



AdvanceHE

Member 24-25

STARS

SUT Teaching Academics Recognition Scheme

STARS Participant Handbook
2025

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Contents

	Page
Glossary	3
1. Introduction	4
2. Programme Aims	5
3. Programme Learning Outcomes	6
4. Programme Structure	6
5. Programme Staffing and Support	6
6. Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023 (PSF 2023)	8
7. STARS Workshop Contents	12
Workshop Day 1	13
Workshop Day 2	14
Workshop Day 3	15
Workshop Day 4	16
Workshop Day 5	17
8. STARS Assessment	18
Summary of Application Content	19
Guidance for Writing RAP1 and RAP2	21
Submission Process	21
Recognition Review Process	22
Outcomes	24
Ongoing Professional Development in Learning and Teaching	24
Further Information	25
Contact Details	25
Appendix A: The STARS-Application Cover Sheet	26
Appendix B: The STARS-Application Template	28
Appendix C: The STARS-Guidance for Referees	32
Appendix D: The STARS-Guidance for Reviewers	40
Appendix E: The STARS-Reviewer Grid	46

Glossary

A1, A2, A3, A4, A5	Areas of Activity (A1 – A5) of PSF 2023
Advance HE	Advance Higher Education, UK
AFHEA	Associate Fellow of the Higher Education Academy
CEIT	The Centre for Educational Innovation and Technology of SUT
CPD	Continuing Professional Development
D1	Descriptor 1 of PSF 2023
FDA	Faculty Development Academy of SUT
FHEA	Fellow of the Higher Education Academy
HE	Higher Education
K1, K2, K3, K4, K5	Core Knowledge (K1 – K5) of PSF 2023
ILO	Intended Learning Outcome
PFHEA	Principal Fellow of the Higher Education Academy
PLO	Programme Learning Outcome
PM	Peer Mentor
RAP	Reflective Account of Practice
SFHEA	Senior Fellow of the Higher Education Academy
STARS	SUT Teaching Academics Recognition Scheme
SUT	Suranaree University of Technology
TPS	Teaching Philosophy Statement
TQF	Thailand Qualifications Framework
PSF 2023	Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023
V1, V2, V3, V4, V5	Professional Values (V1 – V5) of PSF 2023
CWIE	Cooperative and Work-Integrated Education



1. Introduction

Welcome all participants to Suranaree University of Technology (SUT) and to your workshop on the SUT Teaching Academics Recognition Scheme (STARS), a scheme of support designed to develop your skills in teaching, learning support, and assessment practice for underpinning your university career. This handbook provides you with general information on the STARS Programme and related information enabling you to prepare for the training and to successfully complete the programme.

STARS is aligned with Descriptor 1 of Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF 2023). Its major aim is not only to prepare you to develop skills in teaching, learning support, and assessment in higher education, but also to provide you with the opportunity to be recognised as an Associate Fellow of the Higher Education Academy (AFHEA) of UK on your successful completion of the STARS Programme. After completing STARS, you will also have access to continuing professional development through the ongoing programme of workshops offered to all staff through the Faculty Development Academy (FDA) of SUT.

STARS is organised by FDA and its programme is offered once a year. From October 2016, it is the university's policy that all newly recruited academics, with less than three years of teaching experience in universities, are required to undertake the STARS Programme within a specified period as part of their probationary conditions. Other staff with responsibility for supporting student learning are also encouraged and supported to join the programme for their professional development and recognition.

The STARS Programme is suitable for you if

1. you have taught and/or had a responsibility in supporting student learning at SUT at least for 3 months;
2. you are/were responsible for a course or the main portion of a course in which you teach and/or support student learning at your work unit;
3. you will be able to participate in at least 80% of all the STARS Programme activities;
4. you will be able to demonstrate your understanding of teaching and supporting learning through 'a micro-teaching' session
 - a. For academic staff, your micro-teaching will be on a topic of your choice for you to teach with teaching materials in English and the delivery is either in Thai or English
 - b. For learning support staff, your micro-teaching will be on a topic of your choice for you to teach or on an aspect of your work for you to develop a work process that supports the learning of students, with materials and delivery either in English or Thai.

We hope that you enjoy the STARS Programme and its activities and find it rewarding for starting your university career and/or further improving your current practice. We wish you success for your university career at **SUT**.

2. Programme Aims

STARS aims at:

1. Instilling the value of teaching and support of learning as a profession in universities.
2. Preparing participants to develop necessary skills for teaching, support of learning, and assessment practice at SUT.
3. Providing participants with interactive and interdisciplinary learning environment with emphasis on practical approaches to teaching, support of learning, and assessment, and exploring the research evidence and theoretical underpinnings of student learning.
4. Providing opportunities for participants to critically evaluate their own learning, teaching and assessment practices and relate them to the HE teaching, learning and assessment research.
5. Providing opportunities for participants to gain professional recognition as an AFHEA.

3. Programme Learning Outcomes

STARS learning outcomes (PLOs) include:

1. Successfully engage in appropriate practice in relation to learning and teaching.
2. Reflect on your own current practice in learning and teaching in relation to core knowledge and professional values of PSF 2023 and SUT.
3. Reflect on your own current practice in assessment and feedback in relation to core knowledge and professional values of PSF 2023 and SUT.
4. Demonstrate how the scholarship of learning and teaching influences your practice.
5. Engage in professional development to learning, teaching, and assessment.

4. Programme Structure

The majority of learning hours on the STARS Programme are constituted from your learning, your teaching and student learning support work, including the design and delivery of classes at undergraduate or taught postgraduate level, the assessment and feedback undertaken, the supervision of students undertaking research and other cooperative and work-integrated education (CWIE) and your reflection, as well as from undertaking the assessments and self-directed reading required for programme completion. In addition, you will participate in a formal workshop of academic development (5 full days), peer group meetings, a session of authentic practice observation, and mentoring sessions with a peer mentor (PM). The STARS Programme is composed of:

- Intensive Workshop: 6 hours x 5 days
- Peer Group Meetings: 1 hour x 4
- Authentic Practice Observation: 2 hours x 1
- Application Submission: Within 6-7 weeks after the workshop

5. Programme Staffing and Support

Peer Mentoring Groups:

Central to the STARS philosophy is engagement with senior staff at SUT who are highly experienced in teaching and have taken on the role of PM. You will be assigned to a Peer Group with a small group of other STARS participants led by a PM at the start of the first workshop and will work with them throughout the trimester as you develop your claim for fellowship. Your PM will meet regularly with you and will observe you on ONE session of your authentic practice of teaching and/or support of learning. His/her feedback on your practice will be a

crucial tool for you to reflect on and develop your skills as you progress your application for professional recognition.

Peer Group Activities:

Meeting 1:

On Day 1 of the STARS workshop (meet your peer group and your PM and discuss your plans for achieving recognition as an AFHEA)

Meeting 2:

One week after the workshop (submit your final Teaching Philosophy Statement (TPS) to your PM and agree the date for your authentic practice observation)

Authentic Practice Observation 1:

Within 3 weeks after the workshop; followed by developmental feedback from your PM on his/her observation and review of your practice

Meeting 3:

Within 4 weeks after the workshop, discuss your draft application for AFHEA

Meeting 4:

Within 6 weeks after the workshop, submit a full draft of your application to your PM so he/she can provide feedback and use your Reflective Account of Practice (RAP) to develop their referee report

Peer Observation of Your Authentic Practice:

It is designed to be developmental in nature and although they will inform your reflective account and the comments your PM provides in the referee statement, a copy of the observation feedback does not need to be included in your application.

External Quality Assurance by Advance Higher Education (Advance HE):

SUT is the first University in Thailand to have a professional development programme aligned with PSF 2023 and accredited by Advance HE. During the first two years of STARS, an Advance HE Consultant (with a minimum of Senior Fellow of the HEA, SFHEA) was involved in delivering the workshops and participate in every recognition panel. This ensured that fellowship judgements were valid, reliable and in line with those made for applicants outside of SUT. After that, a standardisation session with an external reviewer recommended by Advance HE was organised to look at the quality of the judgements in the

subsequent two years. This external standardisation will continue to the future STARS programme for quality assurance.

6. The Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023 (PSF 2023)

Advance HE provides pathways for internationally accredited professional recognition of your experience and expertise in university learning and teaching. STARS is one such accredited programme and this allows STARS participants who can evidence a trimester of teaching and/or supporting learning to apply for recognition for Associate Fellowship with the Advance HE. As a strategic member of Advance HE, SUT is accredited to award the D1 Associate Fellow category of HEA fellowship. Fellowships are underpinned by specific Descriptors in PSF 2023, which identifies the professional aspects of university teaching and support of learning in terms of Areas of Activity, Core Knowledge, and Professional Values.

Associate Fellowship of the HEA (AFHEA) is the entry category of professional recognition that is relevant to teachers with limited teaching responsibilities and experience, or those primarily working to support learners with a broader scope. AFHEA requires you to meet Descriptor 1 of PSF 2023. You may be ready to apply for AFHEA if you are:

- A full-time academic new to teaching.
- An early career researcher with some experience of teaching and supporting learning
- A research student, a post-doctoral fellow with some teaching responsibility, a clinical tutor, or a professional practitioner assisting learners in the workplace
- A member of staff who supports the students' learning and assessment

You will normally have a *minimum of one trimester teaching for at least two hours a week* before you are ready to apply for recognition; however, if you have other experiences supporting learning, you are encouraged to participate and will be supported accordingly as well. Please seek guidance from the STARS Programme Leader or Administrator.

By applying to become an Associate Fellow, you will have the opportunity to:

- think broadly about (and thereby enhance) the quality and effectiveness of your work in the area of teaching and supporting learning in higher education; and
- gain international recognition for your role as a teacher and/or supporter of learning within the higher education context.

The Professional Standards Framework (2023)

Dimensions

- Dimensions are 15 statements which inform and describe practice. They are arranged as three related sets of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**. Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.
- **Professional Values:**
underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- **Core Knowledge:**
informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- **Areas of Activity:**
bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

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PSF 2023 comprises the following dimensions:

Professional Values

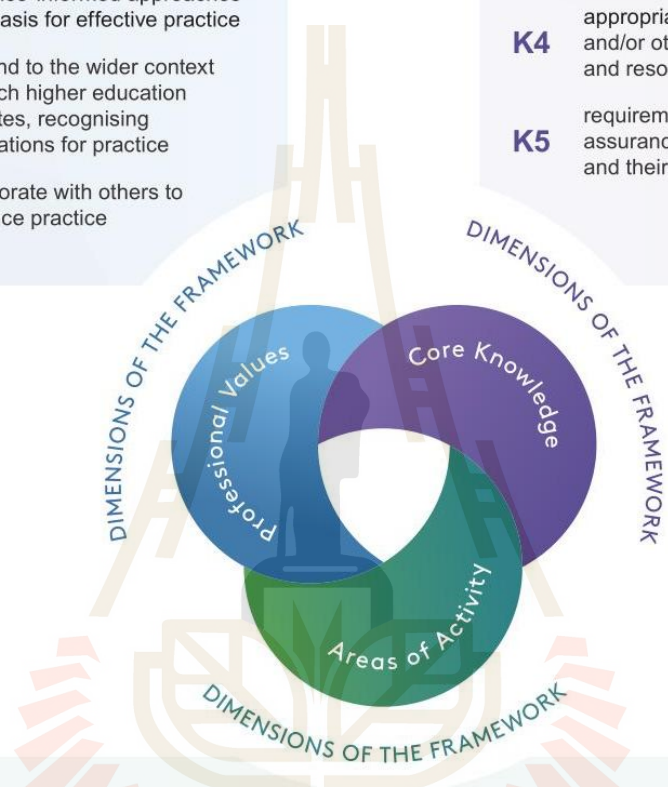
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- 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
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity

