Student Teaching and Reflection (STaR) Programme

Handbook for Participants

Communication-Intensive Courses
The University of Hong Kong

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Introduction

Welcome to the Student Teaching and Reflection (STaR) programme!

This programme provides HKU undergraduate students with an opportunity to be recognised for their significant teaching contributions in Communication-intensive Courses. The recognition comes in the form of an Associate Fellowship of Advance HE in the UK. The programme is a joint effort between the Communication-intensive Courses team and the Teaching and Learning Innovation Centre (TALIC). To be eligible to register for the STaR programme, applicants should have completed at least 25 hours of teaching. Applicants who have not yet fulfilled the 25-hour requirement are still eligible to register, given that they have already accumulated some peer teaching hours before registration and will complete the remaining hours during the course of the programme.

This handbook outlines the process of obtaining an Associate Fellowship through the STaR programme.

We look forward to working with you.

On behalf of the STaR Team,

Dr. Michelle R. Raquel
Coordinator
Communication-intensive Courses (CiC)

STaR Programme

For any queries, please contact STaR Programme Secretariat at CiC.

Ms. May Wong
Secretariat
Communication-intensive Courses
Email: cics@hku.hk

Programme Senior Advisors

Dr Jannie Roed
Coordinator (Advance HE Fellowship Scheme)
Teaching and Learning Innovation Centre (TALIC)
Email: roedjan@hku.hk

CiC Team

Dr. Michelle Raquel
Coordinator
Communication-intensive Courses
Email: michelle.raquel@hku.hk

Members

Mr Simon Boynton
Centre for Applied English Studies
Email: sboynton@hku.hk

Mr. Wim Vergult
Centre for Applied English Studies
Email: wvergult@hku.hk

Dr. Juan Castillo
Centre for Applied English Studies
Email: juancas@hku.hk

Mr. Nicholas Mo
Centre for Applied English Studies
Email: nycmo@hku.hk

Advance HE

Advance HE (formerly the Higher Education Academy) is a UK organisation aimed at enhancing the student experience. In 2023, it published a (revised) Professional Standards Framework (PSF) which outlines four categories of Fellowship: Associate Fellowship, Fellowship, Senior Fellowship, and Principal Fellowship. Please note that the categories of Fellowship are aligned with the roles individuals hold within their Higher Education Institutions. Moving from Associate Fellow to Principal Fellow is not a natural progression. Your role within the university determines the Fellowship category you are eligible for.

Fellowship of Advance HE is a recognition of an individual's contribution to learning and teaching. For centuries, academics have been lauded for their contribution to research, but their ability to convey knowledge to future generations has largely been ignored. The introduction of the Professional Standards Framework (PSF) is an attempt to rectify this situation. Today, more than 170,000 Fellowships have been awarded worldwide (May 2023), of which almost 15,000 are outside the UK. Hence, by becoming a Fellow of Advance HE, you join an international network of practitioners who all aim to improve and enhance the students' learning experience in higher education.

Gaining Associate Fellowship of Advance HE demonstrates that you meet Descriptor 1 of the PSF.

The Professional Standards Framework (PSF)

- Demonstrates to learners and other stakeholders the professionalism that colleagues and institutions bring to teaching and/or supporting learning.

- Acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

- Identifies three related sets of Dimensions: Professional Values, Core Knowledge and Areas of Activity.

- Presents, through four Descriptors, incorporating the Dimensions, a set of criteria statements against which individuals may evidence their practice.

- Fosters critically evaluative, reflective and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings.

- Enables individuals and institutions to review and enhance practices in teaching and/or supporting learning, providing a focus for initial and continuing professional development.

- Provides a structure to support institutions and individuals in advancing higher education practices to meet the evolving needs of learners and society, such as acting in support of the United Nations Sustainable Development Goals.

- Provides a structure through which individuals and institutions may gain recognition for approaches that support high-quality learning.

Dimensions

Dimensions are 15 statements which inform and describe practice. They are arranged as three related sets of five Professional Values, five forms of Core Knowledge and five Areas of Activity. Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

Professional Values: underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

Core knowledge: informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

Areas of Activity: bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Descriptors

The PSF has four Descriptors. Each consist of an introduction and a set of three criteria statements. These 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.

Individuals use the Descriptors to plan their development and evidence their practice to achieve professional recognition.

Institutions use the Descriptors as a basis for initial and continuing professional development and recognition programmes, to inform career/progression pathways and support talent development.

Professional organisations use the Descriptors as a basis for activities and recognition frameworks that support the professional development of individuals and institutions.

Descriptor 1 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** (please see below)

D1.2: application of appropriate *Core Knowledge*, including at least **K1, K2 and K3** (please see below)

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

Please note: For the STaR programme you must demonstrate effective practice in two of the following Areas of Activity - A1, A2 and A4. For details, please refer to p. 7.

