

STARS

St Andrews Recognition Scheme

Participant Handbook

2024-25

International Education and

Lifelong Learning Institue (IELLI)

*and*

Office of the Vice Principal Education

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1. Welcome to STARS

We are delighted that you wish to seek recognition of your professional practice in teaching and/or supporting learning through STARS. This Advance HE accredited scheme provides you with structured opportunities and support to reflect on your practice and prepare a claim for recognition against the [Professional Standards Framework](https://www.advance-he.ac.uk/teaching-and-learning/psf) (PSF 2023) Descriptors D1 (Associate Fellow), D2 (Fellow), or D3 (Senior Fellow), as appropriate to your context.

STARS does not cover D4 (Principal Fellow). If you are interested in that category, please make an appointment with the Scheme Lead to discuss the support available for a direct application to Advance HE.

Achieving fellowship demonstrates your commitment to teaching, learning and the student experience, and it is increasingly sought by employers across the education sector as a condition of appointment and promotion. The PSF has become a globally recognised framework for benchmarking success within higher education teaching and learning, and when you achieve fellowship, you will join a community of over 190,000 fellows across the world.

Teaching and supporting learning involve the application of knowledge, skills, and values in a complex and dynamic environment. University teaching and support staff should engage in continuing professional development (CPD) to regularly refresh and enhance their practice. The University offers a wide range of developmental opportunities (e.g. Academic Staff Development Programme, Academic Forums, Postgraduate Certificate in Academic Practice, etc.) to suit staff in different roles and levels of experience.

* 1. Key Contacts

STARS is managed and supported by team of staff in the International Education and Lifelong Learning Institute (IELLI), formerly the Centre for Educational Enhancement and Development (CEED). We also have a network of trained mentors and reviewers across the University who support all participants on their journey to submission and recognition.

The STARS team is based in Hebdomadar’s Block in St Salvator’s Quadrangle (building 47, grid J2 on this [map of the University](https://www.st-andrews.ac.uk/media/university/maps/wwwmap.pdf)). We follow a hybrid working pattern with different on-campus working days, so please check their availability in advance before dropping in.

Scheme Lead

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Scheme Deputy Lead

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Scheme Administrator

To be confirmed – First point of contact for general enquiries

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1. Who can enrol on STARS and how can I join?

STARS aims to help you gain recognition for your current practice, but also to plan and work towards future development. It is open to all staff within the University who have roles which relate to teaching and/or supporting learning in higher education, regardless of level of experience or type of contract. It is also open to all learners enrolled on the School of Medicine Health Professions Education programme (PgCert/PgDip/MSc), even if they are not employed by the University of St Andrews.

Teaching is interpreted very broadly, including (but not limited to) lectures, tutorials, seminars, laboratory classes, practical classes, fieldwork, studio teaching and 1:1 supervision, at undergraduate, taught postgraduate or research postgraduate level, both face-to-face and online. Teaching also includes activities such as participating in course and programme teams, developing course materials, and contributing to university policy.

The scheme is also open to professional staff colleagues who support the student learning experience in myriad ways, such as academic liaison librarians designing activities to increase information literacy, student developers providing support for academic or digital skills, and career advisors developing employability initiatives, to give just a few examples.

There are two intakes onto STARS each academic year, at the start of Semester 1 and near the end of Semester 2. The form to request a place and the submission deadlines are available on the [STARS webpage](https://www.st-andrews.ac.uk/ceed/education-focused-staff/hea-fellowship/) and advertised via the usual channels, eg University memos, CELPiE, etc.

If you gain a place on the scheme, you will be enrolled onto [STARS Space in Moodle](https://moody.st-andrews.ac.uk/moodle/course/view.php?id=18194).

1. Professional Standard Framework (PSF) and your application for Fellowship

STARS is aligned to the [Professional Standards Framework](https://www.advance-he.ac.uk/teaching-and-learning/psf#the-framework) 2023, which identifies components of successful teaching and supporting learning in higher education. These are expressed in the **Dimensions of Professional Practice**: 5 Professional Values, 5 Core Knowledge Domains, and 5 Areas of Activity – see Figure 1 on page 5.

The PSF specifies four **Descriptors** which align with four different categories of Fellowship: Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. These four categories reflect the wide range of professional practice carried out by individuals who teach and/or support learning in higher education; from those who have a partial role in teaching/supporting learning through to senior professionals with strategic impact on teaching and learning in an organisational, national and/or international setting.

Each category of Fellowship is awarded based on evidence of personal professional practice which meets the requirements of the corresponding Descriptor. Achieving a category of Fellowship demonstrates a personal commitment to professionalism in learning and teaching in higher education. Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia.