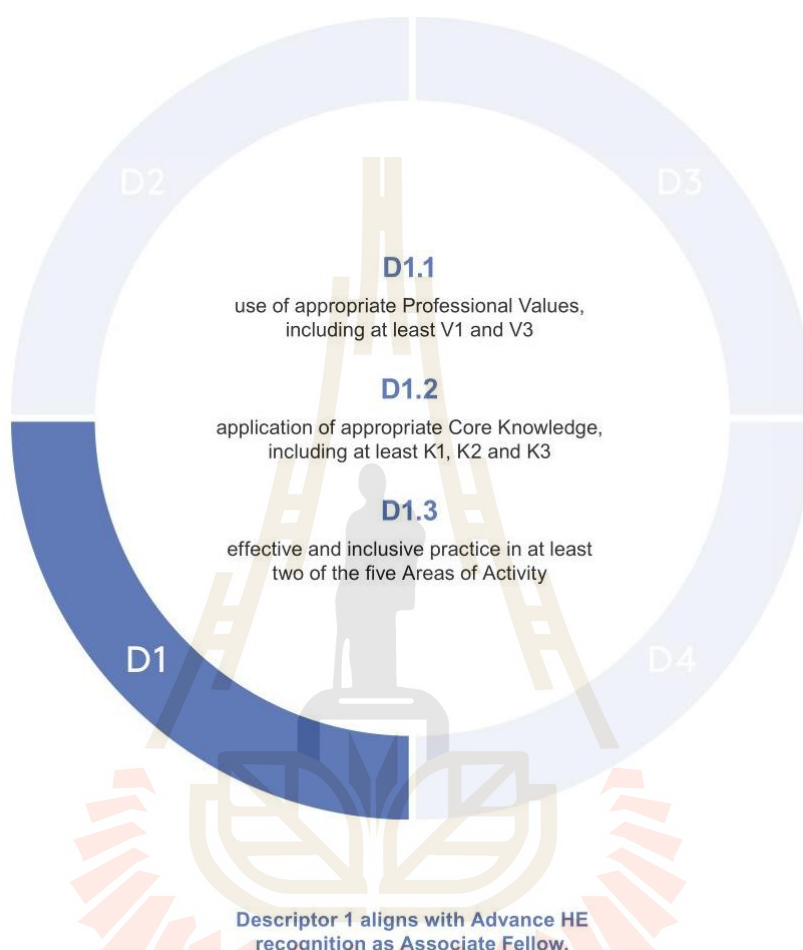
In your context, demonstrate that you:

- A1** design and plan learning activities and/or programmes
- A2** teach and/or support learning through appropriate approaches and environments
- A3** assess and give feedback for learning
- A4** support and guide learners
- A5** enhance practice through own continuing professional development

Descriptor 1: Associate Fellow of the HEA

Associate Fellows of the HEA need to evidence Descriptor 1 of PSF 2023:

Descriptor 1: D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Note: For the **TWO** Areas of Activity you aim to evidence in your application, A5 is excluded because all SUT staff is expected to and given an opportunity to undertake A5 as a crucial part of their continuing professional development (CPD) related to teaching and learning support.

Typical Individual role/career state:

- Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral students etc.)
- Staff new to teaching (including those with part-time academic responsibilities)
- Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)
- Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities
- Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

7. STARS Workshop Contents

The STARS workshop consists of five full days of active learning activities where together with your PM you will be introduced to PSF 2023, develop your knowledge and skills relating to learning and teaching, and start writing your application for professional recognition. A summary of the intensive workshop schedule is provided in Table 1 below followed by more detailed content for each session.

	Topic	Facilitated by
Day 1	Orientation 1. Welcome to Suranaree University of Technology, your university 2. Introducing Faculty Development Academy (FDA), your supporter 3. All you want to know about The STARS Programme, your workshop	<ul style="list-style-type: none"> • SUT Administrators • FDA Head • Team of STARS Trainers/Presenters
	PSF 2023 1. Descriptor 1: AFHEA explained 2. The 3 sets of 15 Dimensions	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
Day 2	Developing a Teaching Philosophy Statement (TPS) Constructive Alignment: What it means and how to make it	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
	Working with competence and confidence <i>Part 1: Effective and inclusive planning and designing for learning (A1)</i>	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
Day 3	Working with competence and confidence <i>Part 2: Effective and inclusive practice and support of learning (A2)</i>	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
	Working with competence and confidence <i>Part 3: Effective and inclusive assessment and providing constructive feedback (A3)</i>	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
Day 4	Working with competence and confidence <i>Part 4: Effective and inclusive supporting and guiding learners (A4)</i>	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters
	An opportunity for CPD Showcasing good practices at SUT: Experience sharing from outstanding senior colleagues	<ul style="list-style-type: none"> • Team of invited outstanding FHEAs and SFHEAs
Day 5	An opportunity for CPD Micro-teaching for peer feedback	<ul style="list-style-type: none"> • Team of FHEAs and SFHEAs assigned as peer observers
	All about the application package 1. RAP and its writing 2. Referee statement and selection of referees 3. Submission timeline 4. Arrangements of observation of authentic practice	<ul style="list-style-type: none"> • Team of STARS Trainers/Presenters

Note: Peer group meetings and 1 session of peer observation of authentic teaching and learning support practice are required (post-workshop process)

Workshop Day 1

Workshop Title: **Orientation: SUT, FDA, The STARS Programme, and PSF 2023**

Learning Outcomes:

By the end of this workshop, you will be able to:

- Recognise SUT's history, mission, and vision for teaching and learning support staff's continuous professional development (CPD)
- Recognise the support that the Faculty Development Academy (FDA) provides for SUT teaching and learning support staff
- Recognise and appreciate what the STARS Programme can do to help your CPD
- Use PSF 2023 to explore dimensions of practice for your own quality assurance and enhancement in relation to teaching, learning, and supporting learning at SUT

Focus:

This workshop addresses the values and quality culture of SUT including background, pledge, vision, commitments, missions, goals, and the notion of autonomous public university and emphasis on the notion of being “*a good teacher and learning supporter*” as a scholar, researcher, and person; and how the FDA can support you to be confident and competent in your roles at SUT with discussions about the requirements for quality assurance and enhancement and their implications for practice.

This workshop also provides an overview of the STARS Programme aims, programme learning outcomes, content and assessments, the requirements for completing the STARS Programme, introduction of PSF 2023, and its key role to support the development and recognition of staff engaged in teaching and/or supporting learning in higher education.

Learning Activities:

The workshop will include a range of active learning activities designed to help you achieve the learning outcomes and build your knowledge about SUT, the STARS, and PSF 2023.

Formative Assessment:

- Create a list of ways you have engaged in or expect to engage in teaching and supporting learning at SUT
- Write one paragraph describing what effective teaching looks like

Alignment to PLOs: PLO 1 and PLO 2

Alignment to PSF 2023: V3, K5, A2, and A5

Workshop Day 2

Workshop Title: **Teaching Philosophy/Constructive Alignment**

Learning Outcomes:

By the end of this workshop, you will be able to:

- Describe your teaching philosophy and explain how it shapes your practice
- Consider the role of constructive alignment in promoting learning
- Recognise effective and inclusive A1 practice and how Ks and Vs can support A1
- Reflect on your A1 practice at SUT

Focus:

This workshop addresses the significance of teaching philosophy and asks you to reflect on your current practice in relation to the teaching philosophy you have. It also supports you to describe your teaching philosophy in written format that can be used to support your Fellowship application.

The second session of the workshop addresses some different approaches to course design before focusing on the constructive alignment model that aligns course aims and learning outcomes with the teaching approaches and assessment methods.

The third session focusses on A1 of PSF 2023. You will hear examples of effective and inclusive A1 activities and how they are informed and influenced by relevant Ks and Vs. For example, we review what evidence-bases (V3) you draw upon to help design modules/programmes (A1) and what literature and research are drawn upon to inform your planning and design (V3).

Learning Activities:

- Developing a teaching philosophy statement (TPS)
- Designing a lesson that demonstrates constructive alignment
- Discussing on the types of evidence and information that will support your A1 practice
- Writing a reflective piece on your A1 practice

Formative Assessment:

- Reflect on your 'draft' TPS and bring a 'revised' version to the workshop on Day 3
- Choose an example from your teaching experience and use the reflective writing model to reflect on how you have engaged with A1 with suitable and sufficient evidence.

Alignment to PLOs: PLO 1, PLO 2, and PLO 4

Alignment to PSF 2023: All Vs, All Ks, and A1 and A5

Workshop Day 3

Workshop Title: **Teaching, Supporting Learning, Assessment, and Feedback**

Learning Outcomes:

By the end of this workshop, you will be able to:

- Reflect on key theories in relation to your teaching and supporting learning at SUT
- Explore different models of teaching in a variety of contexts (e.g. large class teaching, on-line teaching etc.)
- Relate different assessment methods to your own practice at SUT
- Reflect on your practice of giving feedback in relation to your students' learning at SUT

Focus:

This workshop focuses on A2 and A3 of PSF 2023. It addresses the significance, key principles, and certain methods of effective and inclusive teaching, supporting learning, assessing the students, and giving feedback for their learning. It supports you to relate the content of the workshop to your own practice and then encourages you to reflect on the effectiveness and inclusivity of your A2 and A3 practice.

This workshop also provides you with examples of effective and inclusive A2 and A3 activities and how they are informed and influenced by relevant Ks and Vs. For example, when thinking about A2, what has influenced the way you teach/support learning (V3) in your context? What learning activities, resources and approaches have you used to teach/support learning in your subject/discipline (K1, K2). You will discuss how formative assessment is linked to summative assessment and evaluate how those formative or summative assessments are inclusive for authentic learning and constructive alignment (A1, V1, V2, K2, K5). You will be able to discuss what methods you use to provide feedback and reflect on how helpful your learners have found the feedback provided to them if you have that evidence, and if you do not have that evidence, how you might seek it (K3).

Learning Activities:

- Peer review of reflective writing from Workshop Day 2
- Case studies and small group discussion
- Demonstration of a range of methods and tools to teach, support learning, assess, and give feedback effectively and inclusively
- Discussing on the types of evidence and information that will support your A2 and A3 practice

Formative Assessment:

- Choose an example from your experience and use the reflective writing model to reflect on how you have engaged with A2 or A3
- Write a 300-350 words RAP1 focusing on either A2 or A3 and incorporating at least V1 and V3, and K1, K2, and K3

Alignment to PLOs: PLO1, PLO2, PLO3, and PLO 4

Alignment to PSF 2023: All Vs, All Ks, and A2, A3, and A5

Workshop Day 4

Workshop Title: **Supporting and Guiding Learners and Learning from Competent Peers**

Learning Outcomes:

By the end of this workshop, you will be able to:

- Reflect on key theories and methods in relation to your practice of supporting and guiding learners at SUT
- Examine ways of supporting and guiding learners suitable to SUT context and current situations
- Relate what works well with your peers to your own practice at SUT in relation to the 15 Dimensions of PSF 2023

Focus:

This workshop first focuses on A4 of PSF 2023. It addresses the significance, key principles, and certain methods of effective and inclusive guiding and supporting students. You will also discuss how you integrate diverse perspectives (e.g., minority groups, mature learners, etc) into programmes and approaches to student support services (K1, V1, V2). This workshop also provides you with opportunity for CPD in alignment to A5 through learning from SUT's outstanding senior peers about the effective and inclusive activities in their practice and how they are informed and influenced by relevant Ks and Vs.

It supports you to relate the content of the workshop and from the peers' examples to your own practice and then encourages you to reflect on the effectiveness of your own practice.