Communication Intensive Courses

Areas of Activity

In your context, demonstrate that you:

A1   Design and plan learning activities and/or programmes

A2   Teach and/or support learning through appropriate approaches and environments

A3   Assess and give feedback for learning

A4   Support and guide learners

A5   Enhance practice through own continuing professional development

Core Knowledge

In your context, demonstrate that you consider the following:

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

Professional Values

In your context, demonstrate that you:

V1   Respect individual learners and diverse groups of learners

V2   Promote engagement in learning and equity of opportunity for all to reach their potential

V3   Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

V4   Respond to the wider context in which higher education operates, recognizing implications for practice

V5   Collaborate with others to enhance practice

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Associate Fellowship via the STaR programme

The STaR Programme gives you the opportunity to get recognition for the many hours you spent teaching your peers in Communication-intensive Courses. Gaining an Associate Fellowship of Advance HE means that you have met Descriptor 1 (D1) of the PSF. You will need to show evidence of

- Use of appropriate **Professional Values**, including at least V1 and V3
- Application of appropriate **Core Knowledge**, including at least K1, K2 and K3
- Effective and inclusive practice in at least two of the five **Areas of Activity –** *you will need to select TWO of the three areas A1, A2, and A4.*

The STaR programme focusses on A1, A2 and A4 because all student teachers in the faculty will gain specific experience in these Areas of Activity.

A1: In your own context, demonstrate that you design and plan learning activities (and/or programmes)

This Area of Activity is about how you plan learning activities for your students. It could be face-to-face or online sessions. Make sure you explain why you plan activities in the way you do. Think about differences in the way students learn, and how you make sure that students have learned at the end of the activity. Please refer to the document *Associate Fellowship (D1) Guide to the PSF 2023 Dimensions* (to be downloaded from the STaR website) for further details.

A2: In your own context, demonstrate that you teach and/or support learning through appropriate approaches and environments

This Area of Activity is about direct engagement and interaction with learners. You are expected to have facilitated peer learning, problem-based learning sessions, or demonstrated practical sessions in a laboratory. Think about how you ensured that all learners were engaged in your activity, and how you made students interact during the session. How did you create an effective learning environment to make sure everyone was meaningfully engaged? Remember that your account will be a reflective narrative, so you can reflect on why something did not work out in the way you had anticipated and how and why you may adapt your teaching in the future. Please refer to the document *Associate Fellowship (D1) Guide to the PSF 2023 Dimensions* (to be downloaded from the STaR website) for further details.

A4: In your own context, demonstrate that you support and guide learning

Sometimes you may support fellow-students in an informal context. This may involve applying particular strategies to help students understand a concept, or developing resources that aid learning. Please refer to the document *Associate Fellowship (D1) Guide to the PSF 2023 Dimensions* (to be downloaded from the STaR website) for further details.

Timeline

To provide evidence of meeting D1, you should submit a teaching portfolio consisting of **1,500 words**. You are granted a period of up to eighteen (18) months from the time of registration on the STaR programme until submission, while still maintaining your status as a student. This timeframe allows you ample opportunity to compile and complete your portfolio. To be eligible to register for the STaR programme, you must have completed at least 25 hours of teaching *undergraduates* in Communication-intensive Courses, other communication-related teaching, the University of Hong Kong and/or other higher education institutions. Those who have not yet completed the 25-hour requirement may still apply, provided they shall have completed the required number of teaching hours during the course of the programme. Registration takes place twice a year – in September and January. After registration, you must attend a mandatory two-hour workshop and you will be assigned a mentor who will support you in preparing your portfolio.

The Teaching Portfolio

In your portfolio, you may address any of the Professional Values, Core Knowledge and Areas of Activity. However, all teaching portfolios must include the following elements:

1. A teaching observation done by the student's mentor [K3];
2. A reflection on the teaching observation and subsequent dialogue with your mentor (200 words);
3. A reflection on student feedback with suggestions on how to address issues raised or further develop positive aspects of your teaching (300 words) [K1; K3];
4. A supporting statement, normally provided by your mentor;

   AND, TWO of the three options below:

   ➤ An outline of TWO sessions with a rationale for planned activities linked to appropriate literature (500 words) [A1; V1; V3; K1];
   ➤ A reflection on TWO different teaching approaches linked to appropriate literature (500 words) [A2; V1; V3; K2]; or
   ➤ Reflections on TWO examples of how you have supported a student or a group of students in achieving their learning goal(s) linked to appropriate literature (500 words) [A4; V1; V2].

> *Please note:* You may include a maximum of two images/photos in your portfolio but no weblinks or QR codes. Please do not include graphs or diagrams. The images/photos must be related to your teaching experience and be referred to in the portfolio. For example, teaching materials that you have helped develop.