The Advance HE guidance, STARS workshops, and your mentor all provide support to help you understand the requirements of the relevant Descriptor and how to write an effective application evidencing how you meet them.

Figure 1: Dimensions of the Professional Standards Framework



* 1. Who is Associate Fellow appropriate for?

Associate Fellow is appropriate for staff who engage with only some of the Dimensions of Practice, or whose engagement across the Dimensions lacks the breadth and depth expected for Fellow. For example, you might be a research postgraduate student or postdoctoral researcher leading tutorials or seminars. While you might evidence all five of the Areas of Activity to some extent (e.g. A1: planning the activities for your tutorials, A2: leading the tutorials, A3: marking and providing feedback on assignments, A4: creating a supportive learning environment, A5: attending workshops to improve your teaching), the module and the assessments will have been designed by an academic colleague; so the depth of practice in this case is more suited to Associate Fellow.

You might be a research technician who supports students in the lab to understand how to use specialised equipment, or an academic liaison librarian who delivers some academic literacy workshops. You might be a careers adviser providing one-to-one appointments for students to help them understand how their learning has prepared them for employment. You might be a student developer delivering academic or professional skills workshops, or one-to-one study skills appointments. This list is not exhaustive!

The Advance HE resources below provide numerous different examples of practice relevant to Associate Fellow that reflect the wide range of higher education practitioner roles and contexts:

* [Associate Fellowship Applicant Guidance Notes](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-associate-fellowship-applicant-pack)
* [Associate Fellowship (D1) Guide to the PSF 2023 Dimensions](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-associate-fellowship-applicant-pack)
	1. Who is Fellow appropriate for?

Fellow is appropriate for staff who can evidence that their practice with learners has breadth and depth across all 15 of the Dimensions of Practice. For example, you might be a relatively early-career academic responsible for the design and delivery of at least one module of your own, or a more experienced academic designing a whole programme.

You might be an academic liaison librarian who designs and delivers mandatory academic literacy workshops for all students, or who works closely with academic colleagues to embed this into modules in multiple Schools. You might be a student developer designing and delivering a programme of academic skills support for all students. Or you might be a careers adviser designing and delivering employability initiatives for particular cohorts or embedded into modules. This list is not exhaustive!

The Advance HE resources below provide numerous different examples of practice relevant to Fellow that reflect the wide range of higher education practitioner roles and contexts:

* [Fellowship Applicant Guidance Notes](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-fellowship-applicant-pack)
* [Fellowship (D2) Guide to the PSF 2023 Dimensions](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-fellowship-applicant-pack)
	1. Who is Senior Fellow appropriate for?

Descriptor 3 (Senior Fellow) is appropriate for staff whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. For example, you may be an experienced academic that regularly mentors fixed-term contract staff or graduate teaching assistants, or who introduces innovative new teaching methods to your School and supports colleagues to engage with them. You might be an academic developer that provides mandatory introductory courses to all new teaching staff, or optional credit-bearing development opportunities for experienced staff. You might be a learning technologist developing curriculum design to enable colleagues to use digital technologies effectively to facilitate high quality learning. This list is not exhaustive!

The Advance HE resources below provide numerous different examples of practice relevant to Senior Fellow that reflect the wide range of higher education practitioner roles and contexts:

* [Senior Fellowship Applicant Guidance Notes](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-senior-fellowship-applicant-pack)
* [Senior Fellowship (D3) Guide to the PSF 2023 Dimensions](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-senior-fellowship-applicant-pack)
	1. Who is Principal Fellow appropriate for?

STARS does not cover Principal Fellow (D4). If you are interested in that category, please [make an appointment with the Scheme Lead](https://outlook.office.com/bookwithme/user/e3eae18df13343cca09b6d46b5fd3045%40st-andrews.ac.uk/meetingtype/2mh0-YgLlEy6McJSxl15Mw2?anonymous&ep=mLinkFromTile) to discuss the support available for a direct application to Advance HE.

The Advance HE resources below provide numerous different examples of practice relevant to Principal Fellow that reflect the wide range of higher education practitioner roles and contexts:

* [Principal Fellowship Applicant Guidance Notes](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-principal-fellowship-applicant-pack)
* [Principal Fellowship (D4) Guide to the PSF 2023 Dimensions](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-principal-fellowship-applicant-pack)
	1. Applying for Associate Fellow (D1) via STARS

Your application must evidence the **criteria for Descriptor 1**. You will submit a *Reflective account of professional practice* (as a Word doc), a form of *Authentication of practice* (teaching observation or supporting statement, as a Word doc) and you have the option of including one *Artefact that highlights your practice* (various formats possible).