Learning Activities:

- Peer review of reflective writing from Workshop Day 3 and peer mentoring support
- Designing an example of effective and inclusive supporting and guiding suitable for your learners
- Discussing on the types of evidence and information that will support your A4 practice
- CPD through 'Show and Share' session with competent senior peers

Formative Assessment:

- Choose an example from your experience and use the reflective writing model to reflect on how you have engaged with A4 with suitable and sufficient evidence
- Write a 300-350 words RAP1 focusing on A4 and incorporating at least V1 and V3, and K1, K2, and K3

Alignment to PLOs: PLO 1, PLO 3, and PLO 4

Alignment to PSF 2023: All Vs, All Ks, and A4 and A5

Workshop Day 5

Workshop Title: More CPD and Getting Ready for Application

Learning Outcomes:

By the end of this workshop, you will be able to:

- Relate PSF 2023 to your practice through the micro-teaching and reflect on this experience
- Identify the strengths and areas for improvement of your practice in the micro-teaching through feedback from peer observation
- Synthesise your learning about PSF 2023 by developing your claim for AFHEA with the help of your peer mentor
- Start drafting your RAPs for application

Focus:

This final workshop further offers an opportunity for CPD by allowing you to prepare a 8-10 minutes micro-teaching session and deliver it in front of peers for comments and feedback. It asks you to synthesise your learning in the STARS Programme into this micro-teaching session. You will be encouraged to reflect on the comments and feedback from PM and peers for the improvement of your own practice after the programme. This reflection can be used as evidence in your RAP that you have undertaken activities that align with A5 of PSF 2023.

This workshop also supports you with details of the writing the application and the submission process. You will be able to discuss examples you may be able to use that demonstrates your use of professional values, application of core knowledges and effective and inclusive practice drawing upon your own practice since working at SUT. It ends with arrangements for peer observation of your authentic practice by your PM.

Learning Activities:

- Peer review of reflective writing from Workshop Day 4
- Micro-teaching and peer observation
- Drafting a part of your RAP

Formative Assessment:

- Comments and feedback from PM and peers on micro-teaching
- Write one part of your RAP with acceptable quality which can be a model for the remainder

Alignment to PLOs: All PLOs

Alignment to PSF 2023: All Vs, All Ks, and All As

8. STARS Assessment

The STARS workshop is fully aligned with Descriptor 1 of PSF 2023 and you will begin to develop your claim for recognition during the workshop, before finalising your application with the support of the PM within 6 weeks.

You will use the RAPs, TPS, and peer feedback you have developed during the STARS workshop, e.g. from your micro-teaching and from observation of authentic practice, as the basis for your application. It is recommended that you revise and reframe your application using feedback from your PM. The peer observation and reviews of your authentic practice are developmental in focus and any feedback you receive is to be used to reflect on and enhance your practice. It does not need to be submitted as part of the application.

The application for recognition as an Associate Fellow of the HEA includes:

- A copy of your TPS (300 words maximum)
- 2 RAPs evidencing your application of appropriate Core Knowledge including at least K1, K2, and K3 and your use of Professional Values including at least V1 and V3 for effective and inclusive practice in **any two** of the following Areas of Activity 1 to 4, as well as sufficient demonstration of Continuing Professional Development activities
 - **A1** *Design and plan learning activities and/or programmes*
 - **A2** *Teach and/or support learning through appropriate approaches and environments*
 - **A3** *Assess and give feedback for learning*
 - **A4** *Support and guide learners*

(Note: A5 is excluded because all SUT staff is expected to and given an opportunity to undertake A5 as a crucial part of their career advancement)

- **A5** *Enhance practice through own continuing professional development*

Word limit for each RAP: 700 words (excluding the reference list)

- 2 x Referee Reports/Statements

You need to submit 2 Referee Reports/Statements to authenticate and support the claim you have made in your application. One referee report must be from your PM, which should include comments from his/her peer review of your authentic practice. The other one must hold a category of Fellowship with experience working with different aspects your practice. You are recommended to select this second referee from the FDA database of Fellows.

Summary of Application Content:

The application content is summarised in Table 2 below.

Table 2. Summary of Application Content

<p>A Teaching Philosophy Statement (TPS)</p>	<p>This brief statement should convey your overall view of yourself as a university teacher/as someone that supports learning and your beliefs about making learning happen. You can also indicate what your underpinning philosophy of teaching and learning support is and what has influenced you in that regard. You will develop your draft TPS during the workshop. Your statement may refer to PSF 2023 in terms of Core Knowledge and Professional Values.</p>	<p><i>This TPS will not be used as a basis for making a judgement on the award of AFHEA.</i></p> <p><i>(300 words max.)</i></p>
<p>An annotated reflective account of practice based on TWO of the Areas of Activity 1 to 4 (RAP1 and RAP2)</p> <p>(A5 is excluded)</p>	<p>This reflective account is the story of your experience with university learning and teaching. Use statements about the 2 Areas of Activity within PSF 2023 as sub-headings. Aim to write around 700 words for each of your two chosen areas of activity. As a minimum, you should also evidence your application of appropriate Core Knowledge including at least K1, K2, and K3 and your use of Professional Values including at least V1 and V3, and evidence relevant professional practices, subject and pedagogic research, and/or scholarship within the activities of the 2 Areas you choose, as well as demonstrate your professional development you have undertaken drawing from the STARS Programme and your own learning from other sources. Use the chosen Areas of Activity elements as sub-headings, and annotate your reflective narrative with the Core Knowledge (K) and Professional Values (V) elements as relevant. See detailed guidance overleaf.</p>	<p><i>Approx 700 words for each of your two chosen Areas of Activity</i></p> <p><i>(1,400 words max.)</i></p>

<p>Two Referee Reports</p>	<p>Your Referee Reports should provide background on your teaching/support for learning and capabilities in the context of PSF 2023 and your application.</p> <p>Referees are encouraged to use the referee guidance and template and annotate their reference using Descriptor 1. As the referee is commenting on your experience in relation to the TWO Areas of Activity you identify in your reflective account, it is vital that you inform them which TWO areas you are focusing on and give them an opportunity to read your application.</p> <p>One of your references should be provided by your PM who is already an FHEA or SFHEA and will be in a position to comment on his/her observation of your authentic practice and your development through STARS in line with PSF 2023. The other one must hold a category of Fellowship with experience working with different aspects your practice. You are recommended to select this second referee from the FDA database of Fellows.</p> <p>It is required that they ask to see your application and to talk to you about your practice. This is part of the mentoring that the STARS Programme is designed to facilitate.</p>	<p><i>1-2 pages each</i></p> <p><i>See The STARS- Guidance for Referees (Appendix C)</i></p>
<p>Declaration</p>	<p>The application cover sheet requires you to sign a declaration that:</p> <ul style="list-style-type: none"> • the information you have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and • that, if you are successful in your application for AFHEA, you will commit to: <ul style="list-style-type: none"> ○ upholding the Advance HE Code of Practice (see the FDA website) ○ remaining in good standing with Advance HE by continuing your professional development and enhancement of your learning and teaching skills, knowledge, and practice. 	<p><i>See The STARS- Application Cover Sheet (Appendix A)</i></p>

Guidance for Writing RAP1 and RAP2:

- In order to demonstrate your effective and inclusive practice in the two Areas of Activity of your choice, you normally need to have taught or engaged with student learning support for a minimum of one trimester at SUT.
- You must annotate your RAP1 and RAP2 to evidence your application of appropriate Core Knowledge including at least K1, K2, and K3 and your use of Professional Values including at least V1 and V3.
- You must provide evidence of having accessed and used external advice and guidance based on relevant professional practices, subject and pedagogic research and/or scholarship within your RAP1 and RAP2. To do this, you will need to refer to or cite the evidence-base that you use to inform your practice where appropriate. Please make sure that it is clear how the references that you cite have influenced your practice in an appropriate way. You should provide a list of the references you cite at the end of each of your RAPs.
- You need to address Continuing Professional Development (CPD) also in your RAPs through reflecting on the professional development you have undertaken drawing from the materials you have learnt and the feedback you have received on your micro-teaching and authentic practice observation during the STARS Programme and from your learning from other sources.
- During the STARS workshop, you will complete formative assessment which will help shape your application and you will receive feedback on draft.
- After the STARS workshop, you will work closely with your PM to finalise your application, and this includes participating in 1 peer observation and reviews of your authentic practice.

Submission Process:

- Within 6 weeks of completing the STARS workshop, you must submit your application to STARS Programme Leader and Manager.

Guidance for preparing your document: Please merge all the separate documents into a single PDF file with the cover sheet (downloaded from FDA website: <https://beta.sut.ac.th/fda> or the website of training programme provided by the STARS Programme Manager).

- Your submission will be acknowledged and you will be notified of the time frame for assessment.

Recognition Review Process:

There are three stages of the STARS review process, which include 1) the review by the panel, 2) the discussion among the panel members on the decisions, and 3) the post judgement approval process by FDA and the external moderation. Within 4 weeks of applying, a Recognition Review Panel will be convened to make a judgement on your application. Review panels consist of a minimum of 3 panel members, one of whom will be an SFHEA or PFHEA. The other two panel members will be PMs who are already FHEA or SFHEA. The PM who mentored you and provided a Referee Report will not be eligible to participate on the Review Panel that considers your application. A shadow reviewer who is a first time reviewer or a reviewer who wants to refresh his/her judgement practice can be added to a panel in an observer role, which is considered as his/her CPD opportunity.

In each panel, the three reviewers independently review each application and then meet to discuss before reaching a consensus. The Panel makes a decision that is then submitted to the STARS Programme Leader and Manager to be recorded as 'the panel decision'. The STARS review process is summarised as the flow diagram below, i.e PASS on first attempt (Figure 1), REVISION that needs resubmission (Figure 2), and APPLY ANEW (also Figure 2).

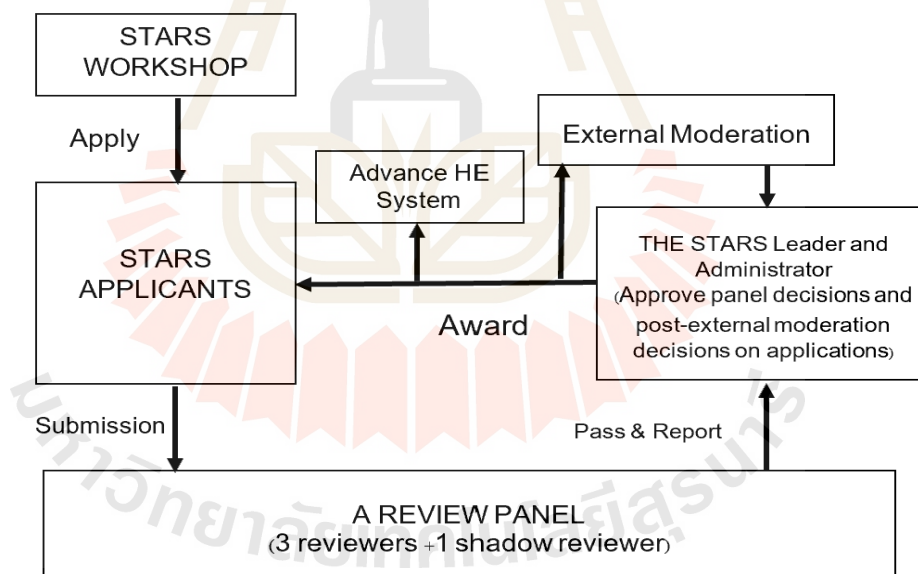


Figure 1 The STARS Programme Review Process for 'PASS'

In the case of PASS, the lead reviewer will send the report to the STARS Programme Manager who reports it to the programme leader to register 'the panel decision' on the FDA database first.

