



Advance HE Fellowship

[Advance HE Fellowship](#) recognises practice, impact and leadership in Teaching and Learning. There are four categories of fellowship, which recognise a researcher's role in **teaching** and/ or **supporting** HE learning.

Fellowships are awarded based on evidence of personal professional practice that meets the requirements of the [Professional Standards Framework 2023 \(PSF 2023\)](#), the standards framework for the higher education sector. The category of fellowship you can apply for will depend on which of the four Descriptors of the PSF 2023 is most appropriate to your practice and professional experience.

Working with The Brilliant Club might be particularly useful in supporting your application for [Associate Fellowship](#).

Before starting an application, it would be useful to use this [Fellowship Category tool](#) to find out which category is right for you. The tool will also help you to apply by generating some useful questions/ prompts to consider.

What is Associate Fellowship?

[Associate Fellowship of Advance HE](#) is a measure of success for early career researchers with some teaching or learning support responsibilities. This document outlines the benefits of Associate Fellowship and how working as a Tutor on one of our core programmes, or as a Coach on [Join the Dots](#), can support you to meet the requirements of the Professional Standards Framework (2023) required for an application.

What are the benefits of Associate Fellowship?

Professional development	Employability
<ul style="list-style-type: none"> • Consolidates your personal development and evidences your professional practice in HE. • Demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development 	<ul style="list-style-type: none"> • Provides a valuable measure of success and is increasingly recognised by international institutions • Increasingly sought by employers across the education sector as a condition of appointment and promotion. • Identifies your expertise with the entitlement to use post-nominal letters (AFHEA)

Do I need to meet any requirements in order to apply?

It is a requirement of Advance HE that applicants have experience of **teaching, learning support methods and student learning in a higher education institution**. The information in this document is relevant to Tutors/ Coaches who have or who will have had experience of teaching undergraduates at the time of their application. This could be through [Join the Dots](#), if you are at a participating institution.

While **The Scholars Programme** cannot provide Tutors with undergraduate teaching experience, delivering the programme and attending training can support with aspects of an application.

How can I be awarded Associate Fellowship?

Associate Fellowship is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 1 (D1) of the [Professional Standards Framework \(2023\)](#) for teaching and supporting learning in higher education.

Descriptor 1 (PSF 2023, page 7):



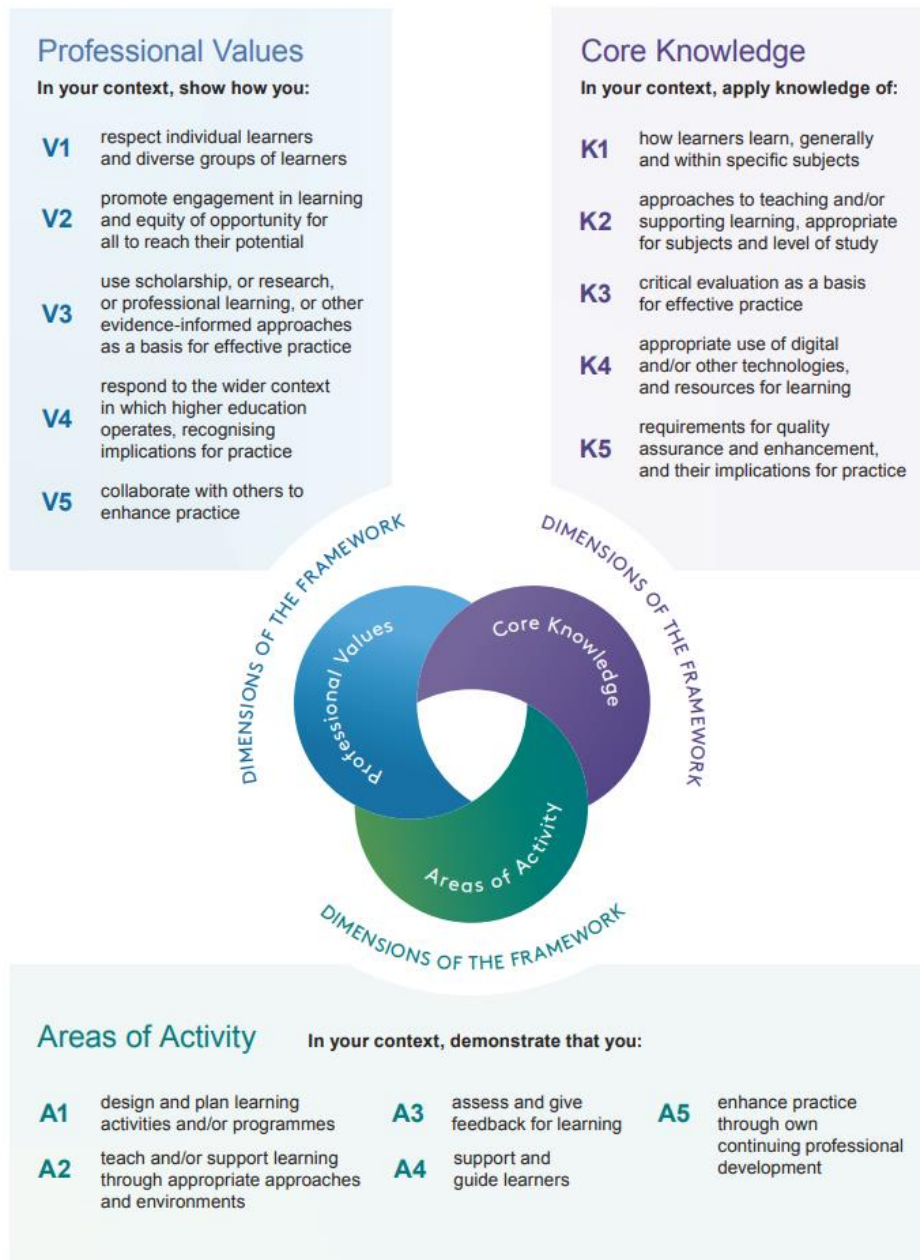
Applicants submit a Reflective Narrative (1,400 words, plus citations) providing evidence that they meet the D1 criterion. This is complemented by a Context Statement (300 words). The evidence provided in the application must be based on **higher education practice from Level 4 and above** and must be drawn from current and recent practice which has taken place in the last three years.