For your Reflective account of professional practice use the D1 Associate Fellow Application Template in the STARS Space Moodle. This is adapted from the template for direct applications to Advance HE. You need to complete a Context Statement of up to 300 words, a Reflective Narrative of a maximum of 1500 words (this includes all citations and parenthetical notation) and a Reference list of up to 200 words.

Your Reflective Narrative must evidence the **Descriptor 1 criteria**:

1. use of appropriate Professional Values, including at least V1 and V3
2. application of appropriate Core Knowledge, including at least K1, K2 and K3
3. effective and inclusive practice in two of the five Areas of Activity

Your examples should be drawn from recent practice (usually within the last 3 years, although this may vary if you have taken a career break).

You must submit one example of Authentication of practice, with a choice of format:

1. A reflection on a teaching observation by a STARS mentor or an experienced colleague who has a current knowledge and understanding of the requirements of the relevant category of Fellowship, along with the feedback they provided (use the Teaching Observation Reflection template) *or*
2. A supporting statement by an experienced colleague with direct knowledge of your practice. If you choose this format, provide your colleague with Advance HE’s [Guidance for Referees - Associate Fellowship](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-associate-fellowship-applicant-pack) and the STARS D1 Supporting Statement template.

The templates are available to download from STARS Space.

You can choose to submit one Artefact that highlights your practice, but this is optional. The purpose of this is to allow you to give reviewers direct insight into an aspect of your practice so that you do not need to use up a large portion of your *Reflective account* to describe it. For example, a postgraduate tutor who makes short video podcasts for their students after each tutorial to sum up the key points covered might include one of their podcasts as an artefact. Other possible artefacts would be lesson plans, worksheets, games, quizzes, artwork, student outputs, images used in lectures, photos of activities, etc. The artefact is not a description *of* your practice, it *is* your practice.

Of key importance is that your artefact should be compact, e.g. Word docs should be no more than ~2 pages, videos no more than ~5 minutes, a collection of no more than 5 images, etc. The artefact must not be used to provide additional narrative; it should *only* include a direct example of your practice.

Your *Reflective account of practice* must refer to your artefact if you include one, and your reflective account must evidence all the D1 criteria without relying on the artefact. The artefact may act as one form of evidence that your practice has had positive impact, but it cannot be the sole form; your reflective account should include other evidence.

* 1. Applying for Fellow (D2) via STARS

Your application must evidence the **criteria for Descriptor 2**. You will submit a *Reflective account of professional practice* (as a Word doc), a form of *Authentication of practice* (teaching observations or supporting statements, as Word docs) and you have the option of including up to two *Artefacts that highlight your practice*.

For your Reflective account of professional practice use the D2 Application Template in the STARS Space Moodle. This is adapted from the template for direct applications to Advance HE. You need to complete a Context Statement of up to 300 words, a Reflective Narrative of a maximum of 3200 words (this includes all citations and parenthetical notation) and a Reference list of up to 500 words.

Your Reflective Narrative must evidence the **Descriptor 2 criteria**:

1. use of all five Professional Values
2. application of all five forms of Core Knowledge
3. effective and inclusive practice in all five Areas of Activity

Your examples should be drawn from recent practice (usually within the last 3 years, although this may vary if you have taken a career break).

You must submit two examples of Authentication of practice, with a choice of format:

1. A reflection on a teaching observation by a STARS mentor or an experienced colleague who has a current knowledge and understanding of the requirements of the relevant category of Fellowship, along with the feedback they provided (use the Teaching Observation Reflection template) *or*
2. A supporting statement by an experienced colleague with direct knowledge of your practice. Provide your colleague with Advance HE’s [Guidance for Referees - Fellowship](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-fellowship-applicant-pack) and the STARS D2 Supporting Statement Template.

The templates are available to download from STARS Space.

You can *either* submit two supporting statements, *or* two teaching observations *or* one supporting statement and one teaching observation.

You can choose to submit up to two Artefacts that highlight your practice, but this is optional. The purpose of this is to allow you to give reviewers direct insight into aspects of your practice so that you do not need to use up a large portion of your *Reflective account* describing them. For example, a lecturer who creates a series of short, optional formative quizzes for each module theme that the students can access via Moodle might include one of the quizzes. Or they might share the student output for a collaborative wiki assignment. Other possible artefacts would be lesson plans, worksheets, images, games, quizzes, artwork, student outputs, etc. The artefact is not a description *of* your practice, it *is* your practice.

