



University of Bath

Pathways to Fellowship Scheme

Applicant Handbook

2026/27



Aligned to the Professional Standards Framework for Teaching &
Supporting Learning in Higher Education (2023)

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Welcome to the University of Bath Pathways to Fellowship

The University is committed to excellence in learning and teaching and is keen to support and enable colleagues to demonstrate their contribution to and professionalism in higher education. Pathways to Fellowship (Pathways) has been developed to be relevant to the University's language, context, and priorities for learning and teaching.

Pathways is the University's provision towards a globally recognised professional accreditation for your contribution to learning and teaching in higher education (HE). Pathways is accredited by Advance HE against the Professional Standards Framework for teaching & supporting learning in HE (PSF 2023).

Pathways is run by the Centre for Learning and Teaching (CLT). The core Pathways team are based in the Centre's Curriculum and Academic Development Team (CAD).

This handbook

This handbook has been designed to provide the guidance needed to apply for an HEA Fellowship commensurate with your role and responsibilities. It is split into three Sections:

Section 1 - **Introduction**: find out what the scheme is about, who is eligible to apply and how to apply.

Section 2 - **PSF 2023**: details of what is required to achieve an HEA Fellowship

Section 3 - **Application and review process**: more practical aspects of putting your application together and the review process relating to your application.

Key sources of support on your Pathway to Fellowship

CLT Hub

All sessions offered by the CLT are advertised on the [CLT Hub](#). This is where you can sign up for the sessions to support you in writing your application.

Moodle

You will find all relevant information, forms, dates, and a range of resources to help guide you through your Pathway via the following Moodle courses:

Course name: Pathways to Fellowship: Early Career Pathway

Course name: Pathways to Fellowship: Experiential Pathway

Fellowship Champions

Each faculty/department, school/division and many professional service areas have a Fellowship Champion. The main remit of the Fellowship Champions is to support fellowship candidates, mainly those on Experiential Pathway, by signposting and reminding you about the central support available. Some Fellowship Champions provide feedback on applications, encourage colleagues to become advisors and Reviewers, and support the development of Graduate Teaching Assistants (GTAs). They also provide the link with the CLT, so do keep in touch with them. See the [list of Fellowship Champions](#) to find your contact.

Pathways team

Please feel free to contact the Pathways team for further information and guidance:

All general enquires	Scheme Administrator	acdev@bath.ac.uk
Fellowship specific enquires	Dr Lenka Banovcova Pathways Scheme Lead	ssplb@bath.ac.uk

The core Pathways team are based in the Curriculum and Academic Development Team (CAD) in the CLT. A detailed list of staff who contribute to Pathways is available from the [CAD Team page](#) on the CLT Hub.

SECTION 1

1.1 Introduction

Advance HE is a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. It oversees the Fellowship scheme designed to recognise professionalism in teaching and learning, predominantly in higher education in the UK but also reaches other sectors and internationally. The Fellowship scheme was introduced by Advance HE's predecessor, the Higher Education Academy, and is still referred to as HEA Fellowship. Bath is accredited by Advance HE, through Pathways, to make awards in three categories of Fellowship:

- Associate Fellow (AFHEA)
- Fellow (FHEA)
- Senior Fellow (SFHEA)

Successful completion of Pathways will provide you with a category of Fellowship status, dependent on your teaching and learning experience. Additional forms of evidence outside of the Pathways activities may also be recognised, which help evidence your approach to teaching and student support.

Staff aiming to achieve Principal Fellowship (PFHEA) can do so by directly applying to Advance HE. Anyone considering applying for Principal Fellow should contact the Pathways team for support and advice. The current fee for a direct application for PF is £550 and is payable by the individual or their department.

1.2 What are the benefits of holding HEA Fellowship?

Holding an HEA Fellowship:

- demonstrates your commitment to professionalism in teaching and learning in higher education.
- a globally valued badge of profession recognition.
- recognises your contribution to teaching, learning and the student experience here at the University of Bath
- is an indicator of your professional identity as a higher education practitioner.
- encourages you to reflect on and develop your practice in teaching and supporting learning.
- offers the opportunity for participation in national and international professional networks.

1.3 Who can apply?

All staff who teach or support teaching and learning, and who can demonstrate the effectiveness of their practice, are able to apply for Fellowship. The category of Fellowship you apply for will depend on the nature of your role and experience.

Students who teach or support teaching and learning (e.g. Graduate Teaching Assistants (GTAs)) are also able to apply for Fellowship. This is typically for the category of Associate Fellowship.

Each Pathway has certain requirements that participants must meet in order to be allowed to submit their application. These are detailed in the relevant sections below.

1.4 What are the Pathways?

We operate two structured Pathways: *Early Career* and *Experiential*. Specific details about each pathway are provided below, followed by information about common sources of support and approach to assessment for both.

1.4.1 Early Career Pathway

This pathway is designed to meet the needs of probationary teaching staff, typically leading to Associate Fellow or Fellow status dependent on your contract type and probation and the range of teaching experience you can demonstrate.

Required engagement

Participants are supported through the provision of a programme of ‘core’ sessions that integrate key content and skills relevant to teaching and learning in higher education. These are set within the context of learning and teaching at Bath to help you put these into practice. The sessions will also help you make links between your practice and the PSF 2023 framework to support the development of your Fellowship application. An indicative list of sessions, along with the intended learning outcomes and alignment to the PSF 2023 can be found in Appendix A. This is regularly refreshed and updated to ensure it aligns to current developments in teaching and learning practice, both at Bath and in the wider sector.

The induction session is a key opportunity to learn about the Early Career Pathway and Fellowship application process. Further tutorials will also be available to help you prepare your application.

It is a requirement of the Early Career Pathway that you attend these sessions. Dates and details can be found on the [CLT Hub](#) events booking area, and a planner will be provided to help you. Sessions are typically on Wednesday afternoons, but repeats are held on alternative days. A blended approach is used involving in person and online delivery supplemented with self-paced online resources.

Pathway specific support

In addition to these sessions, specific support is provided to help you make links between your practice and the PSF 2023, and to develop your application for Fellowship. For early career staff, a primary means of this is through tutorials and peer-to-peer support, both of which will be organised for you as part of the pathway.

Support is also available from your departmental probation mentor.

