |  |
| **Resubmission Outcome** | **Award** |  | **Refer** |  |
|  | **Date** |  |

Both reviewers should complete the **Individual Reviewer Grid** and meet to discuss their individual feedback and recommendations **before** reaching an agreed outcome. Please put an X in the relevant box above to indicate whether your agreed outcome is to Award or Refer.

In the case of an application that does not fully address the D1 Descriptor, resulting in a Refer outcome, specific feedback should be provided to inform the changes the applicant needs to make prior to resubmission. There is space for you to enter this feedback in Section 2 of this form. If the applicant has made a resubmission and your agreed outcome is once again Refer, please complete Section 3.

Further guidance around the completion of this form can be found on the Fellowship Assessor Canvas course.

## Section 1: Reviewer pair feedback against Descriptor 1 (Associate Fellow)

Please add comments in the first column and put an X in either column 2 or 3 to indicate whether each aspect of the Descriptor has been demonstrated in the application. This grid should be completed for all applications, regardless of whether the agreed outcome is Award or Refer.

Note: this Outcome and Feedback Grid is **not** released to applicants, but may be made available, with names redacted, on a Freedom of Information Request. Please bear this in mind regarding the tone and nature of your feedback. We might also share excerpts with applicants who have received an Award outcome to include in their Award letter if we feel it would be beneficial to them, such as a comment highlighting something particularly exemplary from their reflective account.

|  |  |  |
| --- | --- | --- |
| **D1.1****Use of appropriate Professional Values, including at least V1 and V3** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **D1.2****Application of appropriate Core Knowledge, including at least K1, K2 and K3** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **D1.3****Effective and inclusive practice in at least two of the five Areas of Activity** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **Does the Supporting Statement broadly corroborate the account?** | **Yes** | **No** |
|  |  |  |

## Section 2: For applications which do not fully demonstrate Descriptor 1, resulting in an outcome of Refer

The feedback you provide in the box below will be copied into an outcome letter and shared with the applicant. The above table will not be shared, so please ensure any feedback you wish to provide to the applicant is written in the box below. Please write in the first person and ensure you provide enough information for the applicant to understand which elements of the Descriptor were not fully demonstrated and what they need to do to address these in a resubmission. This should include **specific** information about what you are expecting to see in the resubmitted application for Descriptor 1 to be fully demonstrated.

|  |
| --- |
| **Key action points to be addressed prior to making a resubmission, including specific examples** |
|  |

## Section 3: For resubmission applications which do not fully demonstrate Descriptor 1, resulting in a second outcome of Refer

Please add comments in the first column and put an X in either column 2 or 3 to indicate whether each aspect of the Descriptor has been demonstrated in the application. This grid should be completed for all **resubmissions**, regardless of whether the agreed outcome is Award or Refer.

|  |  |  |
| --- | --- | --- |
| **D1.1****Use of appropriate Professional Values, including at least V1 and V3** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **D1.2****Application of appropriate Core Knowledge, including at least K1, K2 and K3** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **D1.3****Effective and inclusive practice in at least two of the five Areas of Activity** | **Demonstrated** | **Not yet demonstrated** |
|  |  |  |
| **Does the Supporting Statement broadly corroborate the account?** | **Yes** | **No** |
|  |  |  |

In the event that an applicant resubmits their application with revisions and your agreed outcome is to **Refer the application again**, the applicant will be advised to put together and submit a new application. Please provide specific feedback in the box below detailing which aspects of the Descriptor were not demonstrated, and what the applicant needs to do when putting together their new application in order to address these aspects. As previously, please write this feedback in the first person and be specific about what the applicant needs to do.

|  |
| --- |
| **Key action points to be addressed in a new submission, including specific examples** |
|  |