Detailed application guidance can be found here: [Applicant guidance - Associate Fellowship February 2023 1683627024.pdf](#)

In order to be awarded Descriptor 1, aligned with Advance HE recognition as Associate Fellow, applicants must write about practice that enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or supporting learning is demonstrated through meeting criteria D1.1, D1.2 and D1.3.

An overview of D1 is shown below and in more detail on page 3. Working with and attending training provided by The Brilliant Club can support with building an application. The table on pages 4 to 8 provides an overview of how **The Scholars Programme** and **Join the Dots** can demonstrate evidence of each descriptor.

Dimensions of the framework- overview (PSF 2023)



Dimensions of the framework:

Advance HE's Guide to D1 PSF Dimensions can be found [here](#).

This guide will further help you to find appropriate evidence, alongside the table which is specific to Brilliant Club work on pages 5-9.

	Dimensions		Descriptor criteria for D1
D1.1 - Professional values	V1	Respect individual learners and diverse groups of learners	Provide evidence that shows how you use appropriate Professional Values, including at least V1 and V3 .
	V2	Promote engagement in learning and equity of opportunity for all to reach their potential	
	V3	Use scholarship, or research, or professional learning, or other evidence informed approaches as a basis for effective practice	
	V4	Respond to the wider context in which higher education operates, recognising implications for practice	
D1.2 - Core Knowledge	K1	How learners learn, generally and within specific subjects	Provide evidence that shows how you apply Core Knowledge in your practice, including at least K1, K2, and K3 .
	K2	Approaches to teaching, and/ or supporting learning, appropriate for subjects and level of study	
	K3	Critical evaluation as a basic for effective practice	
	K4	Appropriate use of digital and other technologies, and resources for learning	
	K5	Requirements for quality assurance and enhancement, and their implications for practice	
D1.3 - Areas of Activity	A1	Design and plan learning activities and/or programmes	Effective and inclusive practice in at least two of the five Areas of Activity. Choose those most relevant to your practice.
	A2	Teach and/or support learning through appropriate approaches and environments	
	A3	Assess and give feedback to learners	
	A4	Support and guide learners	
	A5	Enhance practice through own continuing professional development	

How can working with The Brilliant Club support an application?