Assessment

See Section 2 for full details on the assessment requirements and application process, including the supporting statements that will be needed.

Timeline

If you are on a short-term contract or are a Lecturer (Teaching) working towards Fellowship, you will typically take 12 months to develop an application. This is because of the need to undertake teaching experience, collect evidence, and reflect. Participants on longer contracts typically take three semesters (18 months) to complete the process: one to undertake the core sessions, one to consolidate their teaching practice and gather further evidence, and one to develop their application for submission.

For those on very short-term contracts, or seeking Associate Fellowship, a minimum period of 6 months is usually required.

1.4.2 Experiential Pathway

Staff who are not early career lecturers are supported to achieve Fellowship status appropriate to their role and experience. The Experiential Pathway is open to teaching staff, professional services and technical staff that teach and/or support teaching, and GTAs. More information on selecting the appropriate category of Fellowship is provided below (see Section 2).

Required engagement

Anyone seeking any category of Fellowship through the Experiential Pathway is required to attend the 'Introduction to fellowship' and 'Reflective writing support for fellowship' information sessions. This will help you to understand the requirements of the Fellowship application process and the support available to you. These are held at multiple points across the year, and attendance can be booked via the [CLT Hub](#).

For GTAs only, completion of the self-paced online courses: [First Steps to Teaching](#) and [GTA Gateway to Fellowship](#) is also required. These courses are available via Moodle and are designed to introduce you to key starting points for planning and delivering teaching and supporting learning in your context. Further guidance and support is available from GTA Fellowship Supporter in your department.

Pathway specific support

A range of support is available to help you make links between your practice and the PSF 2023, and to develop your application for Fellowship. You will be able to sign up for sessions to support you with the writing of your application and book one-to-one online support with the Pathways Teams members. Support is also available from your departmental Fellowship Champion (see the [list of Fellowship Champions](#) to find your contact). The Champion or another advisor in your department will provide feedback on your draft application.

Assessment

See Section 2 for full details on the assessment requirements and application process, including the supporting statements that will be needed.

Timeline

A minimum of 6 months is typically required to develop an application for any category of Fellowship, although this will depend greatly on your experience and the extent to which you have already collected relevant evidence to support your reflective written statement. The Pathways team will be happy to provide further advice to match your circumstances.

Table 1: Overview of the Pathways

Pathway	Early Career	Experiential
Staff type and Fellowship category	AFHEA: Dependent on level of teaching experience; normally Lecturers (T) and early career staff on short contracts FHEA: Dependent on level of teaching experience; normally Lecturers (T) & Lecturers (T&R) Early career staff on contracts less than 0.4 FTE may engage with the Early Career Pathway on voluntary basis (after discussing with their HoD/ line manager/ Probation Mentor and the Pathways scheme Lead)	AFHEA/FHEA depending on role and experience: This may include but is not limited to: • GTA (normally AFHEA) • Researcher • Experienced academics relatively new to UK HE • Senior staff with limited teaching responsibilities • Librarian • Technologist • Academic Skills staff • Technician SFHEA: This may include but is not limited to: • Director of Studies • Director of Teaching • Senior Personal Tutor • Senior Professional Service staff
Required engagement	• Participation in core programme of structured in-person and/or online workshop sessions	• Attend 'Introduction to fellowship' and 'Reflective writing support for fellowship' sessions • (For GTAs only) completion of 'First Steps to Teaching' and GTA Gateway to Fellowship (online self-paced courses)
Pathway specific support	• A core programme of structured in-person and/or online workshop sessions aligned to PSF 2023 • Tutorials (to help you prepare your application) • Peer-to-peer support and feedback	• Introduction to Fellowship session (to help you choose an appropriate category of Fellowship and get started on your application) • Reflective Writing support session (to help you prepare your application) • Peer-to-peer support and feedback
Timeline (as in QA9 Code of Practice)	Associate Fellow: minimum 6 months Fellow: minimum 12 months	Recommended minimum 6 months for application process

1.5 CLT Professional Development Programme

The CLT runs an extensive professional development programme (PDP) across the year. These opportunities are open to all staff who teach or support teaching, whether or not they are seeking Fellowship with one of the above pathways. PDP activities are mapped to PSF 2023 and are intended to broaden the range of opportunities staff have to develop their knowledge, skills, and practice in teaching and learning related areas and to develop evidence to support their Fellowship application.

Full details and booking information can be found on the [CLT Hub](#).

1.6 Additional support

Both pathways have access to the following sources of support:

- Writing support sessions to help you prepare your application, offered at various points throughout the year;
- A network of departmental Fellowship Champions who can provide support and guidance;
- One-to-one support from the Pathways team (not GTAs), via monthly online bookable sessions.

1.7 Assessment

Whichever pathway you take, and whichever category of Fellowship you are seeking, you will write a reflective account of your teaching and/or support of learning, based on evidence gathered from various sources, demonstrating in particular the:

- effectiveness and impact of your teaching and/or support of learning;
- context in which your teaching and/or support of learning takes place;
- use of inclusive approaches to ensure all learners feel respected, valued and have equity in opportunity to succeed.

Each pathway provides a structured format to help you achieve this once you have gathered sufficient experience. Sections 2 and 3 of this handbook provide more detail about the application you will develop and the criteria it will be assessed against.

1.8 Exemption from requirements regarding Pathways to Fellowship

In certain circumstances, staff can make a claim to be exempted from the requirement to complete the Pathways to Fellowship scheme if they already have an appropriate Fellowship award.

Such staff are still encouraged to engage with the Pathways scheme for their ongoing professional development and to take advantage of the opportunities for support in their new teaching context at the University of Bath.

To apply for exemption, the concerned staff must submit an exemption form with any associated evidence (HEA Fellowship Certificate) to acdev@bath.ac.uk for consideration by the Pathways Scheme Lead.