Of key importance is that the artefacts should be compact, e.g. Word docs should be no more than ~2 pages, videos no more than ~5 minutes, a collection of no more than 5 images, etc. The artefact must not be used to provide additional narrative; it should *only* include a direct example of your practice.

Your *Reflective account of practice* must refer to your artefacts if you include them, and your reflective account must evidence all the D2 criteria without relying on the artefacts. They may act as one form of evidence that your practice has had positive impact, but they cannot be the sole form; your reflective account should include other evidence.

* 1. Applying for Senior Fellow (D3) via STARS

Your application must evidence the **criteria for Descriptor 3**. You will submit a *Reflective account of professional practice* (as a Word doc), a form of *Authentication of practice* (supporting statements, as Word docs) and you have the option of including up to two *Artefacts that highlight your practice*.

For your Reflective account of professional practice use the D3 Application Template in the STARS Space Moodle. This is adapted from the template for direct applications to Advance HE. You need to complete a Context Statement of up to 300 words, a Reflective Narrative and two Case Studies totalling a maximum of 6000 words (which includes citations and parenthetical notation) and a Reference list of up to 500 words. You can choose how to spread the balance of the 6000-word limit across your Reflective Narrative and Case Studies; we suggest that you aim to use around 2000-3000 words in the Reflective Narrative and around 1500-2000 words in each Case Study.

Your Reflective Narrative must evidence the **Descriptor 3 criteria**:

1. a sustained record of leading or influencing the practice of those who teach and/or support high quality learning
2. practice that is effective, inclusive and integrates all Dimensions
3. practice that extends significantly beyond direct teaching and/or direct support for learning

Your examples should be drawn from recent practice (usually within the last 3-5 years, although this may vary if you have taken a career break).

You must submit two examples of Authentication of practice in the form of two supporting statements by experienced colleagues with direct knowledge of your practice. Provide your colleagues with Advance HE’s [Guidance for Referees – Senior Fellowship](https://www.advance-he.ac.uk/knowledge-hub/psf-2023-senior-fellowship-applicant-pack) and the STARS D3 Supporting Statement Template (available in STARS Space).

You can choose to submit up to two Artefacts that highlight your practice, but this is optional. The purpose is to allow you to give reviewers direct insight into aspects of your practice, so you do not need to use up a large portion of your *Reflective account* to describe them. For example, an experienced academic might provide the plan of a workshop they delivered to colleagues, or teaching observation feedback provided to their mentee. Other possible artefacts would be the plan for a programme of development for a particular cohort, policy papers, or evidence of the impact you have had on colleagues (e.g. examples of how they have adapted your methods). The artefact is not a description *of* your practice, it *is* your practice.

Of key importance is that the artefacts should be compact, e.g. Word docs should be no more than ~3 pages, videos no more than ~5 minutes, a collection of no more than 5 images, etc. The artefact must not be used to provide additional narrative; it should *only* include a direct example of your practice.

Your *Reflective account of practice* must refer to your artefacts if you include them, and your reflective account must evidence all the D3 criteria without relying on the artefacts. They may act as one form of evidence that your practice has had positive impact, but they cannot be the sole form; your reflective account should include other evidence.

* 1. Academic integrity

You are expected to be familiar with the high principles in the University’s [Good Academic Practice policy](http://www.st-andrews.ac.uk/students/rules/academicpractice/). All work that you submit should be your own and should represent good academic practice.

If a mentor is concerned about poor academic practice in work on which they are providing formative feedback, they will direct the mentee to additional sources of support and guidance.

If a reviewer is concerned about suspected misconduct in a submission, they will raise this with the Scheme Lead in advance of the Recognition Panel. Plagiarism detection software may be used to gather evidence. The Recognition Panel will consider the evidence and if it is decided that misconduct has occurred, the submission will be referred to the next Panel (see section 5).

1. Your journey to recognition – follow the STARS

Once you have been accepted onto the scheme, there are five stages on your journey towards recognition. The following sections explain each stage in more detail, and the timeline for the entire process.

* 1. Select the category of Fellowship you plan to apply for

The first stage is a welcome briefing for the new cohort to explain how the scheme works. You will then get a one-to-one meeting (which can be online) with a member of the STARS team (usually the Scheme Lead or Deputy Lead, or an experienced mentor) to discuss which category of Fellowship you plan to apply for. Prior to the meeting, you should complete Advance HE’s [Fellowship Category Tool](https://www.advance-he.ac.uk/form/fellowship-decision-tool-2023). This has been designed to assist you in selecting the category of Fellowship that is the closest match to your current practice.