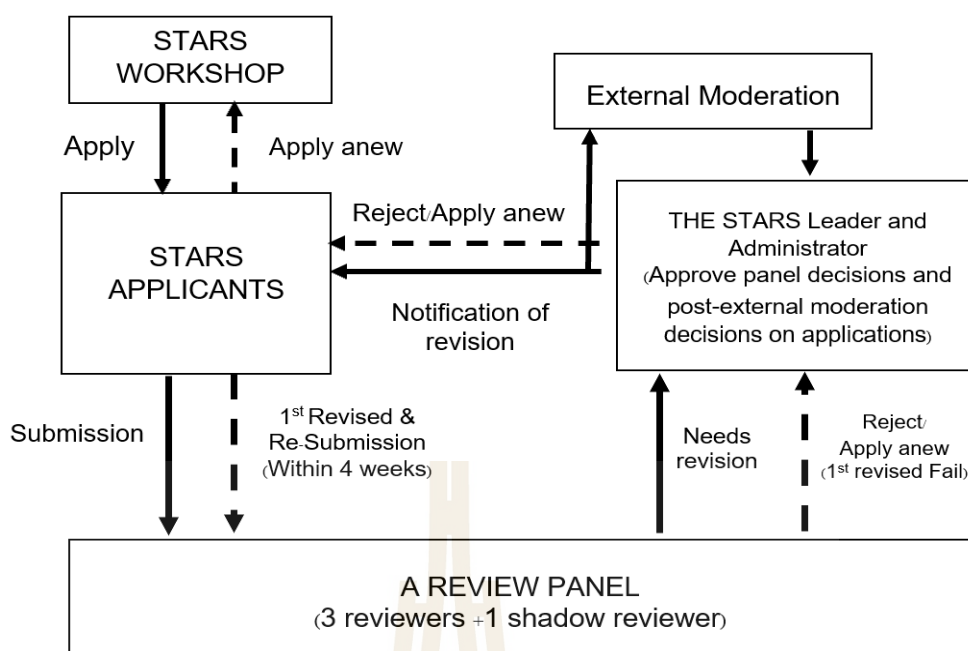


Figure 2 The STARS Programme Review Process for 'REVISION' and "APPLY ANEW"

In the case of REVISION, the lead reviewer will record all the issues that show the strong areas of the application and those that need to be revised for the resubmission as a part of the Reviewer Grid and send it to the STARS Programme Manager to register 'the panel decision' on the FDA database first.

Once all 'the panel decisions' have been received, the STARS Leader and Manager will contact an Advance HE-designated External Reviewer to arrange an external moderation or calibration session with the team of SUT reviewers. To ensure consistency and appropriateness in the review process, a group of the applications that reflect an appropriate range of applications (including PASS, borderline, and REVISION) will be sampled for this external moderation or calibration session for quality assurance of the STARS application review process. After this calibration that involves discussing the quality of the applications and the quality of the review between the External Reviewer and the SUT reviewers, 'the final decision' will be reached and then announced. The applicants who pass will be notified of their awarded STARS AFHEA recognition. This whole process of 'PASS' on the first attempt takes no more than 8 weeks after the application submission.

For those applicants who do not pass, the STARS Manager will send you and your mentor the feedback for the revision that needs to be finished within 4 weeks. Once the revision is received, the same panel will reconvene to judge the quality of the revision which needs to be acceptable by all the three reviewers. A PASS is awarded if it is acceptable, and lead reviewer will report the result to the programme administrator and leader who will notify the applicant. You will have only 1 chance of revision.

On the contrary, if the quality of the revision is unacceptable still, the applicant will be notified and encouraged to APPLY ANEW after the remaining weak issues in their practice mentioned in the panel report have been solved through the applicant's CPD activities. This whole process of 'PASS' after revision and 'APPLY ANEW' takes no more than 4 weeks after the resubmission.

To conclude a delivery of the STARS Programme, the final decisions for all the 'PASS' and 'APPLY ANEW' applications will be endorsed and then reported to SUT's Committee on Teaching Profession Development and Vice Rector for Academic Affairs and Quality Assurance.

Outcomes:

At the end of the STARS review process, you will be notified of one of the three outcomes as shown in Table 3 below.

Table 3. Review Outcomes

AWARD	Congratulations! You have been recognised as an Associate Fellow of the HEA. You will receive a Certificate from Advance HE and feedback from your STARS reviewers.
REVISE & RESUBMIT	Your application needs refining in order to meet the requirements of Descriptor. You will be given the chance to get additional guidance, revise your application, and resubmit within four weeks.
APPLY ANEW	All applicants will be given one opportunity to revise and resubmit their application. If they are unsuccessful on resubmission, they will need to participate in the STARS Programme again and develop a new application with significant revisions in order to meet the required standard. Applicants are encouraged to seek additional experience and/or support. This will normally mean waiting at least six months before trying again.

Ongoing Professional Development in Learning and Teaching:

Once awarded AFHEA, you will be identified as a STARS alumnus and may be asked to support/mentor future applicants for AFHEA. You will also be invited to FDA workshops and seminars and may be asked to provide input to your Institute and SUT on educational issues. These opportunities for peer support and mentoring will contribute to your future professional development.

As you build your practical experience and deepen your engagement with development in learning and teaching, you may like to consider applying for a different category of fellowship such as Fellow or Senior Fellow. As a strategic member, SUT staff can apply directly to Advance HE for these categories of fellowship and receive a discount of 50% on the standard application fee. Please see the Advance HE and FDA websites for further information.

Further Information:

STARS has the support of the Rector, Associate Professor Anan Tongraar, Dr rer nat, and is led by Associate Professor Yupaporn Ruksakulpiwat, PhD, SFHEA, Vice Rector for Academic Affairs and Quality Assurance. The STARS Programme Leader is Assistant Professor Jantakan Kanjanawetang, PhD, Head of the Faculty Development Academy (FDA). The STARS Programme Administrator is Associate Professor Issra Pramoolsook, PhD, SFHEA and the STARS Programme Manager is Mr Somjin Phiakoksong, PhD, AFHEA. It has been developed in collaboration with Advance HE.

Contact Details:

Faculty Development Academy (FDA)
Suranaree University of Technology
111 University Avenue, Muang District
Nakhon Ratchasima 30000, Thailand
Email: fda@sut.ac.th



Appendix A:

The STARS-Application Cover Sheet





The STARS-Application Cover Sheet

Please convert all elements of your application—in the order listed below and with this cover sheet at the beginning—into a single PDF with the file name convention **YOUR NAME-AFHEA** and email to Programme Manager for STARS. Your application will be assessed and you will normally receive feedback within 4 weeks.

Title:	
Name:	
Position:	
School/Division:	
Institute/Centre:	
Email:	

Submission Checklist

Item	Requirements	√	Note
Teaching Philosophy Statement	1 page maximum (300 words maximum)	<input type="checkbox"/>	(Insert word count here)
Two Annotated RAPs	2 x 700 words (1400 words maximum)	<input type="checkbox"/>	(Insert word count here)
References	200 words (APA style)	<input type="checkbox"/>	(Insert word count here)
Two Referee Reports	1 page each approx. (One report will normally be by your PM and a Fellow of the HEA)	<input type="checkbox"/>	

Mentoring and Guidance

Did you receive support or advice from any HEA fellows or STARS PMs in the preparation of this application?

Yes No

Please indicate in the box below who, so we can acknowledge their service.

Names:

Statement

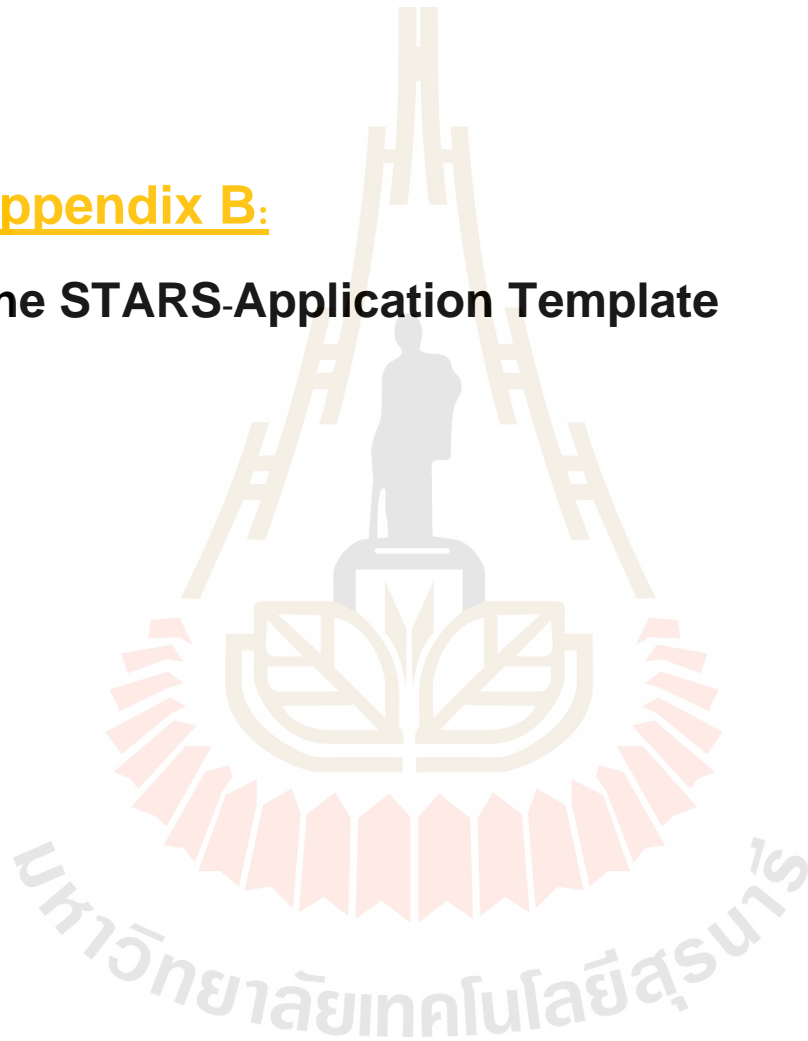
I hereby certify that I have completed the STARS Programme, I am an employee of SUT and the information I have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and if I am successful in this application, I will commit to upholding the *Advance HE Code of Practice*; and remaining in good standing with Advance HE by continuing my professional development and enhancement of my teaching skills, knowledge and practice. I also certify that the information I have provided in this application is true and correct, meets all standards of academic integrity, and does not breach anyone else's rights to privacy or confidentiality.

Signed _____

Date (day/month/year) _____

Appendix B:

The STARS-Application Template



Associate Fellow – The STARS Application Template (PSF 2023)

This template document is provided for you to compose your application prior to STARS online submission. You will be able to copy and paste your final application from this template directly into the online system. Please note that the online system will remove any formatting from your text and **will not accept** diagrams, images or any other documents/appendices such as CVs. Please list any **citations** to publications, journals, books, websites included in the application after your Reflective Narrative in the relevant section of your application.

Your application for the STARS Programme (Associate Fellowship) consists of 1) a Teaching Philosophy Statement (TPS) of no more than 300 words, 2) a **1,400-word reflective narrative shared across two Areas of Activity (2 RAPs), and 3) 200 words of not exceeding 5 citations** (overall maximum of 1,900 words - please note that the reflective account of practices will not exceed this limit), along with 2 Referee Reports from two referees.

You will need to **continue to refer to the applicant guidance and Descriptor 1 of PSF 2023** as you draft your application to ensure that you are writing to meet the requirements.

You must structure your reflective narrative on **the two** Areas of Activity of your choice. Please write your Reflective Narrative in each of the boxes below, and change the heading to indicate each Area of Activity you have chosen to evidence, e.g. change the blue heading 'A[]' to be 'A1' if you are choosing Area of Activity 1.