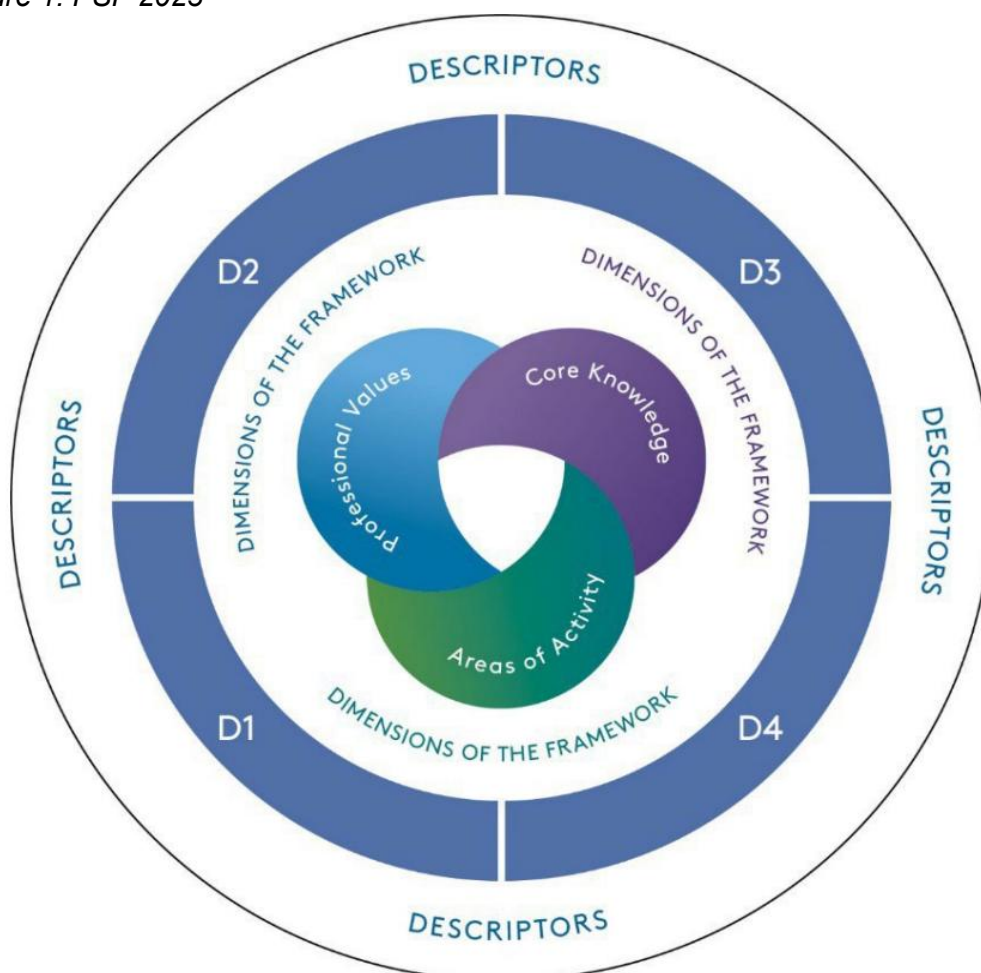
SECTION 2

This section provides you with detail of what is required to make a Fellowship application. As mentioned before, you are making a claim for the particular category of Fellowship aligned to your experience. In doing so you are benchmarking your practice against the relevant descriptor, which is either Associate Fellow, Fellow, or Senior Fellow of PSF 2023.

2.1 The Professional Standards Framework for teaching and supporting learning in HE (PSF 2023)

The PSF 2023 provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment (see Figure 1 below). It is written from the perspective of the practitioner and outlines a national, and increasingly international, framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education. Further information can be found on the [Advance HE PSF 2023](#) website.

Figure 1: PSF 2023



2.2 The Dimensions of the Framework

The Framework identifies three related sets of Dimensions: Professional Values, Core Knowledge and Areas of Activity. Each set is comprised of 5 statements which inform and describe practice. Essential to professional practice, these identify what

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professionals do to enable high-quality teaching and/or support of learning in higher education.

2.2.1 Professional Values

In your context, show how you:

- respect individual learners and diverse groups of learners (V1)
- promote engagement in learning and equity of opportunity for all to reach their potential (V2)
- use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)
- respond to the wider context in which higher education operates, recognising implications for practice (V4)
- collaborate with others to enhance practice (V5)

2.2.2 Core Knowledge

In your context, apply knowledge of:

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

2.2.3 Areas of Activity

In your context, demonstrate that you:

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

2.3 The Descriptors

The Descriptors define the key characteristics of four broad categories of practice. Incorporating the Dimensions, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning.

Advance HE aligns its Fellowship categories with the Descriptors, such that Associate Fellow aligns to Descriptor 1 (D1), Fellow to Descriptor 2 (D2), Senior Fellow to Descriptor 3 (D3).

2.3.1 Associate Fellow (D1)

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:

- D1.1 use of appropriate Professional Values, including at least V1 and V3.
- D1.2 application of appropriate Core Knowledge, including at least K1, K2 and K3.
- D1.3 effective and inclusive practice in at least two of the five Areas of Activity.

Typical roles

Typically, this is likely to include, but is not limited to:

- Probationary teaching staff (on short-term contracts).
- Early career researchers with some current teaching responsibilities and sufficient experience.
- Senior academic staff with limited teaching responsibilities (e.g. those who supervise doctoral students but are not involved in wider aspects of assessment or leadership in relation to teaching and learning).
- GTAs with some current teaching responsibilities.
- Staff who support academic provision (e.g. learning resource/library staff, developers, learning technologists, technicians).
- Staff who undertake demonstrator/technician/support roles that incorporate some teaching and learning support responsibilities (e.g. some Student Experience Officers, placement staff, technicians, practice/work-based tutors).

You may wish to look at the Advance HE [Guide to the PSF 2023 Dimensions for Associate Fellowship](#).

2.3.2 Fellow (D2)

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

- D2.1 use of all five Professional Values.
- D2.2 application of all five forms of Core Knowledge.
- D2.3 effective and inclusive practice in all five Areas of Activity.

Typical roles

Typically, this is likely to include, but is not limited to:

- Probationary research and teaching staff
- Staff with substantive teaching and supporting learning duties (e.g. experienced lecturers, library staff, developers, learning technologists, academic skills staff)

You may wish to look at the Advance HE [Guide to the PSF 2023 Dimensions for Fellowship](#).

2.3.3 Senior Fellow (D3)

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:

- D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning
- D3.2 practice that is effective, inclusive and integrates all Dimensions
- D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning

Typical roles

Typically, this is likely to include, but is not limited to:

- Individuals likely to lead or be members of established teams (e.g. Director of Teaching, Director of Studies, Senior Personal Tutor etc.)
- Experienced staff able to demonstrate impact and influence in changing the practice of others (e.g. as mentors, development of pedagogy in the discipline)
- Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution.