The STARS colleague will discuss your tool output and your current practice with you to help you determine which category is most suitable for your current context. Each semester STARS runs multiple online workshops on how to apply for each category of Fellowship from D1 to D3, and you should attend one of the workshops relevant to your category. There are also facilitated writing afternoons to help you prepare your application.

* 1. Take stock of your practice and evidence

Once you are clear on which category you are aiming for, the second stage is to read Advance HE’s guidance for that category (see links in PSF section), and then take stock of which examples of your practice you might include in your submission, and the evidence that you can draw on to support your claim. You can use the template in Appendix 1 to help you chart out the constellation of evidence for how your practice meets the Dimensions, and what further development you may need. (This is also available as a separate file in STARS Space.)

This exercise will help you identify any gaps, e.g. perhaps you lack experience in some of the dimensions, or you have some interesting examples of practice but no evidence of their positive impact on learners. Doing the stock-taking early on in your recognition journey gives you time to work towards addressing any gaps.

**S**elect category of fellowship

**1**university provided HP laptop and I was accessing the booking system while on campus.

**2university provided HP laptop and I was accessing the booking system while on campus.**

**3**university provided HP laptop and I was accessing the booking system while on campus.

**4**university provided HP laptop and I was accessing the booking system while on campus.

**5**university provided HP laptop and I was accessing the booking system while on campus.

**T**ake stock of practice + evidence

**A**rrange mentor meeting

**R**eview + revise draft

**S**ubmit to Recognition Panel

**Outcome**

* 1. Arrange a meeting with your STARS mentor

When you are accepted onto the scheme you will be assigned a mentor who will help you to make clear associations between your practice and the relevant PSF Descriptor, drawing on the support available via STARS. They will help you to reflect on how you might address any gaps that you identified in your STAR chart.

Your mentor will send you a welcome email when you are assigned to them, but it is your responsibility to organise the first meeting. Please ensure you have completed your STAR chart (and, if possible, the relevant workshop) before you meet with your mentor for the first time. Your mentor will meet with you two or three times over the course of your recognition journey, at times to be agreed between the two of you.

STARS mentors are all experienced staff from across the University who have a category of Fellowship, a thorough understanding of the PSF 2023, and have received training for the role. You can find out more about the requirements for the mentor role in the STARS Mentor/Reviewer Handbook.

* 1. Review the feedback from your mentor and revise your submission

A key form of support provided by your mentor is to provide feedback on one complete draft of your application before you prepare the final version for submission. We recommend that rather than submitting the whole draft “in one go”, you submit individual sections of the application to your mentor for feedback as you write them: for example, submit the first Area of Activity section for D1 or D2, or one Case Study for D3, get feedback, then write and submit the next one. In this way you can address general aspects that are identified as needing improvement when you write the next section, so your writing for each subsequent section should become progressively more effective.

You are entitled to at least two, maximum three, meetings with your mentor, so we suggest that a suitable time to meet your mentor for the second time is once you have received feedback on most/all sections, so you can discuss any final improvements that may be recommended before you submit to the Recognition Panel.

If you will be submitting supporting statements as your authentication of practice, remember that your referee needs to read your completed application *before* they can write their supporting statement. So you will need to have finalised your application at least a couple of weeks before the submission date so that you have time to send your application to your referee(s) and receive their statement(s) back to include in your submission.

* 1. Submit final application to Recognition Panel

Once you have all the elements of your final submission, you are ready to submit to a Recognition Panel (see section 5 “Recognition review and award process”). Be sure to read the guidance in section 3.5-3.7 (as appropriate) on what is required for your submission documents; if your documentation doesn’t follow the rules (eg if artefacts exceed the size limits) they will not be reviewed. This may result in you being automatically referred to the next Panel.

If you join STARS in the Semester 1 intake, the expectation is that you will submit to the Semester 2 Recognition Panel. Conversely, if you join in the Semester 2 intake, the expectation is that you will submit to the Semester 1 panel the following academic year. Variation from these timelines will only be considered in exceptional circumstances, for example if a staff member on a fixed-term contract would no longer be employed by the University at the time of the expected Panel (see section 4.7).

* 1. Timeline of your journey

**Semester 1 Intake**

Early to middle Semester 1

Semesters 1 + 2

S2 Week 6

S2 Week 9

**Semester 2 Intake**

End Semester 2 + early summer

Summer + Semester 1 next AY

S1 Week 6

S1 Week 9

* 1. What happens if I leave the University?