The STARS Application

Name of Applicant	
--------------------------	--

Teaching Philosophy Statement (TPS):

Write your Teaching Philosophy Statement here (up to 300 words)

Evidencing first Area of Activity: A []

Write your reflective narrative for your first chosen Area of Activity here. References and citations are to be listed in a dedicated field below:

1,400-word reflective narrative shared across two Areas of Activity

Evidencing second Area of Activity: A []

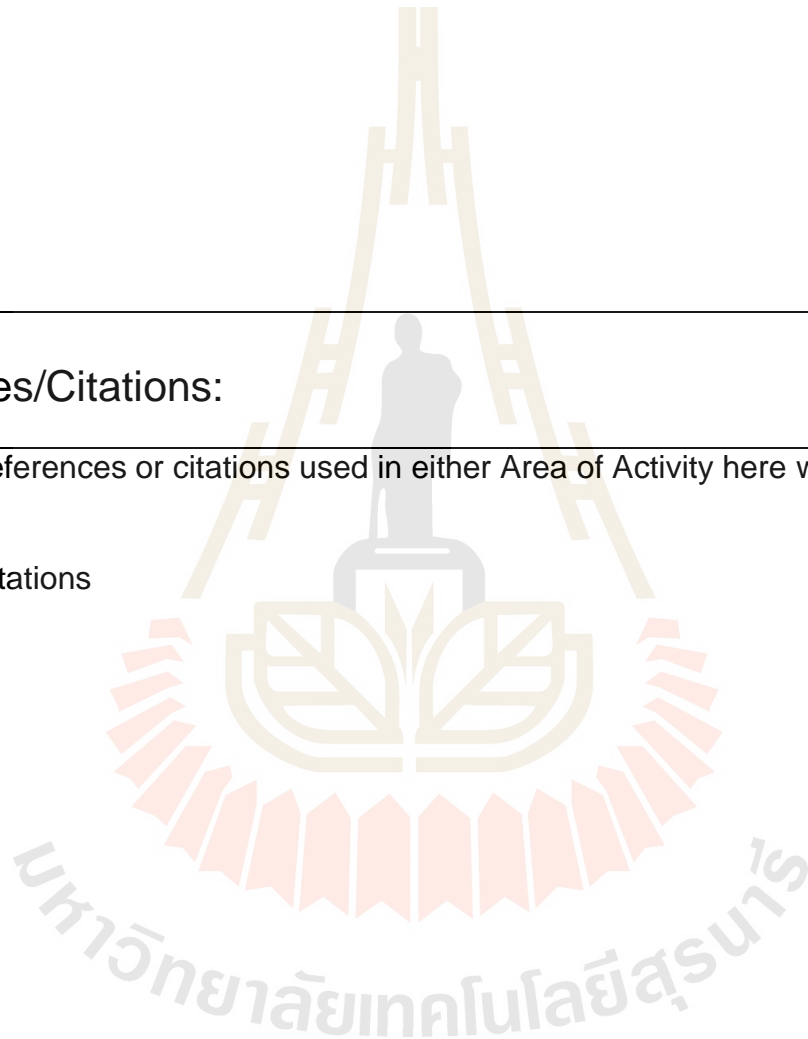
Write your reflective narrative for your second chosen Area of Activity here. References and citations are to be listed in a dedicated field below:

1,400-word reflective narrative shared across two Areas of Activity

References/Citations:

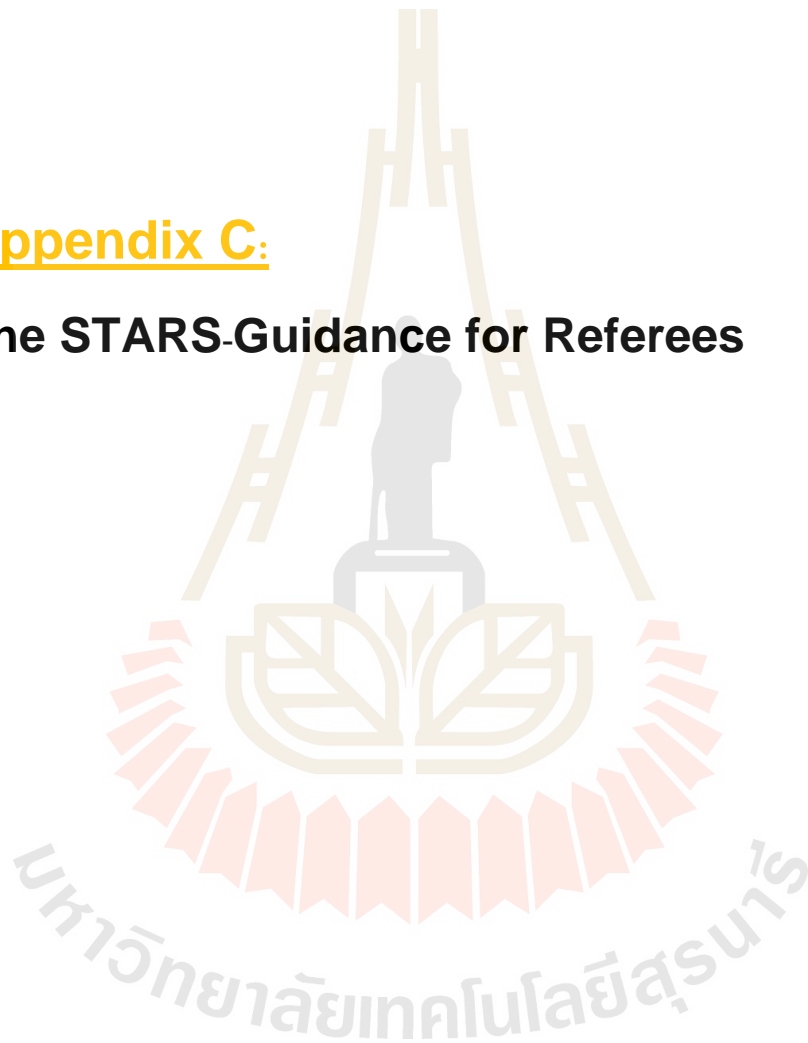
Write any references or citations used in either Area of Activity here with the APA format:

200-word citations



Appendix C:

The STARS-Guidance for Referees





The STARS-Guidance for Referees

Information for Referees of applicants seeking recognition as Associate Fellows of the Higher Education Academy (AFHEA)

Thank you for your interest in being a referee for an applicant for Associate Fellowship of the Higher Education Academy (AFHEA). You are contacted because of your Fellowship and your experience working with different aspects of the applicant's practice. Your report will be used to support the applicant by showing that he/she has achieved the outcomes presented in the relevant Descriptor. Referee reports are taken very seriously in the assessment process, and it is therefore essential that all referee reports are accurate and fully reflective of the referee's knowledge of the applicant. It is normally expected that one of the two referees for STARS applicants will be the peer mentor (PM) who has supported the applicant through the STARS Programme and undertaken peer observation of their authentic practice.

The Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023 (PSF 2023) provides professional recognition of experience and expertise in university teaching. SUT is a subscribing institution of Advance HE and has accredited the STARS Programme as a pathway to professional recognition as an Associate Fellow of the HEA.

Achieving Associate Fellow status of the HEA will help early career academics and other learning support staff evidence their commitment and achievements in teaching, and build a profile of experience and expertise, which they can draw upon as they develop their careers.

Typically, applicants for Associate Fellowship status are early career researchers or academics that are new to teaching. PSF 2023 sees teaching as a profession that requires specific Areas of Activity, Core Knowledge, and Professional Values.

Further information on PSF 2023 is provided overleaf, together with a suggested template for the referee report. If you have any questions about the scheme or the content of your reference for the applicant, please contact Programme Leader for STARS or Head of the Faculty Development Academy, SUT.

The Professional Standards Framework (2023)

Dimensions

- Dimensions are 15 statements which inform and describe practice. They are arranged as three related sets of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**. Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.
- **Professional Values:**
underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- **Core Knowledge:**
informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- **Areas of Activity:**
bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

PSF 2023 comprises the following dimensions:

Professional Values

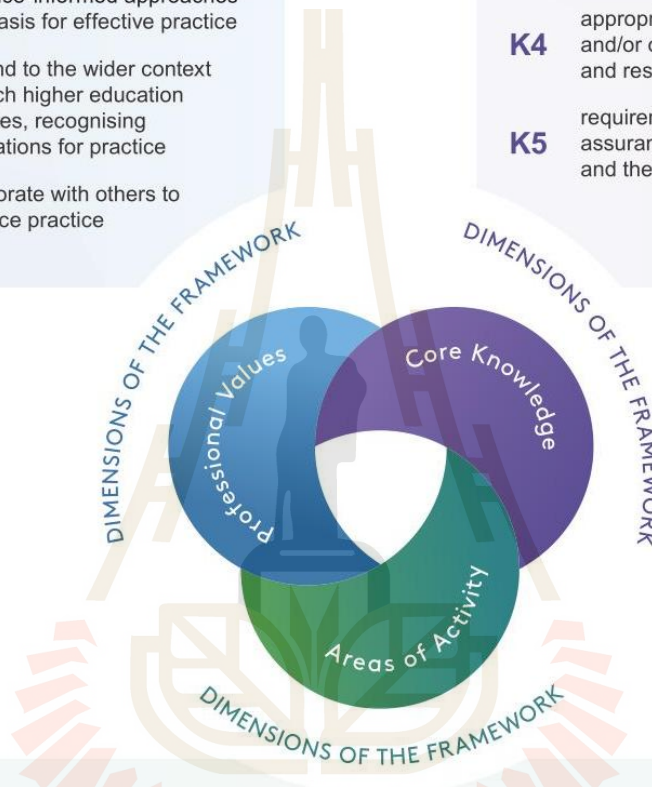
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- 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
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



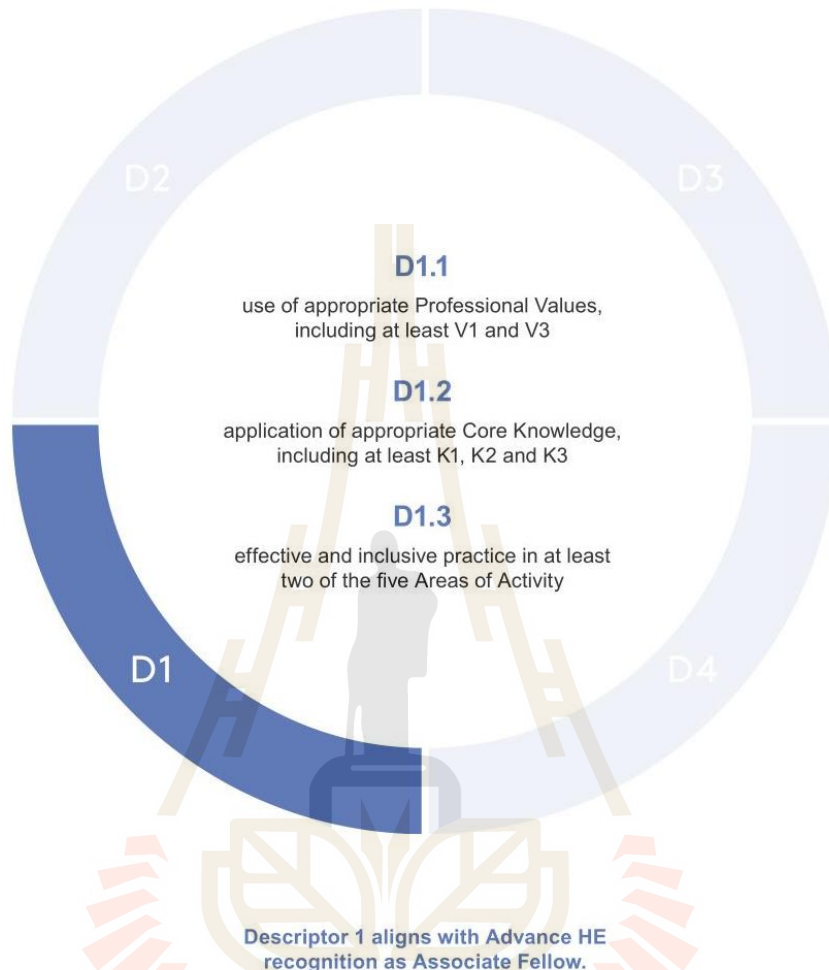
Areas of Activity

In your context, demonstrate that you:

- A1** design and plan learning activities and/or programmes
- A2** teach and/or support learning through appropriate approaches and environments
- A3** assess and give feedback for learning
- A4** support and guide learners
- A5** enhance practice through own continuing professional development

Descriptor 1: Associate Fellow of the Higher Education Academy

Descriptor 1: D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Typical Individual role/career state:

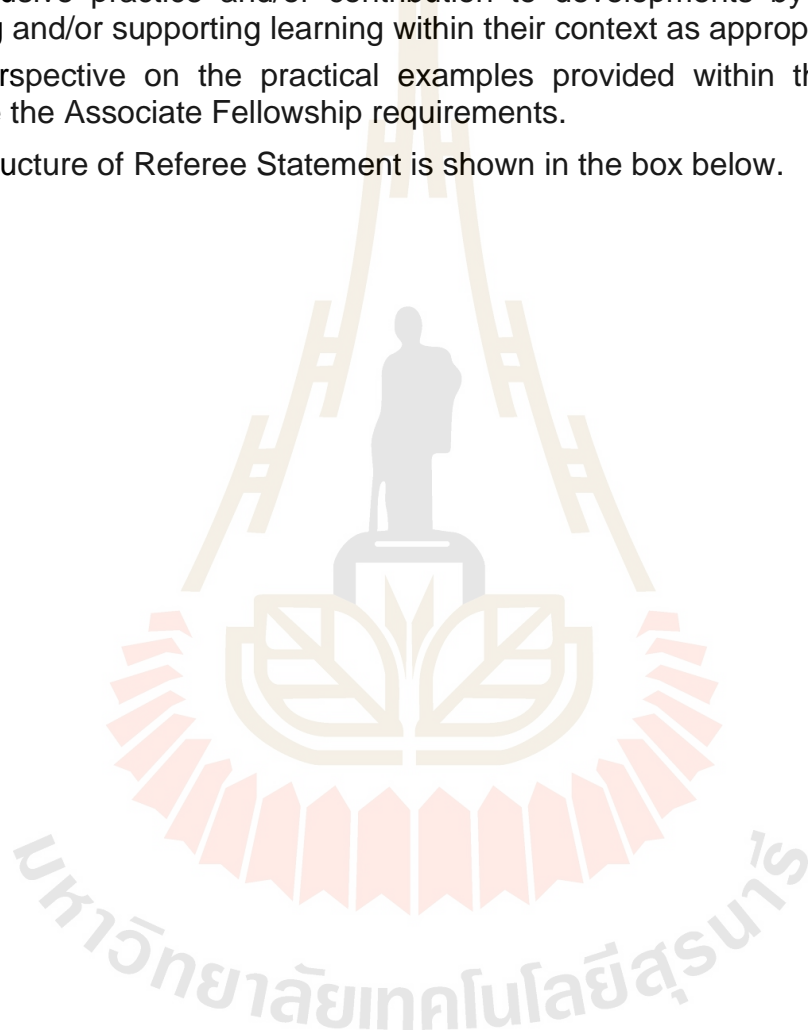
- Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)
- Staff new to teaching (including those with part-time academic responsibilities)
- Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)
- Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities
- Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

Supporting Statement

Please provide your statement to verify and endorse the applicant's submission for Associate Fellowship in the following section. You are required to comment on the applicant's recent higher education practice (usually within the last 3 years), providing examples to support your statement wherever possible. In association with the **Descriptor 1 criteria of PSF 2023**, as a guide, you should comment on the following in your Supporting Statement:

- your own personal experience of the applicant's recent and effective HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Associate Fellowship requirements.

The template structure of Referee Statement is shown in the box below.





The STARS Referee/Supporting Statement Template

Your Name	
Applicant Name	
Your institution/organisation/other	
Your current role	
Email address	
Your Fellowship status (if appropriate)	
Relationship to Applicant	
How long have you worked with the applicant (insert dates)	
Declaration	<p>In submitting your Supporting Statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the Supporting Statement is in question it will not be accepted.</p> <p>I confirm that I have read and agree with the declaration above:</p> <p>Date:</p>

Reference in Support of AFHEA Application by XX

I am writing to give my support for **XX** to be awarded Associate Fellowship status by the Higher Education Academy. I am **XX (AFHEA/FHEA/SFHEA/PFHEA)**, so I have sufficient background knowledge about PSF 2023.

In my capacity as **YY**, I have had ample opportunities to be aware of **XX**'s contributions to teaching and the support of learners at Suranaree University of Technology.

I believe that **XX** fully meets Descriptor 1 of PSF 2023, in that he/she 'demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning'. I believe that **XX**'s application clearly shows evidence of the key indicators that make up Descriptor 1 of PSF 2023, as follows.

Effective and inclusive practice in at least two Areas of Activity and related teaching practices:

(Brief summary/examples including reference to any peer observations of teaching you have undertaken)

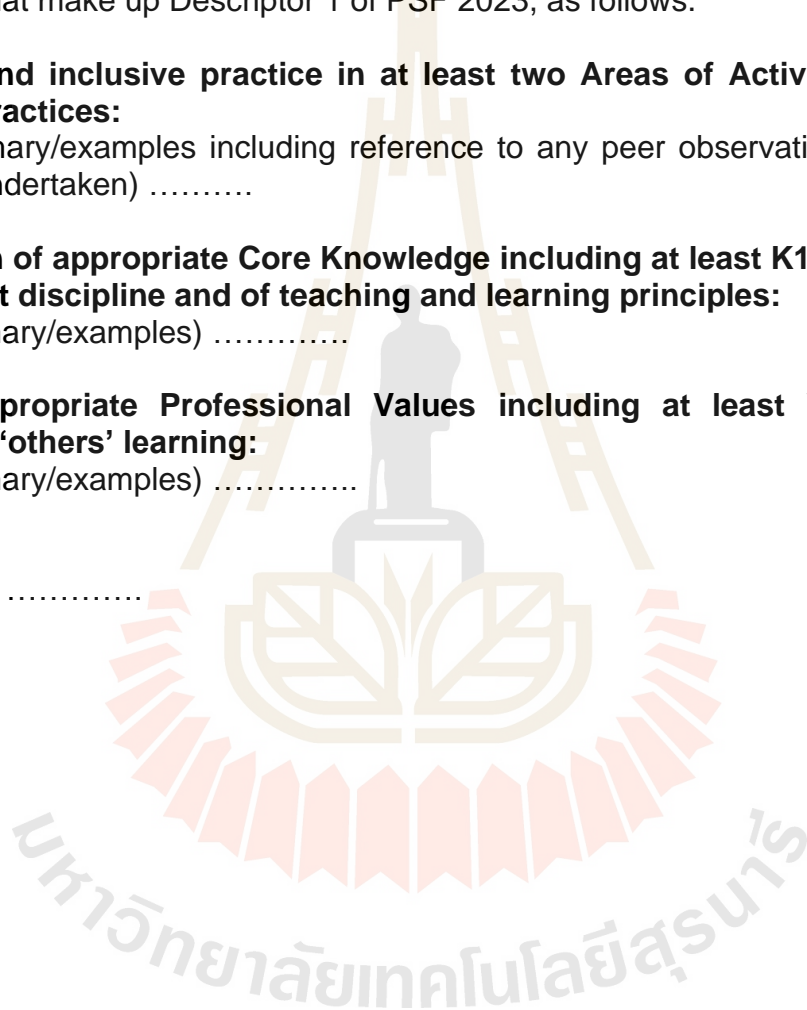
Application of appropriate Core Knowledge including at least K1, K2, and K3 of the relevant discipline and of teaching and learning principles:

(Brief summary/examples)

Use of appropriate Professional Values including at least V1 and V3 in facilitating 'others' learning:

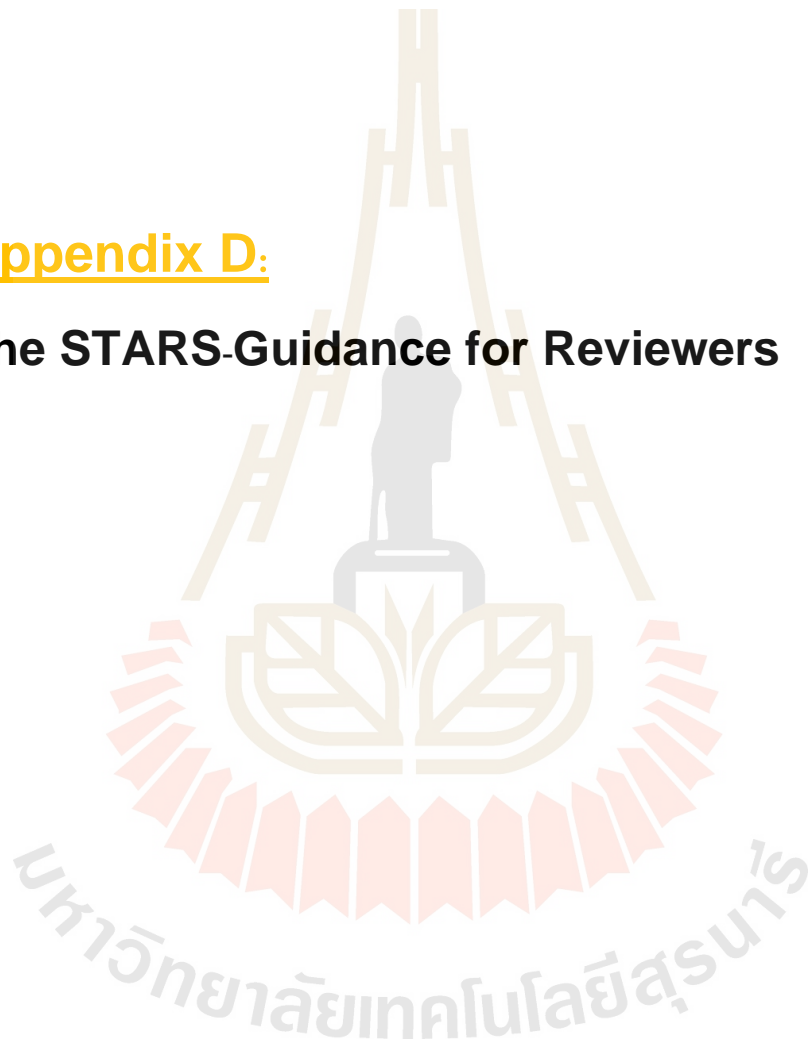
(Brief summary/examples)

In summary



Appendix D:

The STARS-Guidance for Reviewers





The STARS-Guidance for Reviewers

Please use these guidance notes for reviewing applications for recognition as an AFHEA through the STARS pathway.

Typically, an applicant for AFHEA is:

- A full-time academic new to teaching
- An early career researcher with **some experience of teaching and supporting learning**
- A research student, a post-doctoral fellow with some teaching responsibility, a clinical tutor, or a professional practitioner assisting learners in the workplace
- A member of staff who supports the students' learning and assessment

They will normally have a **minimum of one trimester of teaching and student learning support** before they are ready to apply for recognition.

Outcomes

The STARS Reviewers must recommend one of three outcomes in the panel round of review process.

AWARD	Congratulations! You have been recognised as an Associate Fellow of the HEA. You will receive a Certificate from Advance HE and feedback from your STARS reviewers.
REVISE & RESUBMIT	Your application needs refining in order to meet the requirements of Descriptor. You will be given the chance to get additional guidance, revise your application, and resubmit within four weeks.
APPLY ANEW	All applicants will be given one opportunity to revise and resubmit their application. If they are unsuccessful on resubmission, they will need to participate in the STARS Programme again and develop a new application with significant revisions in order to meet the required standard. Applicants are encouraged to seek additional experience and/or support. This will normally mean waiting at least six months before trying again.