You may wish to look at the Advance HE [Guide to the PSF 2023 Dimensions for Senior Fellowship](#).

2.4 Which category of Fellowship should I apply for?

For both Early Career and Experiential Pathways you are required to attend an introductory information sessions. As part of this, we will help you to consider which category of Fellowship is most appropriate for your role and experience.

One consideration is the currency of your experience and the examples of effective and inclusive practice you might draw on to evidence your application (AFHEA/FHEA usually within the last 3 years, SFHEA usually within the last 3-5 years). If you reflect on any historic professional practice beyond this timeframe as part of your evidence, you should explain how this has ongoing impact on your current practice.

You may find it helpful to look at the [Advance HE Fellowship category tool](#).

2.5 What is required for submission?

2.5.1 Written application

Whichever category of Fellowship you are seeking you will write a reflective account of your teaching and/or support of learning based on evidence gathered from various sources. Table 2 below provides further details of the submission requirements for each category. Each pathway has been designed to align to PSF 2023 Descriptors, enabling you to demonstrate your engagement with the Dimensions appropriate to your role and experience.

Opportunities for formative feedback on a draft of your written application are available.

2.5.2 Authentication of practice

Additionally, as part of the application process, your professional practice must be 'authenticated'. The purpose of this is to confirm your practice is in line with Descriptor expectations and that you are providing an honest and fair representation of your practice in your application.

Further guidance on obtaining supporting statements from 'advocates' (all pathways and categories) or arranging peer review from a Senior Observer (Early Career Pathway only) will be provided by the Pathways team (including the expected format, content, and process for submission).

Table 2: Overview of submission requirements

	Written submission	Authenticating practice
Associate Fellow	Separate reflective accounts of your engagement with two Areas of Activity (support is provided by the Pathways team in choosing), demonstrating appropriate application of Core Knowledge (at least K1, K2 and K3) and use of appropriate Professional Values (at least V1 and V3). You should incorporate two examples of your practice for each Area of Activity. Additionally, your evidence should be based on your practice at the University of Bath. Details: 1400 total word limit for both reflective accounts plus context statement (300 words) and citations (up to 200 words)	One supporting advocate statement
Fellow	Five separate reflective accounts, one for each Area of Activity, demonstrating two examples of your practice for each Area of Activity and how all aspects of Core Knowledge and Professional Values are integrated and applied in practice. Details: 3000 word limit for reflective accounts plus context statement (300 words) and citations (up to 500 words)	Early Career: one peer review from a Senior Observer authenticating applicant's practice, plus one supporting statement from an advocate, alternatively, two supporting statements from advocates Experiential: two supporting statements from advocates
Senior Fellow	Reflective account AND two case studies of the development of your professional practice foregrounding the impact of your leadership practice in relation to all Areas of Activity, demonstrating your appropriate application of all aspects of Core Knowledge and Professional Values. Details: 6000 total word limit for reflective account and case studies plus context statement (300 words) and citations (up to 500 words)	Two supporting statements from advocates who have first-hand knowledge of the applicant's professional practice.

SECTION 3

3.1 What is the process for applying for Fellowship?

Both pathways support you through the process of developing your application and preparing for submission. Details of the particular support available on each pathway are given below.

3.1.1 Early Career Pathway

Getting started

All early career academic staff should automatically be enrolled on the Early Career Pathway. After you are enrolled, you are required to participate in a core programme of structured in-person and/or online workshop sessions. The introductory session will help you understand the requirements of the Fellowship application process and how the available activities will support you in this.

You should become familiar with PSF 2023, so you know how to align and evidence your teaching activities with the requirements of your intended Fellowship Descriptor. There will be plenty of support to help clarify anything about the process or PSF 2023.

Accessing support and sessions

Early career staff are required to attend a series of teaching and learning development sessions. You will be provided with a planner to help you organise your attendance.

You can also attend activities in the CLT's Professional Development Programme. These are mapped to PSF 2023 to help you choose relevant opportunities. Full details and booking is available on the [CLT Hub](#).

Access to additional resources and information is available via the Moodle site. You can also seek advice and guidance from departmental contacts, including your Fellowship Champion and probation mentor, and the Pathways team.

Preparing your application

Applications for both Associate Fellow and Fellow through this pathway require one advocate supporting statement. In addition, early career staff applying for Fellow also typically obtain a peer review from a Senior Observer, (although a second advocate statement can also be accepted). Arrangements for this observation will be coordinated by the [Pathways team](#). Both the supporting advocate statement and the senior observation form (where applicable) will be submitted to Moodle together with the fellowship application.

Tutorials are organised for early career staff which offer further guidance on application writing as well as feedback through peer-to-peer engagement. See section 3.4 for the submission process.

3.1.2 Experiential Pathway

Getting started

If you are an experienced member of staff wishing to apply for any category of Fellowship, you must attend the 'Introduction to fellowship' and 'Reflective writing support for fellowship' information sessions. These are held at multiple points across the year and attendance can be booked via the [CLT Hub](#). The sessions will help you choose an appropriate category of Fellowship and get started on your application.

For GTAs only, completion of the self-paced online courses: [First Steps to Teaching](#) and [GTA Gateway to Fellowship](#) is also required.

You should become familiar with PSF 2023 so you know how to align and evidence your teaching activities with the requirements of your intended Fellowship Descriptor. There will be plenty of support to help clarify anything about the process or PSF 2023.

Accessing support and sessions

You can engage with the extensive range of activities in the CLT's Professional Development Programme. These are mapped to PSF 2023 to help you choose relevant opportunities. Full details and booking are available on the [CLT Hub](#).

Preparing your application

You can voluntarily book and attend additional writing support sessions and should use the Moodle and CLT Hub resources to support your application writing.

Access to additional resources and information is available via the Moodle site. You can also seek advice and guidance from your department Fellowship Champion and the [Pathways team](#).

When you have a draft of your application ready, you should share it with a departmental contact for feedback, which could be your Fellowship Champion or other colleague.

See section 3.4 for the submission process.