Dimensions	What does this mean?	What Brilliant Club work could be used as evidence?	Related Brilliant Club training sessions
A1	<p>Design and plan learning activities and/or programmes</p> <p>This is about how you plan and prepare learning activities, whether in person or online or both.</p> <p>You might decide to focus on a few learning activities or a series of sessions. You may choose to detail work with individuals or groups of learners if relevant.</p> <p>Include information about how your plans considered the learning environment(s) you work in. You may not have had responsibility for all aspects of session planning, but you can identify design decisions you have made to facilitate learner learning.</p>	<p>As part of Join the Dots, you will be expected to design some 1-1, 1-2 and group sessions. You will need to consider the potentially varying abilities of your group/s and think carefully about the most appropriate activities when pitching your group sessions. For your 1-1s you will need to weigh up the needs and requests of different students and ensure these sessions are tailored to individual students' needs.</p>	<p>Module 2a: Designing a Scholars Programme course</p> <p>Module 2b: Planning to deliver a pre-designed Scholars Programme course</p> <p>Core Pedagogy: Participation and Questioning</p> <p>Advanced Pedagogy: Supporting learners to become experts</p> <p>Things to consider:</p> <ul style="list-style-type: none"> - How did Brilliant Club training help you design and plan sessions in an HE setting? - How have you used learning from participation training to plan questioning/ checking for understanding into your sessions? In what way was this effective?
A2	<p>Teach and/or support learning through appropriate approaches and environments</p> <p>This is about direct engagement and interaction with learners as you teach and/or support learning.</p> <p>You may have worked with individuals or large or small groups, remotely or in person. You should discuss the approaches and activities you have developed or selected.</p> <p>Include how you made effective use of learning environments, whether physical or virtual, formal</p>	<p>You could reflect here on how you selected activities for the different environments in which you support Join the Dots students – did you select certain activities for the group sessions compared to the 1-1s or 1-2s?</p> <p>How did the activities selected for Join the Dots relate to whether the learning was taking place online or in person?</p> <p>How did Brilliant Club training sessions and related education research inform these approaches?</p>	<p>Supporting knowledge can be drawn from any of our design or pedagogy sessions, including the electives that you attended at training day.</p> <p>Possible Electives:</p> <ul style="list-style-type: none"> - Practical and Engaging STEM activities - Teaching sensitive topics - Differentiation - Online Delivery - Supporting high risk pupils <p>Things to consider:</p> <ul style="list-style-type: none"> - How did you use what you learned in the training to design, adapt or

		<p>and/or informal, as appropriate to your context and the needs of your learners.</p> <p>It's important to explain why particular activities were appropriate for your learners in specific context/s. Also explain how you knew your approaches were effective; for example, how your learners responded or commented on sessions.</p>		<p>support learning in context?</p> <ul style="list-style-type: none"> - How do specific subject requirements affect teaching approaches/ types of task/ group sizes? - How does the content impact on teaching approaches? - Would you make different decisions about group sizes/ types of activity depending on the sensitivity of the content? - How did you plan differently for online sessions? - How did you plan to meet the needs of different learners in the group?
A3	<p>Assess and give feedback to learners</p>	<p>Involvement in the assessment of learners' work, achievement and/or progress and the provision of feedback to learners.</p> <p>Assessment and feedback to learners includes a range of activities.</p>	<p>If you have delivered a Join the Dots placement, you will have:</p> <ul style="list-style-type: none"> - Provided undergraduate learners with structured feedback on a piece of coursework of their choice - Planned a sequence of learning to help students make progress towards specific goals <p>If you have designed a Scholars Programme course, you will have:</p> <ul style="list-style-type: none"> - Designed an assessment related to your research - Planned a sequence of learning to help students make progress towards specific outcomes - Marked baseline assignments, homework, and both drafts and final assignments, providing feedback throughout - Considered the best style and method of feedback for each task set - Applied what you have learned at Brilliant Club training to make these decisions, both as part of The Scholars Programme and potentially when teaching at HE level 	<p>During Core Pedagogy training you have:</p> <ul style="list-style-type: none"> • Developed strategies for monitoring learning and understanding during tutorials, e.g. hinge point questions • Considered how to use homework set throughout their course to support progress • Undergone standardisation training in preparation for marking the final assignments • Developed strategies for giving both formative and summative feedback <p>Marking and feedback training covers principles for good feedback, as well as supporting with The Scholars Programme specific marking.</p> <p>Think about how you have applied marking and feedback training to how you have assessed student work.</p>