These 'panel decisions' will be sampled for the external moderation/calibration session with an External Reviewer as a measure for quality assurance of SUT's STARS review process. After the external moderation, the 'final decisions' will be announced to the STARS participants.

The Content of an AFHEA application:

Your judgement of an application will be based primarily on the candidates **Annotated Reflective Account of Practice**. Their **teaching philosophy statement (TPS)** is presented to indicate what their underpinning philosophy for teaching and learning support is and what has influenced them in that regard. This TPS will not be used as a basis for making a judgement on the award of AFHEA. The applicant will also have submitted a **cover sheet** which is used for context (rather than assessed). The maximum word lengths are detailed in the **STARS Participant Handbook**, but it is important to recognise that quality is much more important than quantity and good applications may be shorter.

In addition to the elements above, the applicant should supply at least **two referee reports** which you should use to confirm and complement the applicant's claims. However, except for minor shortcomings in an application you should not rely on information in references to compensate for serious weaknesses. The key principle is that it is the applicant's responsibility to make a satisfactory claim. For applications for AFHEA, the two references will be written by two of the existing HEA Fellows, Senior Fellows or Principal Fellows. It is normally expected that one of the two references will be written by the applicant's PM who can draw on the peer observations of teaching that he/she has undertaken in writing the reference. The report should make explicit reference to the applicant's practice in relation to the relevant descriptor of PSF 2023.

Using Descriptor 1 to review the application¹:

A Panel is made up of three reviewers. Each reviewer should base their review of an Associate Fellow application on the three Descriptor 1 criteria (p.11, STARS Participant Handbook) which form the basis for the award of Associate Fellowship. Successful applications that are awarded Associate Fellowship demonstrate effectiveness of practice in teaching and/or support of learning by meeting these three criteria as appropriate to the applicant's practice and context.

At Descriptor 1, some Professional Values and Core Knowledge Dimensions are mandatory; at least V1, V3, K1, K2 and K3. The evidence for these Dimensions is likely to be integrated within the Reflective Narrative across the two chosen Areas of Activity. For example, evidence may be seen in the reasons they give for why they chose the approaches they did, in the discussion of how they know that their approach was effective and inclusive and/or in how they plan to develop and enhance their practice in the future.

D1.1: Provide evidence of use of appropriate Professional Values, including at least V1 and V3

The PSF 2023 Professional Values are seen as the foundation of professional practice, and as underpinning all of the professional activity of teaching and supporting learning. Although it is not a requirement to demonstrate evidence against all five of the PSF 2023 Professional Values, applicants for Associate Fellow need to provide evidence for V1 and V3. They need to show how they respect individual learners and diverse groups of learners (V1) and how they use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3).

The **Guide to the PSF 2023-Associate Fellowship (D1)** document includes questions to help applicants focus on the PSF 2023 Professional Values and includes examples of different types of evidence appropriate for Descriptor 1 that might be included in applications. Please note that the examples in the reflective narrative will be specific to the applicant's individual context and responsibilities at SUT.

V1: In your context, show how you respect individual learners and diverse groups of learners

V1 at Descriptor 1 should demonstrate that the applicant has got to know who their learners are and show how they ensure that their learning and teaching practice reflects learners' identities, interests and needs. The 'groups of learners' that applicants work with will be determined by their work context and their role. Groups can refer to two or more learners learning together in the same space, or the applicant may refer to their work with a number of separate individuals who share common characteristics.

V3: In your context, show how you use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

In demonstrating V3, the applicant should explain why they do what they do, in the way that they do it, and the sources of information, data, and evidence they use when making decisions about their learning and teaching practice. The key issue is to demonstrate that the approaches they adopt in teaching and/or support for learning are not a matter of chance, but that their practice is evidence-based.

The actual sources that applicants point to can be varied, and will differ according to their context of work, their role, and the type of teaching and/or support of learning that they are involved in. For example, they may refer to key theories of learning and teaching, scholarly articles they have read (e.g.

¹ Adapted from: Accreditor Handbook 2023 Reviewing applications for Fellowship (Descriptors 1- 4) using PSF 2023 (pp. 30-33)

Smith, 2019), publications, books, websites, etc., or refer to evidence from professional bodies, industry or their discipline (their 'professional knowledge' base). They may refer to their recent or current work experience, relevant workplace guidelines or ideas gained from more experienced teachers. Whatever the evidence base(s) used, they should be able to 'reference' their source and explain why it is relevant.

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

Applicants for Associate Fellow are required to provide evidence for K1, K2 and K3 of the PSF 2023. They need to show how they apply an understanding of how learners learn (K1) and of approaches to teaching and/or supporting learning (K2) within their practice. This should be part of explaining why they do what they do, in the way that they do it and showing that they make evaluative judgements about their practice based on evidence (K3). Again, the **Guide to the PSF 2023 Dimensions –Associate Fellowship** provides appropriate examples of how these three Core Knowledge Dimensions could be evidenced at Descriptor 1.

As evidence for **K1**, an applicant may refer to particular theories of learning, frameworks, models, or professional guidelines, explaining the relevance to their context.

As evidence for **K2**, they should demonstrate that their choices are based on an understanding of approaches to teaching and/or supporting learning. This may include reference to particular theories, frameworks, models, or professional guidelines, and should include evidence of the impact of their chosen approaches on learning.

For K3 - In your context, apply knowledge of critical evaluation as a basis for effective practice: Applicants should explain how they know that their approach was effective, including the kinds of 'information' they use to review and evaluate their work, the impact it had on their learners, any learner/peer feedback and explain what they did in response. Critical means "in a balanced way" i.e. acknowledging both strengths or achievements and limitations or potential improvements.

D1.3: Provide evidence of effective and inclusive practice in at least two of the five Areas of Activity

Applicants should provide evidence that demonstrates that they engage in **two of the five Areas of Activity** within their context. Please note that the applicants cannot choose A5 for their application.

The evidence for effective and inclusive engagement with the two Areas of Activity should be informed and underpinned by the PSF 2023 Professional Values V1 and V3 and Core Knowledge K1, K2 and K3 as appropriate to the applicant's context.

Applicants choose which two Areas to address, but in each case they should include different specific examples of when and how they engaged with each of the Areas of Activity they have chosen. One example within each Area of Activity or across the whole application is not sufficient. Similarly, too many examples will restrict the applicant's ability to demonstrate their effective and inclusive practice in the two Areas of Activity they have chosen. The applicant should clearly indicate their role and contribution in relation to the examples given.

Given the variety of professional experience that supports higher education learning and teaching you should consider the applicant's context and scope of practice. This is likely to be specific in nature at Associate Fellow and the **Guide to the PSF 2023 Dimensions –Associate Fellowship** provides a wide variety of typical examples of practice for each Area of Activity appropriate to Descriptor 1.

The ways in which the applicant supports the learning experience will vary and reflect their individual context and responsibilities and this will be presented in the Areas of Activity they choose. For example, a laboratory technician may be responsible for ensuring the safety of the learning environment, setting up equipment, responding to student queries during practical sessions (A2 and A4). Similarly, a Graduate/Post Graduate Teaching Assistant (GTA/PGTA) may be responsible for marking student work although not necessarily designing the assessment task (A3). Library staff may provide preparatory support of formal sessions for learners with regards to information literacy and research techniques (A1) and subsequently involved in directly engaging with learners in small group or one-to-one teaching sessions (A2).

Additional Resources on STARS and HEA Fellowships:

As a STARS Reviewer, you have access to the Resources for HEA Applicants on the Faculty Development Academy website or the website of training programme provided by the STARS Programme Manager. These resources will build over time and the Head of FDA and the STARS Programme Manager will populate this tab with more information periodically.

Key Principles for Evaluating Applications for Associate Fellowship

Double review

All applications are to be reviewed by a minimum of three Reviewers including one who is a SFHEA. Each reviewer independently makes a judgement before discussing and comparing with the rest of the panel.

Consensus decision making

Reviewers are expected to reach a consensus decision on applications. If a consensus cannot be reached for the resubmission panel, the STARS Programme Manager may request a shadow reviewer for supplementation, and the final decision will be determined.

Reviewers supported throughout the process

The Head of the Faculty Development Academy and STARS Programme Manager are available to support Reviewers during the review panel cycle.

Calibration of Judgements

Reviewers must participate in Reviewer and Mentor development activities by SUT team or Advance HE team, including virtual calibration workshops and face-to-face workshops at least once per year.

Constructive and developmental feedback

Reviewers should note any areas of strength in the application and provide constructive and developmental feedback for the applicant. Applicants who do not fully evidence the claim will be given clear feedback indicating which areas need revision. Revised applications will normally go back to the same Review Panel for consideration.

Sustainability

The review process will be carried out face-to-face or online if the circumstance requires. Review panel members will be free to meet in person to discuss applications if they choose to. This external calibration session will be designed and arranged in consultation with Advance HE.

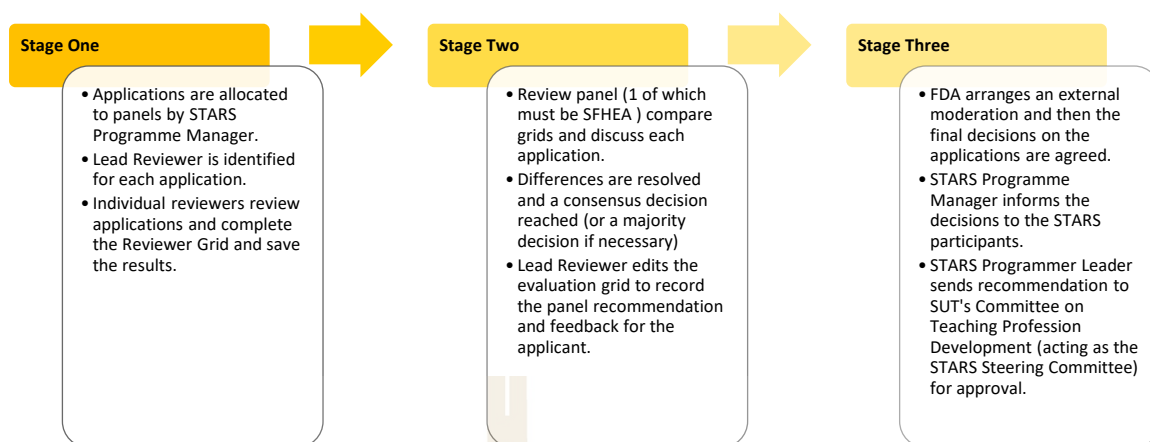
Conflicts of interest

Reviewers will not consider applications from anyone they have directly mentored or written a reference for. Please notify the STARS Leader or Manager immediately if you identify a potential conflict of interest so that the application(s) in question can be reallocated promptly to another reviewer. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant or a relative or close friend of the applicant;
- have previously reviewed the applicant's application;
- are one of the applicant's referees;
- are the applicants' peer mentor

In any instance where your objective professional judgement or impartiality may be affected, then you should notify us.