3.2 How long will it take to develop my application?

Typically, a minimum of 6-12 months is expected based on experience, although this will vary according to your individual circumstances. Suitable time is required to gather evidence to demonstrate the effectiveness of your teaching and learning support, including time for changes to be implemented and the impact evaluated. In some cases, you may have much of the experience and evidence already and can develop an application fairly quickly. If you have previously achieved Associate Fellow or Fellow, you may want to take steps towards applying for Senior Fellowship.

It is important to consider the relevance of the experience and evidence you intend to draw upon – see section 3.3 on the 'currency' of evidence.

3.3 What is the 'currency' and relevance of the evidence I submit?

The examples of effective and inclusive practice appropriate to the relevant Descriptor you use in your application should be drawn from recent practice (AFHEA/FHEA usually within the last 3 years, SFHEA usually within the last 3-5 years). If you reflect on any historic professional practice beyond this timeframe as part of your evidence, this should be only used as a reference point to demonstrate it's ongoing impact on your current practice.

It is a condition for submitting your application with the Bath Fellowship scheme that majority of evidence used in the application comes from your practice at the University of Bath.

3.4 What is the submission process?

There are three submission points across the academic year. The deadline to notify the Pathways team (Early Career) or your Fellowship Champion (Experiential) of your intention to submit an application is approximately five weeks before each submission point. We call this the 'Gateway to Fellowship' deadline and once you have notified us you will be added to a special Moodle area where you can submit your application and supporting documents.

By the Gateway to Fellowship deadline you should already have:

- ✓ Completed the required sessions relevant to your pathway.
- ✓ Completed a full application form and received feedback from a relevant colleague(s) (on the Early Career Pathway this will be organised for you in the form of the feedback triad tutorial).
- ✓ Identified your means of authenticating your practice this means you have identified a relevant colleague(s) to provide an advocate statement, and, for applications for Fellow, had a satisfactory¹ teaching observation undertaken by a Senior Observer; on the Experiential Pathway you have identified a relevant colleague(s) to provide an advocate statement).

Between the Gateway to Fellowship deadline and the submission point deadline you will need to ensure you have:

- Sent your final written application to your advocate(s) and received any supporting statements required (the relevant templates and guidance are available from Moodle).
- Reviewed your checklist on the 'Gateway to Fellowship' Moodle site to ensure you have completed all requirements for submission.
- Uploaded all your documentation to Moodle before the submission deadline.

Following the submission point deadline, all applications are then reviewed and external moderation is undertaken. Reviewer judgements are recommended to the Fellowship Panel for formal ratification with outcomes usually communicated to applicants within a week or so of the meeting.

¹ If the observation is not satisfactory, you will be given associated feedback and coaching, where necessary, to support a future successful observation outcome to be provided.

The submission points and relevant deadlines for academic year 2026/27 are:

- Friday 16 October 2026 - 12 Noon
- Friday 12 February 2027 - 12 Noon
- Friday 14 May 2027 - 12 Noon

If for some reason you are unable to receive supporting statements in this timeframe, you can change your chosen submission point and enter a later 'Gateway to Fellowship' period.

3.5 What is the Review Process?

The review process ensures that your application is judged fairly and consistently against the criteria for the relevant Fellowship Descriptor. A full overview of the review process can be found in Appendix B.

3.6 Who reviews my application?

Applications are judged by Reviewer teams from across the University. Reviewers do not review applications from their own department, division, or area and all potential conflicts of interest must be declared. All Reviewers are trained annually to ensure equity and consistency in the decision-making process and interpretation of the Descriptor criteria. Table 3 illustrates the makeup of Reviewers for each category of Fellowship application:

Table 3: Allocation of Reviewers

Category of Fellowship	Number and status of trained Reviewers in a team
Associate Fellow (D1)	2 Reviewers, having at least FHEA
Fellow (D2)	2 Reviewers, having at least FHEA
Senior Fellow (D3)	2 Reviewers, having at least SFHEA

3.7 How does the reviewing process work?

Each Reviewer independently reviews the application against the criteria of the relevant Fellowship Descriptor and records a preliminary judgement and feedback. They also consider the supporting statements (the advocate statement(s) and, where applicable, the Senior Teaching Observation) and whether these corroborate the application. The two Reviewers then meet to discuss and agree a judgement.

If both Reviewers agree in their judgment, the recommendation is forwarded to the review panel. If disparities arise, both Reviewers discuss the application to reach a consensus judgement, and this recommendation is forwarded to the review panel. In rare occasions, a third Reviewer is assigned, and a majority judgment decision is reached. In such cases, the application will be highlighted at the panel for further consideration.

It is important to note that differences of opinion between Reviewers are negotiated with reference to the criteria set out in the relevant Descriptor. The feedback you receive will clearly state strengths and areas for development present in your application.

The quality and consistency of reviewing is assured through moderation prior to the formal approval of judgments at the Fellowship Panel. See Section 3.11 below on the role of the External Moderators.

3.8 What are the outcomes from the Review Process?

Fellowship applications are assessed at threshold level with regards to the criteria for the relevant Descriptor. Therefore, the Reviewer teams can make one of two judgments for each application, which they will then recommend to the Fellowship Panel:

3.8.1 Award Fellowship

The Reviewers agree that all the criteria for the relevant Descriptor have been met. In this instance, the recommendation for award will be forwarded to the Fellowship Panel.

3.8.2 Refer

The Reviewers agree that the current application does not meet all the criteria set out in the relevant Descriptor at the threshold required. In this instance, the award of Fellowship is not recommended to the Fellowship Panel at this time and the application is referred back to the applicant for revision.

The Reviewers will provide clear feedback on the areas of the application which do not meet the criteria. You will be invited to revise your application and resubmit (**using tracked changes**). Once reconsidered by the original Reviewers, the decision to award Fellowship may be recommended to the Fellowship Panel if the relevant criteria have been met.

In the case of relatively insubstantial revisions, approval may be dealt with soon after the original Panel by Chair's action. In this instance, you will be invited to resubmit within four weeks, and the corrections need to be made in line with the extra word counts permitted in Table 4.

See section 3.12 for more information on resubmission timelines.