A4	Support and guide learners	Actions you have taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning. You may have guided learners to enable academic progression and/or supported them to promote their physical and mental well-being.	As a Join the Dots coach, you will have considered how best to support undergraduate learners to develop: <ul style="list-style-type: none"> - Study skills applicable to undergraduate study - Effective time management to balance their new workload - Techniques for successfully completing coursework - A sense of belonging amongst peers at their institution 	
A5	Enhance practice through own continuing professional development	How you have used the learning from your own professional development in your teaching and/or supporting learning and how this has resulted in effective learning for others.	All of the strategies referred to in training are rooted in research and the specific authors are referenced in training sessions. How have you used these/ referred back to them?	Think about which electives you have attended – how have you then used these to enhance future teaching or supporting learners across your work? How did coming back to Advanced Pedagogy , as a returning tutor (if this applies to you), develop your thinking and the range of teaching methods you have used?
K1	How learners learn, generally and within specific subjects	Demonstrating how your HE practice is informed by an understanding of how learners learn in your context. It is important to give specific examples to show how this knowledge enables you to teach and/or support learning effectively.	How has what you've learned as a Join the Dots coach helped you to understand learners' context and what specific challenges they might face in an HE context? How have you helped them to overcome these in your sessions? How has the training you have received in coaching methods helped with this? You might reflect on what you have learned in Scholars Programme training about how young people learn and how this might differ across subjects or environments.	Advanced Pedagogy sessions for The Scholars Programme will always explore how people learn and how that can be supported.
K2	Approaches to teaching, and/or supporting learning, appropriate for subjects and level of study	Demonstrating that you bring to your practice an appropriate knowledge base of approaches to teaching and/or supporting learning. It is important to give specific examples to	How have you applied your knowledge and selected what is the most appropriate for their level, as you've moved into HE teaching/ as a Join the Dots coach? How did you know the approaches were appropriate?	

		show how this knowledge base enables you to teach and/or support learning effectively.		
K3	Critical evaluation as a basic for effective practice	Closely related to V3, as part of explaining why you do what you do, in the way that you do it. K3 is about how, and on what basis, you critically evaluate the effectiveness of your practice in teaching and/or supporting learning.	<p>How do you use marking homework/ independent study/ student feedback to inform how you plan future sessions?</p> <p>How have the marks students attained and the work they produced influenced how you might teach in future? Have you used this to adapt or recreate teaching or supporting materials in future, to improve outcomes?</p> <p>How has reviewing your school's specific Scholars Programme impact reports at the end of your placements helped with this?</p> <p>How has reviewing the annual Join the Dots impact report at the end of the programme helped you understand the most impactful activity?</p> <p>How have you been able to apply these learnings to HE teaching?</p>	We have a Tutor Lab session , led by our Research and Impact team, focused on evaluating outcomes. If you have attended this, how did you apply your learnings to your own practice?
V1	Respect individual learners and diverse groups of learners	Inclusive practice is an important aspect of HE learning and teaching practice and is highlighted in both V1 and V2. In V1 the principle of respect is key both for individuals and groups.	<p>When supporting learners on Join the Dots, how have you been able to suit both individual needs in 1-1s and in group sessions? How have 1-1s helped you understand these needs better?</p> <p>Working on The Scholars Programme demonstrates a commitment to supporting a diverse range of learners to access HE and Join the Dots to supporting them to succeed when they get there.</p>	<p>Module 2a: Designing a Scholar Programme Course</p> <p>Things to consider:</p> <ul style="list-style-type: none"> - How did your consideration of what knowledge was important and where it originated help to design an inclusive curriculum? <p>How did you ensure that a range of voices/ sources were used to offer a multi-faceted perspective?</p>

V2	<p>Promote engagement in learning and equity of opportunity for all to reach their potential</p>	<p>There are two complementary aspects to V2; promoting engagement in learning and ensuring equity of opportunity.</p> <p>'Equity' refers to recognising the barriers that some individuals or groups may face and employing a combination of proactive measures to reduce barriers to learning and provide specialist support and guidance, where necessary.</p>	<p>The teaching strategies you will have developed across your Brilliant Club tutoring or coaching are all designed to be inclusive. Consider what you learned in Scholars Programme training about access to HE and the disparity of opportunity – schemes like ours try to break down these inequalities.</p> <p>Consider the ways Join the Dots coaching aims to break down barriers to succeeding at HE for less advantaged learners – how have you been part of implementing this? How has your coaching specifically promoted a sense of belonging and confidence building in the students you've worked with?</p>	
V3	<p>Use scholarship, or research, or professional learning, or other evidence informed approaches as a basis for effective practice</p>	<p>Demonstrating V3 is about explaining about why you do what you do, in the way that you do it, and the sources of information, data, and evidence you use when making decisions about your learning and teaching practice.</p>	<p>This links to A5 – how have you used the research shared in Brilliant Club training to inform your practice?</p> <p>What evidence have you used to back up your decisions? Why was this useful research/ what was the practical application?</p>	<p>All Brilliant Club training will refer to specific research/ suggest evidence based best practice.</p>
V4	<p>Respond to the wider context in which higher education operates, recognising implications for practice</p>	<p>Higher education exists within a social, cultural, political and physical context and V4 is about recognition of the significance of the external issues that may affect learning and teaching in HE and influence on the student learning experience.</p>	<p>As with V2, consider how Brilliant Club training and working in Scholars Programme schools introduces you to the current education sector in the UK, and the barriers some young people face. Are you aware of particular challenges in the locality of your university, and how has working in local schools informed your understanding?</p> <p>What is the specific context in which Join the Dots operates in your local areas? What are the challenges faced by students transitioning to university, both nationally in the current climate, and at your institution?</p>	