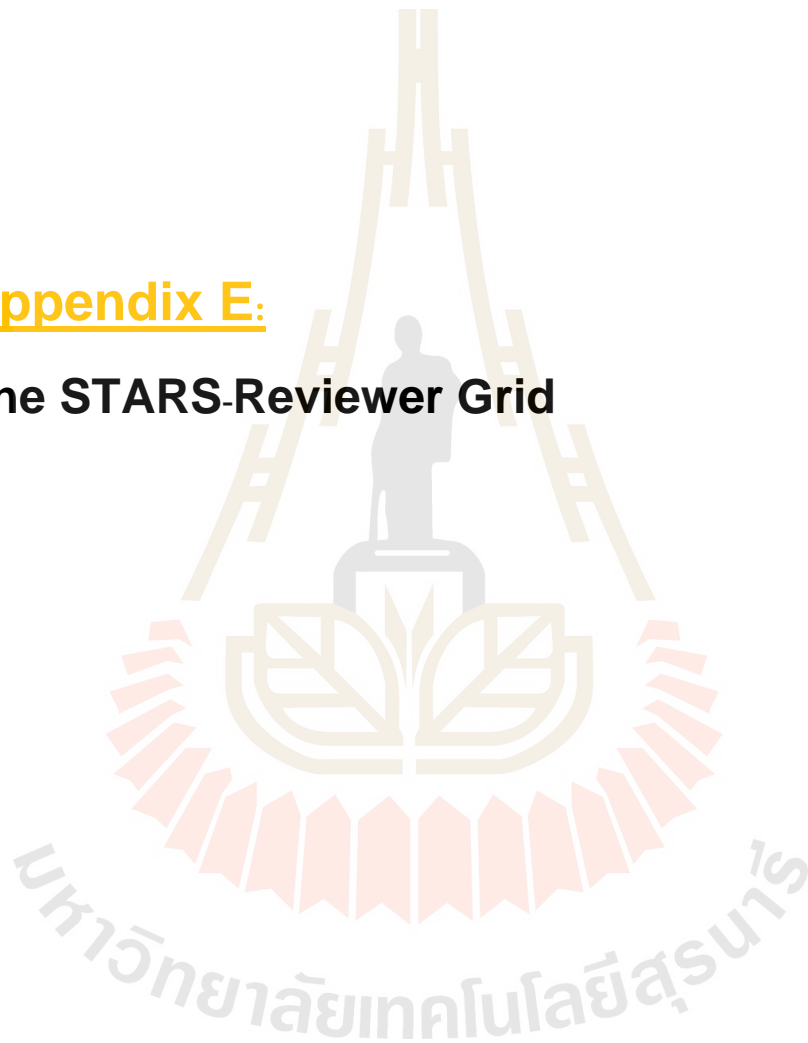
The AFHEA Review Cycle



1. Applications are reviewed by panels in fixed review periods.
2. You will be assigned to a panel with at least two other reviewers and will be jointly responsible for reviewing up to **ten applications**.
3. You will be assigned up to **five applications** to be reviewed as the Lead Reviewer. The Lead Reviewer should communicate with the panel at the start of the Review Period to ensure that everyone agrees the timeline for independent review and discussions leading to the final recommendation.
4. You should make the judgement as to whether to accept or recommend revisions without seeking your colleague's opinion. Record your decisions and comments on the evaluation grid sheet provided.
5. In Stage Two, you should compare the recommendations of the panel members and discuss. **It is the responsibility of the Lead Reviewer to facilitate the discussions relating to the applications they are leading.** A consensus should be reached about each application. It is the responsibility of the Lead Reviewer to record the final decision on the review grid and ensure that this is given to the STARS Manager (in digital format) by the deadline. Check all reviewers have nominated either *met* or *not met* in each box.
6. In Stage Three, you are required to attend the external moderation session with Advance HE-designated External Reviewer organised with by FDA. In this process, you will be actively involved in discussing the quality of the applications and the decision-making, which is considered as a CPD experience for you as well.
7. If an application requires revision, it will be the responsibility of the Lead Reviewer to ensure that the feedback at the bottom of the Reviewer Grid clearly is constructive and shows the applicant what he/she needs to do before resubmitting (i.e. submit additional material, approximately 300-500 words to meet the evidence to be awarded; or track changes/highlight additional text in the application itself). It is recommended that the feedback can start with the strength of the application such as explaining the criteria that were demonstrated and then a summary of the areas that need to be revised and how to revise them.

Appendix E:

The STARS-Reviewer Grid





The STARS-Reviewer Grid

Applicant name					
STARS code					
Panel number					
Lead Reviewer (Reviewer 1)					
Reviewer 2					
Reviewer 3					
Shadow Reviewer (Reviewer 4)					
Outcome first submission	Award		Refer		Date
Outcome following resubmission	Award		Unsuccessful		Date

Section 1: Reviewer judgement and feedback against PSF 2023 Descriptor 1 Criteria
 Each Reviewer to complete their section of the review grid below to note their judgement against each criterion (please tick (X) in Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 1 Criteria					
D1.1 Use of appropriate Professional Values, including at least V1 and V3			Met (X)	Not Met (X)	
Lead Reviewer 1	Give your feedback.....				
Reviewer 2	Give your feedback.....				
Reviewer 3	Give your feedback.....				
D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3			Met	Not Met	
Lead Reviewer 1	Give your feedback.....				
Reviewer 2	Give your feedback.....				
Reviewer 3	Give your feedback.....				
D1.3 Effective and inclusive practice in at least two of the five Areas of Activity			Met	Not Met	
Lead Reviewer 1	Give your feedback.....				
Reviewer 2	Give your feedback.....				
Reviewer 3	Give your feedback.....				
Does the Supporting Statement verify and endorse the account? (If 'no' add comments below)			Yes (X)	No (X)	
Lead Reviewer 1	Give your feedback.....				
Reviewer 2	Give your feedback.....				
Reviewer 3	Give your feedback.....				

SECTION 2: Record of Panel discussions				
SECTION 3: Initial individual Accreditor judgement and feedback to referred applicants			Award (X)	Refer (X)
Lead Reviewer 1	Give your feedback.....			
Reviewer 2	Give your feedback.....			
Reviewer 3	Give your feedback.....			
Lead Accreditor to record agreed first Panel Outcome (Award or Refer) and, if relevant, second (resubmission) Panel Outcome (Award or Unsuccessful) in the sections at the top of this form.				
Final agreed feedback to be given to the applicant				
<p>To be completed by the Lead Reviewer who should select text from boxes above and make minor edits so that it is coherent. If the recommendation is REVISE, clearly outlines what is required (i.e. an addition to the application of 300-500 words OR multiple sections to be revised with tracked changes and highlighted additional text).</p>				

Guidance for Reviewers:

Please use this page to provide the applicant with constructive feedback that identifies any areas of strength and suggestions for future development. **If any elements of the descriptor are Not Met, then the applicant is given 4 weeks to REVISE and resubmit. Your feedback should start with showing appreciation for the strong areas of the application and then clearly indicate which elements of the descriptor (e.g. D1.1 – A3) require additional evidence and clearly describe what the applicant needs to do to be accepted. You can request a small addition to the application (normally 300-500 words) OR for a section (or multiple sections) to be revised. This text will be provided to the applicant so please direct your comments to them.**

Illustrative examples given below²:

Referred Associate Fellow Application

Section 2: Feedback summary

Thank you for your claim which evidences your passion for your subject and the successes of your research endeavours. To meet the requirements for Associate Fellow you will need to further develop and strengthen your evidence across your application to ensure that you fully evidence all Descriptor 1 criteria (D1.1-D1.3) of PSF 2023.

The reflective narrative needs to provide clear evidence of how your practice enables you to evidence some of the PSF 2023 Dimensions (PSF 2023, p.7). Professional Recognition as an Associate Fellow requires applicants to focus on their effective and inclusive teaching and/or learning support practice and to draw on some specific examples of practice from within the last three years.

² Adapted from: Accreditor Handbook 2023 Reviewing applications for Fellowship (Descriptors 1- 4) using PSF 2023 (pp. 68-69)
Page 48 of 50

The Panel considered that your application needs to provide further detail beyond the description of roles and responsibilities mentioned. For each specific example across A1 and A2, you should explain what you did, why you did it that way (drawing on relevant evidence-informed approaches), how you did it, the impact you had on learners learning and what you might do differently next time. Using this structure would enable you to articulate how you ensure that your approach is appropriate for your learners, the level of their learning and is inclusive.

Supporting Statement

We considered that your referee does not appear to verify and endorse your learning support/teaching practice. Your referee seems to have drawn on your Curriculum Vitae to confirm your experience in XXX and has not based their Supporting Statement on their personal knowledge of your teaching/learning support practice.

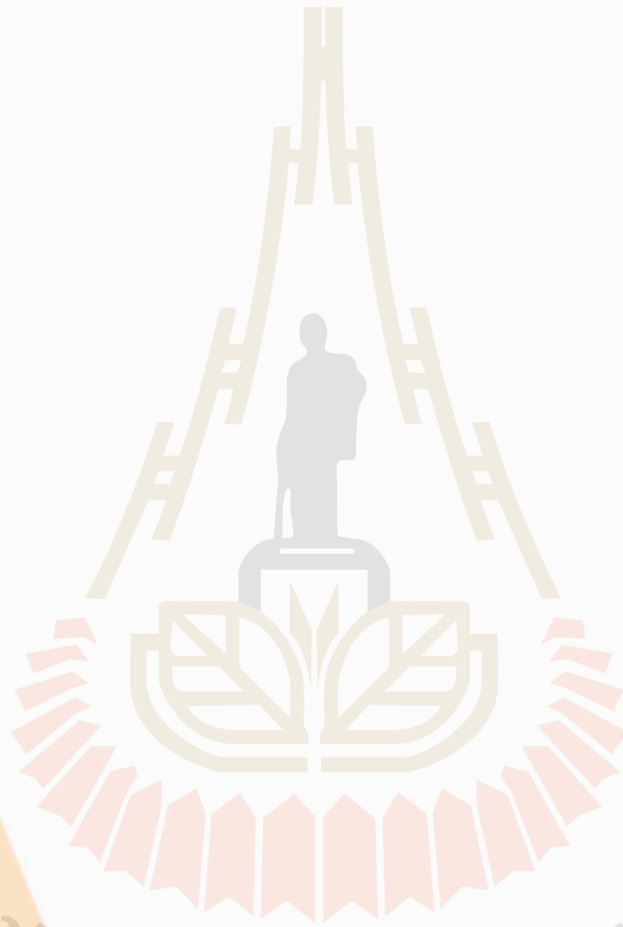
Section 3: Key action points

In association with the feedback in Section 2 above, please revise your application for Associate Fellow to provide further evidence against all Descriptor 1 criteria (D1.1-D1.3) so that you clearly demonstrate your effectiveness of practice in teaching and/or support of learning that evidence some Dimensions as follows:

1. Revisit the **Associate Fellow Applicant Guidance and Guide to the PSF 2023 Dimensions - Associate Fellowship (D1)** as these provide guidance to help you understand the requirements of the application and examples that suggest how you can demonstrate your effective and inclusive learning support practice for the purpose of meeting the requirements of Associate Fellowship.
2. **D1.1 (V1 and V3):** To meet this criterion in resubmission, please revise your chosen Areas of Activity to include specific details of your practice and explain why you took the approaches you did. Use an evaluative approach to demonstrate your use of appropriate Professional Values: V1 - how you tailor your learning support approaches to meet different learner needs and V3 - the reasons for drawing on your choice of scholarship, or research, or professional learning, or other evidence-informed approaches. Further explain how these have informed your practice in relation to your design and planning and teaching practice in your context.
3. **D1.2 (specifically K2 and K3):** This Descriptor 1 criterion requires evidence of the 'application' of appropriate Core Knowledge, including consideration and evidence of **K2** and **K3**. To meet these Dimensions, use a critically evaluative approach for each of the two examples included in each Area of Activity to explain what you did, why you did it that way, how you did it, what the impact was and what you might do differently next time as a result.
4. **D1.3:** Linked to key action point 3, please strengthen your examples of practice to show that they are 'effective and inclusive'. Further explain what outcomes you were aiming for in your design/learning support practice and how effective and inclusive these approaches were for your learners.

Supporting Statement:

Please provide one new Supporting Statement who can verify and endorse the specific practices you include in your resubmission. Your new referee should use the **Associate Fellow Guidance for Referees writing a Supporting Statement and Template** to write their statement.



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