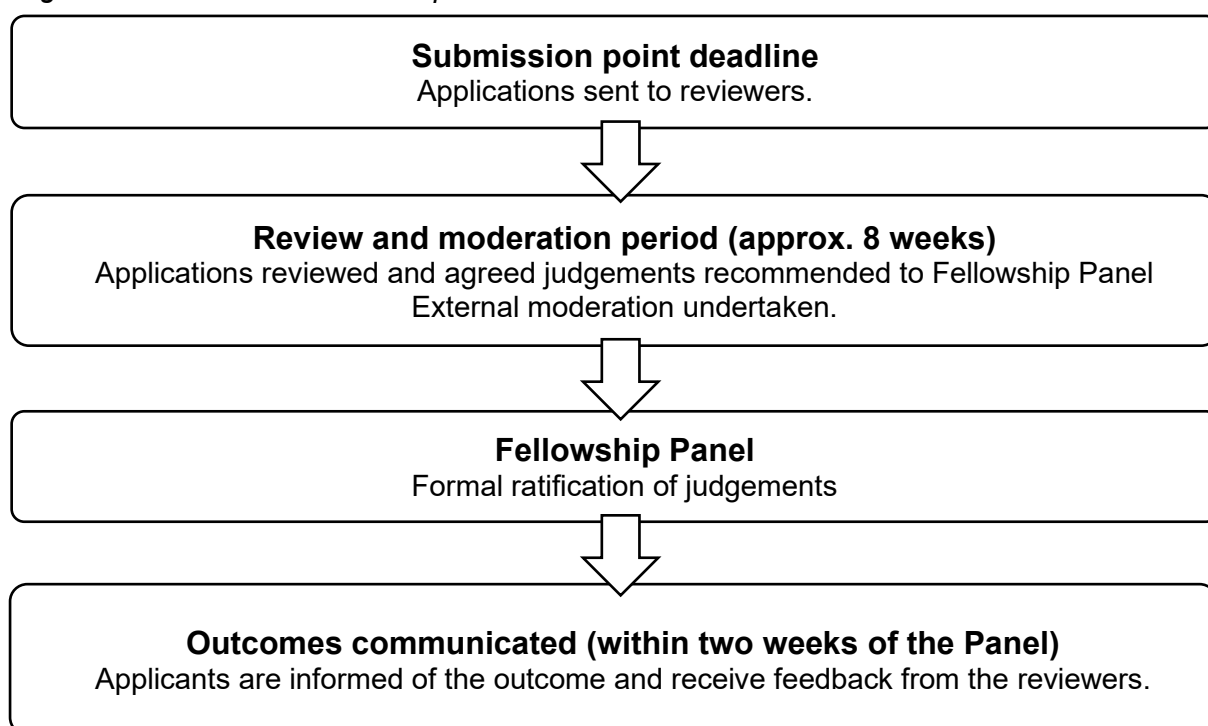
*Table 4: Extra number of words permitted for **insubstantial** revisions for each category of Fellowship*

Associate Fellow - D1	200
Fellow - D2	300
Senior Fellow - D3	500

3.9 When will I know the outcome of my application?

All Reviewer judgements are recommended to the Fellowship Panel for formal ratification. Before the Panel, a sample of applications and reviews are moderated by our External Moderators for consistency and quality (see 3.11 below). Once the Panel has met, all applicants will receive online notification and feedback within two weeks of the meeting. Figure 3 below illustrates the typical timeframes for the review process from the point of submission on Moodle to the outcome.

Figure 3: Timeline of the review process



Successful applicants will receive a letter of congratulation from the Pro Vice-Chancellor (Education) and details of your award will be notified to Advance HE. Information on how to access your Fellowship certificate via the Advance HE website will follow from Advance HE. You can then use the appropriate post-nominals (i.e. AFHEA, FHEA, SFHEA). A list of successful applicants is published on the University of Bath website.

You will be asked to identify on the application form your permission to use anonymised parts of your submission as examples to share with other applicants or for training purposes.

Where you have not been successful, support is offered together with the detailed feedback.

3.10 Who is on the Fellowship Panel?

The Fellowship Panel is chaired by a senior member of staff who holds at least SFHEA. Other Panel members include the Pathways Lead, all Lead Reviewers, External Moderators and anyone else nominated by the Chair linked to the review

process. The complete process is set out in detail in the University of Bath Pathways to Fellowship Review and Appeals Procedure document (available on Moodle).

3.11 Moderation

A sample of applications are reviewed by our External Moderator team prior to the Fellowship Panel meeting. This comprises a minimum of 10% but no fewer than 8 individual applications, across all Descriptors, across outcomes, and across different Reviewers, up to a maximum limit set by the Pathways Lead (this is typically no more than 10). The External Moderators have achieved Senior Fellow or Principal Fellow status.

Applications are subject to internal moderation to provide additional quality assurance regarding the consistency and objectivity of judgements, with specific attention to those applications marked as 'Refer'. Internal moderation takes place after reviewer teams have agreed their judgements and before the Fellowship Panel meeting. Internal moderation is carried out typically by the Scheme Lead or their designate and focusses on assuring that the reviewing criteria have been applied accurately and consistently across the sample.

3.12 When can I resubmit?

Normally, we would expect any applications that are referred to be resubmitted for the following Fellowship Panel which is usually held within 3-4 months. In cases where only insubstantial revisions are needed, and the recommended timeline for revision as stated in the Reviewers' feedback is within four weeks, thus you may be given an opportunity for a fast-track revision that is approved by Chair's action and officially reported at the next Panel.

In the vast majority of cases, one revision is sufficient to meet the criteria for the relevant Descriptor and for Reviewers to recommend that Fellowship be awarded. In the extremely rare instance of a participant re-submitting work more than twice, we reserve the right to discuss with the Head of Department a charge to cover any additional administration relating to the processing of the application.

For resubmissions, new advocate statements will not normally be required unless one or more of the following is true:

- The resubmission is more than 6 months after the original submission.
- Advance HE Accreditation Policy has changed in relation to this situation.
- The original statements were not satisfactory.
- The resubmission is significantly different to the original.

3.13 Remaining in Good Standing and the Fellowship Code of Practice

It is highlighted within the PSF 2023 that people with Fellowship status are expected to remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations in relation to the framework. It is your responsibility to ensure you remain in good standing by continuing to work and develop your teaching practice in line with your relevant Fellowship Descriptor and the Advance HE [Fellowship Code of Practice](#).