Appendix

Appendix 1

Examples of recent job adverts that require recognition from Advance HE

Lecturer in History, University of Warwick

PERSON SPECIFICATION

EDUCATION/QUALIFICATIONS

Essential

- PhD in History.
- Recognised HE teaching qualification or recognition by the HEA, or a willingness to seek HEA recognition or to undertake the PGCLTHE/HEA scheme as appropriate.

Lecturer in Forensic Science, Nottingham Trent University

Qualifications & Professional Recognition	<p>A degree in a suitable science - including in the area of the Forensic Sciences</p> <p>Fellowship of the Higher Education Academy (HEA)</p> <p><i>Note: Newly appointed lecturers who do not already hold Higher Education Academy Level 2 Professional Recognition (HEA Fellow) will be required to achieve this within 3 years of starting at NTU</i></p>
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Lecturer in US Policy and Politics, Queen Mary University

Requirements	Essential / Desirable
Qualifications	
PhD in Politics or related discipline and/or relevant professional qualification and/or equivalent professional experience.	E
Higher education teaching accreditation at Associate Fellow or Fellow level, or in the process of obtaining accreditation	D

FAQs (for Advance HE's own FAQs, click [here](#))

1. Do you have to be affiliated to an HE institution to apply?

Often, a HE institution will fund applications for GTA on first-year courses. However, you do not have to be affiliated to an HE institution to apply.

The evidence you are using in your application must be current and have taken place within the previous 2-3 years. You will also need to state that you are keen to stay in academia and that you are still in the throes of teaching and supporting learning. If reviewers have concerns about your practice being out of date, this could affect your chances of success.

If you are not at an affiliated HE institution, you will need to ensure you have an appropriate referee to write your supporting statement. The Brilliant Club are not able to act in this capacity at this stage.

2. How much does it cost and how can it be funded?

Application fees vary depending on the route you take to Fellowship, with individuals from subscribing institutions benefiting from discounted fees. You can find out more about funding an application [here](#).

Routes to Fellowship	Fees
Accredited Provision (individual from a member institution)	No cost
Accredited Provision (individual from a non-member institution)	£150
Direct application to Advance HE (individual from a member institution)	£150
Direct application to Advance HE (individual from non-member institution)	£300

3. Can teaching that has taken place outside of the UK be used as evidence?

Yes, as long as it has taken place in a higher education institution in the last 2-3 years.

4. Does online teaching count?

Yes, it can. There is more reference to this in the [Guide to the PSF Dimensions](#) document.

5. Does 1-2-1 dissertation supervision count?

Yes, it can, if this is part of your ongoing role and if you are planning and structuring sessions with a purpose and outcomes. You should offer evidence of how your planning was effective and the impact that it had on students' experience. It is also worth showing as much variety of possible – if you have any experience outside of 1-2-1 supervision, include this in your reflection.

6. Is Advance HE Fellowship recognized outside the UK?

Absolutely. As of July 2023, there are over 174,000 fellows across the world.

Examples of how The Brilliant Club experience and training can be used as evidence:

Dimension: V2

When working as a Tutor on The Scholars Programme, I became aware that some of the pupils I was working with from underrepresented backgrounds did not have some of the key academic skills that I expected of my first-year undergraduates when they arrived in my classroom. For example, they may never have taken part in a debate or have been asked to discuss their opinions in an academic way. In response to this, I changed the approach I took when teaching first year modules, incorporating support with academic and study skills into my seminars. This has had a positive effect on the seminars I have delivered, creating an inclusive environment and encouraging all students in the seminar to participate.

Dimension: A2

Through my Core Pedagogy training when working as a Tutor at The Brilliant Club, I realised the importance of having clear and tangible outcomes when delivering a lecture or teaching a seminar and of the need to share these with my students. I put this into practice in my seminars, starting each seminar by sharing the outcomes of the seminar with students. I found that this provided an effective framework for learning within the seminars and that sharing the outcomes created a positive learning environment in which myself and the students were working together towards a common goal. It helped students to gauge the progress in their own knowledge and understanding during the seminar and I found that students were more likely to ask questions if they did not understand a concept if they knew that they were supposed to gain this understanding by the end of the seminar.

Please also see **pages 18 onwards** in the [HEA application guidance](#) for examples.