If you will be leaving the University unexpectedly before the submission deadline for your intake (e.g. a PhD student transferring with their supervisor to another university, or a casual staff contract coming to an end), the STARS team will discuss the feasibility for you to submit to an earlier Recognition Panel. If you agree to this arrangement, the compressed timescale will not count as grounds for an appeal if your submission is unsuccessful.

The STARS team is not able to support you once you have left the University; the scheme is only open to St Andrews staff and doctoral students. You will be able to take with you all the work you have done on your submission to that point. A majority of UK higher education institutions are members of Advance HE, so you may be able to use this towards an accredited provision in your new institution.

1. Recognition review and award process

There are two main Recognition Panels each academic year. A third may be scheduled, if necessary, only to review deferred or referred submissions. In each semester there is a submission deadline in week 6, and the Recognition Panel meets to ratify outcomes in week 9. If a third Panel is required to review deferrals or referrals, the submission deadline will be organised for mid-June, with the Panel taking place about three weeks later.

To ensure reliable Fellowship judgements are made and to support the continuing development of programmes, Advance HE requires that appropriate externality be embedded within all accredited provision. The External Reviewer for STARS, Dr Tom Cunningham (Glasgow Caledonian University) is a Senior Fellow and an experienced Advance HE reviewer. You can find the External Reviewer terms of reference in the STARS Space Moodle.

All STARS internal reviewers are Fellows or Senior Fellows with a thorough understanding of the PSF 2023 and have received training for the role. You can find out more about the requirements for the reviewer role in the STARS Mentor/Reviewer Handbook, available in STARS Space.

* 1. Submitting or deferring

Once you have all the elements of your final submission you will upload them to the Submission Tool in the STARS Space Moodle no later than the submission deadline for your intake. For the Semester 1 intake, the submission deadline is week 6 of Semester 2. For the Semester 2 intake, the submission deadline is week 6 of Semester 1 of the following academic year. (See section 4.6 “Timeline of your journey”.)

​​​If you think your application will not be ready in time for the submission deadline, you have one opportunity to defer to the next Panel. You must contact the STARS Administrator at least one week before your intake submission deadline to request this. If you are granted a deferral and then you fail to submit at the next Panel, your place on STARS will lapse and you will need to apply to the scheme again. You are not guaranteed to be re-admitted to the scheme. See also section 5.7 on special circumstances.

For the purposes of internal quality assurance and the possibility of external audit by Advance HE, all parts of your application and the review documentation will be securely archived for three years and then deleted.

* 1. Reviewing process

Once submitted, your application will be allocated to two internal reviewers for D1 and D2, or three reviewers for D3 (one of whom will be the External Reviewer). Your mentor will never be allocated as a reviewer for your application. The reviewers will independently assess your application against the criteria for the category of Fellowship you are applying for using the relevant Review Grid (available in STARS Space) and then agree a consensus judgement.

If the reviewers are unable to reach a consensus judgement before the Recognition Panel, Reviewer 1 will notify the Scheme Lead. The Scheme Lead or Deputy Lead will review the application and make the final determination for the recognition judgement.

There are three possible outcomes for your application:

|  |  |
| --- | --- |
| **Award** | Evidence provided is sufficient to award Fellowship at the relevant category. |
| **Conditional Award** | Evidence provided is very nearly sufficient; award is subject to submission of minor additional evidence for one criterion as specified in feedback. |
| **Refer** | Evidence provided is insufficient and the application does not currently meet the criteria. You may revise and re-submit your application **one** further time. |

To judge that Fellowship should be **Awarded**, the reviewers must agree that all Descriptor criteria are sufficiently evidenced in your *Reflective account of practice* to be judged as ‘Met’. The reviewers will take a holistic approach, as it is likely that some parts of the Descriptor will be met more convincingly than others. If the reviewers agree that one or more Descriptor criteria are clearly not ‘Not Met’ then the judgement will be **Refer** (see section 5.4).

There may be occasional cases where the reviewers agree that an application would need very minor additions to evidence all the criteria. If two of the three criteria are clearly Met and a *single* criterion is *very nearly* sufficient (e.g. for Fellow, just one of the 15 dimensions is not clearly evidenced), an outcome of **Conditional Award** may be given. The reviewers will use the Panel Outcome and Feedback template to specify what further evidence you must provide to meet that criterion, and by when (usually within 4 weeks).

This evidence must be emailed to the STARS Administrator. If you fail to provide the evidence within the timeframe specified, your application will be automatically **referred** to the next Recognition Panel (see section 5.4). If your evidence is received within the deadline, your application with additional evidence will be considered by the Scheme Lead or Deputy Lead, who will decide on the final outcome: your award is successful if the criteria are met; if they are not your application will be **referred** to the next Panel.