There are numerous opportunities for ongoing professional development at the University of Bath, including the [CLT's PDP](#) and across the Faculties/School and Departments. The Pathways team will be happy to signpost you to relevant opportunities.

3.14 What are the Quality Assurance Processes for Pathways?

3.14.1 Quality and standards

The overall quality and standards of Pathways to Fellowship is monitored through the University's Committee structure. This is supported by a Steering Group comprising representation from across the University, with terms of reference and membership approved by EQSC. This group considers feedback, developments and enhancements to Pathways based on the evaluation and analysis of the feedback received from applicants and stakeholders.

Additional monitoring and feedback is provided by independent External Moderators, who sample applications and feedback to each Fellowship Panel. The Steering Group monitors this process to ensure consistency and transparency.

3.14.2 Appeals

An appeals procedure related to the process is in place where an appeal can be made to the Director of the Centre for Learning and Teaching based on a claim that the review process was not properly followed. Applicants cannot appeal because they do not agree with the decision. The decision of the panel is final. Full details of the process are set out in the University of Bath Pathways to Fellowship Scheme Review and Appeals Procedure, which is available on Moodle.

3.14.3 Academic Integrity

All applicants will be asked as part of their application to confirm that they are submitting their own work. The application forms also detail the appropriate and permitted use of generative AI, which is aligned to the University's guidance. Further guidance for applicants on using generative AI in developing fellowship applications can be found in Appendix D.

It is expected that supporting advocate statements and observations align to the same standards of academic integrity.

Where it is suspected that work is not original, then the process set out in the Review and Appeals Procedure will be followed.

3.15 Inclusive approach to applications

We are committed to supporting all staff to successfully apply for an appropriate category of Fellowship. Our delivery approach is aligned to the University of Bath's level 1 [Reasonable Adjustment Procedure](#). Pathways delivery is blended and required sessions for each pathway are available in person and online to ensure flexibility of delivery, designed around differing contracts and locations.

We are happy to discuss reasonable adjustments and offer flexibility to accommodate specific needs. For instance, applicants taking a career break for a variety of reasons (e.g. maternity leave, illness, etc.) or working in a variety of contexts such as fixed term/part-time contracts/tenures, all of whom may require flexibility in the application process and timelines outlined above.

3.16 Statement on use of personal data

Applications are stored within our university secure storage system in password-protected folders. Applications are retained for three years as required by Advance HE. All applications, inclusive of the documents to authenticate practice, are submitted on Moodle and therefore are also backed up as part of the annual Moodle maintenance archiving process.

All the forms associated with the reviewing process are also archived in the same protected folders as the applications. Participants might ask for access to their personal data during the archiving period by emailing acdev@bath.ac.uk

We do not retain any information on individual applicants other than what is available on the University's person finder.

Appendix A: Indicative list of sessions on the Early Career Pathway

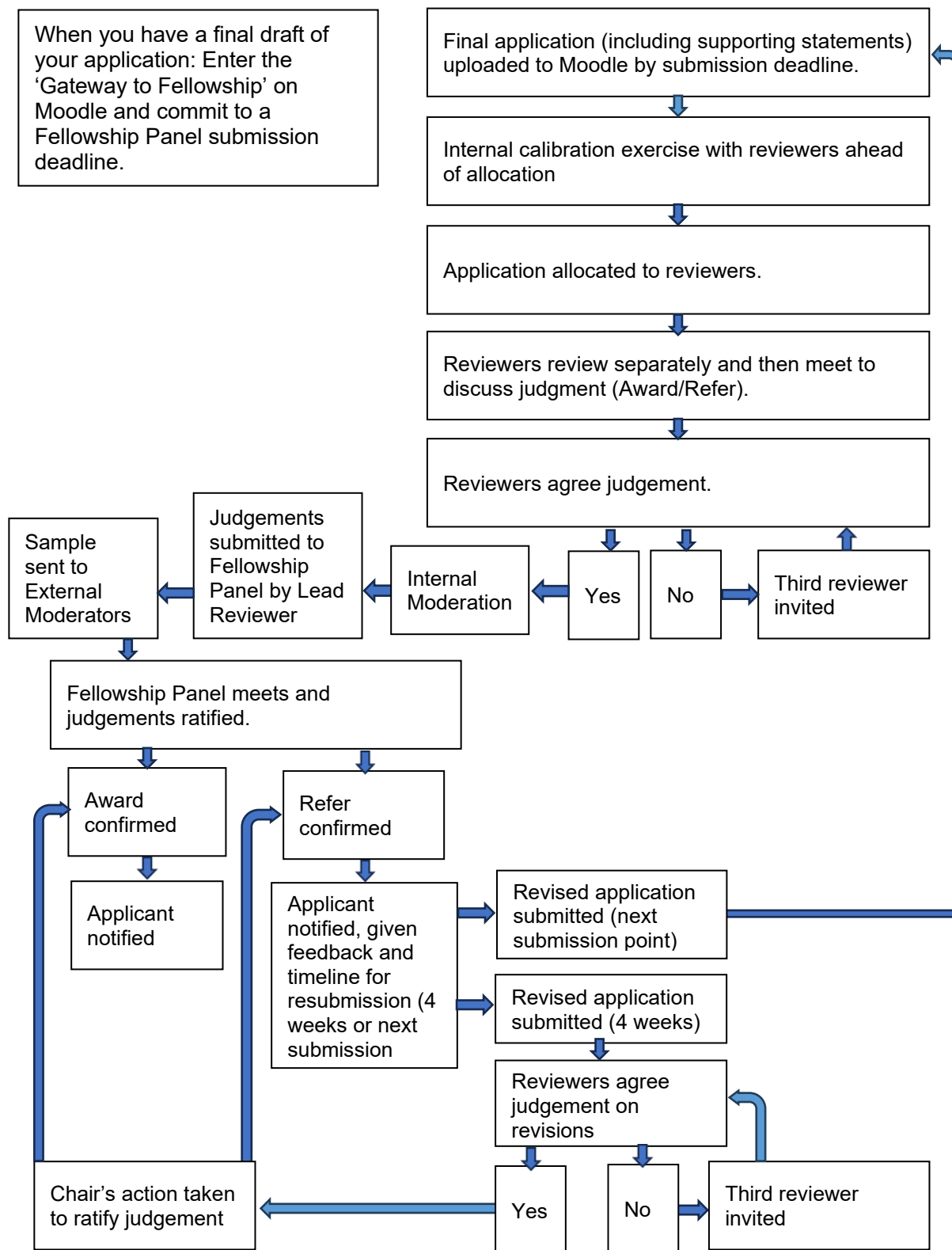
An indicative list of core sessions for the Early Career Pathway, along with the intended learning outcomes and alignment to the PSF 2023. This is regularly refreshed and updated to ensure it aligns to current developments in teaching and learning practice, both at Bath and in the wider sector. In addition to the sessions below, participants can access the full range of CLT Professional Development Programme activities.