The reviewers will also check that your *Authentication of practice* confirms that you have represented your practice accurately and that the referees/observers have provided their unique opinion that you have demonstrated the requirements of the relevant Descriptor of the PSF 2023. The reviewers can opt for ‘Yes’ or ‘No’. The Authentications of practice cannot be used to compensate for significant issues with an application or to contribute to an overall Award or Refer decision. It is your responsibility to make a sufficient claim against all the relevant Descriptor criteria in your *Reflective account of practice*.

Prior to the Recognition Panel the External Reviewer will moderate recognition judgements through a sample (at least 20% or a minimum of 5 applications) that reflects an appropriate range across the different Fellowship categories and different reviewers. Moderation ensures that internal Fellowship judgements against the criteria of the relevant Descriptor are appropriate, reliable, and consistent.

* 1. Recognition Panel

The Recognition Panel includes:

* STARS Lead and/or Deputy Lead (Chair)
* Scheme Administrator (minute-taker)
* Reviewers of all applications submitted to that Panel
* External Reviewer

The Panel’s terms of reference are available in STARS Space.

The reviewers will present the consensus judgement for each application in turn for ratification by the Recognition Panel. In cases where the Scheme Lead or Deputy Lead was required to make the final recognition judgement (if reviewers were unable to reach consensus) this will be noted. Reviewer 1 is responsible for writing feedback for each applicant.

After all applications have been ratified the External Reviewer will comment on the overall fairness and consistency of the decision-making process based on the moderated sample. They will also comment and give advice on the content, structure, and delivery of the scheme.

The Scheme Administrator will notify you of your outcome within two weeks of the Recognition Panel and will provide you with the feedback written by Reviewer 1. If you are successful, see section 5.6. If your application is referred, see section 5.4. If you are granted a Conditional Award, see section 5.2.

* 1. Refer for resubmission

Should your application be judged as providing insufficient evidence for meeting the relevant Descriptor, the Panel will **refer your application for resubmission**. You will be given feedback via the relevant Panel Outcome and Feedback template (available in STARS Space). This feedback will indicate which of the Descriptor criteria your application has met and explain how your application needs to be strengthened to provide the evidence for the other criteria.

You have until the submission deadline for the next Recognition Panel to revise your application and resubmit. So, if you joined STARS in the semester 1 intake, your initial submission would be to the semester 2 Panel and your resubmission would be to a Summer Panel. If you joined STARS in the semester 2 intake, your initial submission would be to the semester 1 Panel and your resubmission would be to the semester 2 Panel.

Your mentor will be informed of the outcome, and you will have the opportunity to have two more meetings with them. Your mentor will also provide written feedback on your revised application before you resubmit. You will use the same Application Template as before, but you are allowed an additional 500 words for your *Reflective account of professional practice*. You should highlight all substantive changes you make to your resubmission.

Once you submit your revised application, the same reviewers as before will assess it and come to a consensus judgement. There are three possible outcomes:

|  |  |
| --- | --- |
| **Award** | Evidence provided is sufficient to award Fellowship at the relevant category. |
| **Conditional Award** | Evidence provided is very nearly sufficient; award is subject to submission of minor additional evidence for one criterion as specified in feedback. |
| **Unsuccessful** | Evidence provided is insufficient and the application is unsuccessful. |

If you are granted a **Conditional Award** the reviewers will use sections 4 and 5 of your Panel Outcome and Feedback form to specify what further evidence you must provide to meet that criterion, and by when (usually within 4 weeks). If suitable evidence is received within that timeframe, then the Scheme Lead will confirm the award. If it is not, your application will be deemed “Unsuccessful”.

If the reviewers agree that despite revisions, your resubmission does not fully meet the requirements of the relevant Descriptor then the final judgement is “Unsuccessful”. Sections 4 and 5 of your Panel Outcome and Feedback form will explain the reasons for the unsuccessful judgement. Please note that if your revised application is unsuccessful that concludes your place in STARS. If you wish to try again you would have to apply to the scheme again, but places are limited, and priority will be given to those applying for the first time.

* 1. Diagram of review process and outcomes

1 indicates first resubmission process; 2 indicates ‘unsuccessful’ outcome after resubmission.