Session title	Intended learning outcomes	Key Dimensions of PSF 2023 addressed
Introduction to Early Career Pathway	- Understand the Early Career Pathway programme and the Fellowship application process and where to find support. - Meet and network with fellow participants on the programme and get introduced to key professional services.	A5 V5
Effective Blended Teaching	- Discuss and evaluate the application of common learning theories. - Recognise the application of learning theory to the University Blended Learning context. - Reflect on measures for evaluating the effectiveness of our teaching.	K1, K2 A2
Skills for Teaching	- Understand how and why teaching techniques and approaches can be effective in different contexts. - Evaluate the usefulness of a range of knowledge, skills and digital tools to enhance learner experience and outcomes.	K2, K4 A2 V2 V3
Reflective practice	- Critically reflect on your teaching and support of learners to enhance your practice. - Identify evidence to demonstrate effectiveness of your practice. - Engage in peer support and reflection.	V3 K3 A5
Providing Actionable Feedback	- Identify features of useful feedback. - Recognise the types of feedback students value. - Evaluate the tone and focus of your own feedback. - Reflect on methods to make your feedback workflow more manageable.	K2, K5 A1, A3 V2, V4
Inclusive Learning and Teaching	- Identify patterns in student needs across the whole student cohort. - Explore workable interventions to address barriers to learning which will support all learners. - Apply a range of transferable strategies to promote cultural, cognitive and physical inclusion in our own teaching contexts.	K2 A2, A4 V1, V2
Curriculum Change and Innovation	Recognise and apply University of Bath curriculum principles, approval processes and requirements, alongside relevant internal and external frameworks and other requirements to curriculum change scenarios in your context.	K5 A1 V3, V4

	• Appraise and discuss example data to explore the potential for change and innovation within units. • Reflect on your experiences of curriculum change in HE to identify where opportunities and responsibilities exist during change processes.	
Supporting Student Success	• Reflect on the wider context of supporting student success at the University of Bath, and how as teaching staff we can support and nurture students to help them succeed.	K2 A4 V1, V4
Tutorial 10	• Consider likely challenges facing you as a new Lecturer. • Consider any specific questions relating to the Fellowship application process.	K3 A5 V3, V5
Tutorial 11	• Reflect on your draft application through a peer feedback approach (mid-process).	K3 A5 V3, V5
Tutorial 12	• Reflect on your draft application through a peer feedback approach (prior to submission deadline).	K3 A5 V3, V5

Appendix B: Pathways to Fellowship Review Process

Overview of the review process from the point of submission to confirmation of award.



Appendix C: Summary of the main sources of support for participants on Early Career and Experiential Pathways

This is a summary of the different sources of support available to participants detailing the main ways in which each can support you in your fellowship application.

Support	Brief description of role	Support provided in the Early Career Pathway		Support provided in the Experiential Pathway		
		AFHEA	FHEA	AFHEA	FHEA	SFHEA
Pathways Team (CLT)	Lead, manage, and run the Scheme on behalf of the institution. Provide a range of support to help participants make links between their practice and the PSF 2023, and develop their applications	• A core programme of structured in-person and/or online workshop sessions aligned to PSF 2023; • Tutorials (to help prepare fellowship application); • Peer-to-peer support and feedback; • One-to-one support via monthly online bookable sessions; • CLT's Professional Development Programme mapped to PSF 2023; • Arrange Senior Teaching Observations		• Provide introductory guidance for AFHEA (sessions 20 &21); • One-to-one support via monthly online bookable sessions or • Provide 'First Steps into Teaching' and 'GTA Pathway to Fellowship' self-paced resources for GTAs	• Provide 'Introduction to Fellowship' sessions (to help choose an appropriate category of fellowship and get started on fellowship application); • One-to-one support via monthly online bookable sessions; • Reflective Writing support sessions (to help prepare fellowship application); • CLT's Professional Development Programme mapped to PSF 2023	
Fellowship Champions	Act as primary point of contact in departments/divisions for participants or prospective participants, and are a key link with the Pathways Team	• Signpost to relevant information; • Provide support and feedback on fellowship application (or link with a relevant colleague)		• Signpost to relevant information • Provide support and feedback on fellowship application (or link with a relevant colleague)		
Senior Teaching Observers	Staff nominated by departments/divisions to undertake Senior Teaching Observations	Undertake formal teaching observation, providing feedback and developmental advice				
Probation Mentors	Responsibility for mentoring probationary academic staff in departments	Provide general mentoring support for probationers				
GTA fellowship supporters	Responsibility for training and development relating to fellowship for GTAs in departments			Will provide development opportunities for GTAs, and may be able to write their Advocate statement		

Appendix D: Guidance for fellowship applicants on using generative AI in fellowship applications

Generative AI and your Pathways application

This task sits within the open lane of [the university's two-lane GenAI assessment framework](#): you are, therefore, permitted to use GenAI tools in preparing and refining your submission. You should ensure, however, that you retain critical oversight of your application's content at all times. The experiences that you describe and evidence that you supply must be authentic and corroborated by your supporting statement and observation (where appropriate).

An account that reads plausibly but that is not grounded in your own practice will not meet the standard, whether a GenAI tool was involved in writing it or not. Establishing where GenAI tools genuinely help your own work, and where they get in the way of it, may prove useful for your understanding of how students are navigating these tools. However, there is no expectation or requirement to use these tools.

Microsoft Copilot, signed into with your university account, is the supported tool. It does not retain your material or use it to train the wider model. Applicants are encouraged to read [Staff Guidance on the Ethical and Legal use of GenAI - Learning and Teaching Hub](#), covering issues such as data protection.