Application reviewed by reviewers

Consensus judgement reached

Descriptor criteria achieved

Descriptor criteria not achieved

Resubmission unsuccessful

Fellowship awarded

End of STARS place

Resubmit to next Recognition Panel

**1**

**2**

* 1. Registration with Advance HE

After the Recognition Panel the status of successful applicants will be uploaded to Advance HE, and you will join the global network of Fellows. Once the Panel informs you that you are registered, you may begin using the appropriate post-nominal letters (AFHEA for Associate Fellow, FHEA for Fellow, SFHEA for Senior Fellow). You can download your Fellowship certificate from the [My AdvanceHE portal](https://my.advance-he.ac.uk/?_ga=2.258208268.769136269.1679928989-1591997106.1674042540).

* 1. Special circumstances, raising concerns and appeals

If you believe that circumstances beyond your control may have had a significant adverse impact on your submission you should notify the Scheme Lead as soon as possible, and certainly before the submission deadline for your intake Recognition Panel. Extensions to timelines might be an option.

If you have any concerns about the operation of STARS (eg your mentor is not responding to your emails), please get in touch promptly with the Scheme Lead or Deputy Lead so that we can seek to resolve matters. If you would rather raise your concerns anonymously, you can do so via the feedback form in STARS Space. This is checked regularly and we will report back any actions we have taken to your cohort.

If you have concerns with the way in which the review process was carried out, you may have grounds for appeal. Please note that any appeal would need to be related to the STARS review process not being accurately followed and not the decision of the Panel. Further details of how to appeal and grounds for appeal are available in the STARS Space Moodle.

1. Quality Standards and Review Board

There is a STARS Quality Standards and Review (QuaSaR) Board once a year where the operation of the whole scheme is monitored and evaluated, and decisions are made about any significant developments/changes to the scheme. The Board is chaired by the Co-Director of IELLI (or delegate) and includes one or both of the STARS Lead and Deputy Lead, the STARS Administrator (minute-taker), one or both of the Associate Deans Education (Arts/Science), an Academic Policy Officer (Quality), at least one STARS Mentor/Reviewer, and at least one successful scheme participant. (See Terms of Reference in STARS Space.)

The Board meets after the final Recognition Panel of the academic year, in August/September at the latest. (But if there is no Summer Recognition Panel, the Board may meet as early as June.)

After the final Recognition Panel for the academic year, the External Reviewer will produce a written report on the reliability and validity of the recognition review process, the quality of the decisions and feedback and the quality of the claims as well as any feedback or suggestions for enhancement. This is submitted into the QuaSaR Board section of STARS Space (visible only to QuaSaR Board members).

The Scheme Lead will write a report which outlines the operation of the scheme for that academic year (e.g. numbers of trained mentors/reviewers, number of applications, summary of Recognition Panel outcomes, etc.) and responds to any feedback or concerns raised by the External Reviewer. This is submitted into the QuaSaR Board section of STARS Space.

The Board will consider both reports and agree the priorities for the scheme in the year ahead. The reports and Board minutes go to [Education Strategic Management Group](https://www.st-andrews.ac.uk/education/staff/committees/esmg/) for information. STARS is part of IELLI’s provision which is reviewed by [Academic Monitoring Group](https://www.st-andrews.ac.uk/education/staff/committees/amg/) via annual academic monitoring and the sexennial university reviews of learning and teaching.

The Scheme Lead annual report will be discussed at the semester 1 Recognition Panel so that the External Reviewer can consider the response to their report.

1. Appendix 1: Your STAR chart

Use the template below to chart your practice against the dimensions of the PSF using the Descriptor relevant to your category of Fellowship. Briefly indicate the examples and evidence you have for each dimension.

**In your context:**

**D1 Associate Fellow must evidence (in your work with learners):**

1. use of appropriate Professional Values, including at least V1 and V3
2. application of appropriate Core Knowledge, including at least K1, K2 and K3
3. effective and inclusive practice in **two** of the five Areas of Activity

**D2 Fellow must evidence (in your work with learners):**

1. use of all five Professional Values
2. application of all five forms of Core Knowledge
3. effective and inclusive practice in all five Areas of Activity

**D3 Senior Fellow must evidence (through the lens of leadership working with your colleagues):**

1. a sustained record of leading or influencing the practice of those who teach and/or support high quality learning
2. practice that is effective, inclusive and integrates all Dimensions
3. practice that extends significantly beyond direct teaching and/or direct support for learning

**When using the STAR chart it might be helpful to consider the following questions with the appropriate category of Fellowship in mind:**

1. What evidence do I currently have of effective and inclusive practice across the relevant dimensions?
2. How might I go about sourcing further evidence of my practice in the relevant dimensions?
3. What professional development might I need to support my practice in any of the dimensions?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | 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 |
| 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 |  |  |  |  |  |
| 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 |   |   |   |   |   |