Element 1 and 2: Teaching observation (Conducted by your mentor) and your reflection (200 words)

The teaching observation must be conducted by your mentor using the template (Appendix 1). The mentor will contact you for a pre-observation meeting where you – the observee – will identify which aspects of your teaching you wish your mentor to focus on when sitting in on your class. Following the teaching observation, you will meet your mentor again and discuss the session. Your mentor will complete the overall evaluation (Appendix 1). Based on the

discussions and your mentor's overall evaluation, you will then write your own 200-word reflection on the teaching session mapped against the PSF.

Element 3: A reflection on student feedback with suggestions on how to address issues raised (300 words)
Feedback from students is important to ascertain how effective your teaching is. While teaching, you are expected to collect feedback from students. In this element of your teaching portfolio, you will reflect on the feedback you have received and, as a result, provide a brief action plan for further development. If appropriate, you may cross-reference to comments from your teaching observation.

Element 4: One supporting statement (Provided by your mentor/any experienced teaching staff)
Students will need one supporting statement from an experienced member of staff who is able to comment on the teaching portfolio. This person will normally be your mentor but can be done by any experienced member of staff who knows you as a teacher and who has a Fellowship, Senior Fellowship, or Principal Fellowship of Advance HE.

AND, TWO of the three options below:

- An outline of TWO sessions with a rationale for planned activities linked to appropriate literature
  This element addresses Area of Activity 1 of the PSF and focusses on how you plan a session and its learning activities. You need to provide a rationale for designing your activities based on literature in the field. Make sure you address learner diversity when you reflect on the planning process. In your narrative, you can reflect on the extent to which activities worked and why (or why not), and what you could do in the future to make the activity more effective

- A reflection on TWO different teaching approaches linked to appropriate literature
  This element addresses Area of Activity 2 of the PSF and focusses on how you create an appropriate learning environment when working with your students. It is important that you pay attention to V1 which is to do with respecting your students and being aware of learner diversity. You will need to reflect on any challenges you have come across relating to the two approaches as well as the effectiveness of the teaching methods.

- Reflections on how you have supported a student or a group of students in achieving their learning goal(s) linked to appropriate literature
  This element addresses Area of Activity 4 of the PSF and focusses on how you support students. You may choose a case study around one student that you have worked with – or a small group of students. In order to help the students learn, you may have developed special resources or devised particular strategies in order to support them.

Support for Compiling Your Teaching Portfolio

You get a maximum of eighteen (18) months to build your teaching portfolio – from registration to submission. This may seem like a long time but it is intentional for you to build up enough teaching experience to allow you to reflect confidently on your own teaching practice. During that time, you will have access to a range of support listed below.

1. Mandatory modules
   Before students start teaching in CiC courses, they may have completed two mandatory modules related to peer learning, small group facilitation, questioning skills and providing feedback to students. Students may draw on those modules when they compile their teaching portfolio, especially on the reflective essay they submitted as part of that initial training.

2. Mentor group
   Once you have registered for the STaR programme, you will be assigned a mentor. The mentors will meet with their mentees and when needed, offer advice on how to put together your teaching portfolio. All mentors are trained so they are very familiar with the PSF 2023 and how to interpret the D1. The mentor will support you in putting your teaching portfolio together and ensure that your portfolio shows effectiveness of practice through:

   D1.1:   use of appropriate **Professional Values**, including **at least V1 and V3** (please see below)

   D1.2:   application of appropriate **Core Knowledge**, including at least **K1, K2 and K3** (please see below)

   D1.3:   effective and inclusive practice in **two out of the following Areas of Activity – A1, A2 and A4.**

3. Fellow students
   Never underestimate the importance of your peers. Discussing your teaching with fellow students who also teach can be very valuable for your development as a teacher. You may even observe each other's classes to bring an additional perspective to your reflections.

4. Workshop
   After registration to the STaR programme, you are required to attend a two-hour workshop. The workshop will cover elements of teaching and learning that you are unlikely to have come across before, such as theories of learning and evidence-informed teaching practice. To gain an Associate Fellowship, you must demonstrate that you have engaged in scholarship of teaching and learning and/or research related to teaching and learning (V3).

You also need to show that you have some theoretical knowledge of how students learn generally and within specific subjects (K1). The workshop will address both these aspects and show you how to incorporate them into your teaching portfolio.

5. Literature to support your teaching portfolio
   You are required to refer to literature in the field of education and/or Scholarship of Teaching and Learning when you present your teaching portfolio. This is part of V3 in the PSF. **The kind of literature you will need will depend on the examples from your teaching you choose to include.** Your mentor will advise you regarding this matter or you may check the CiC STaR programme website.
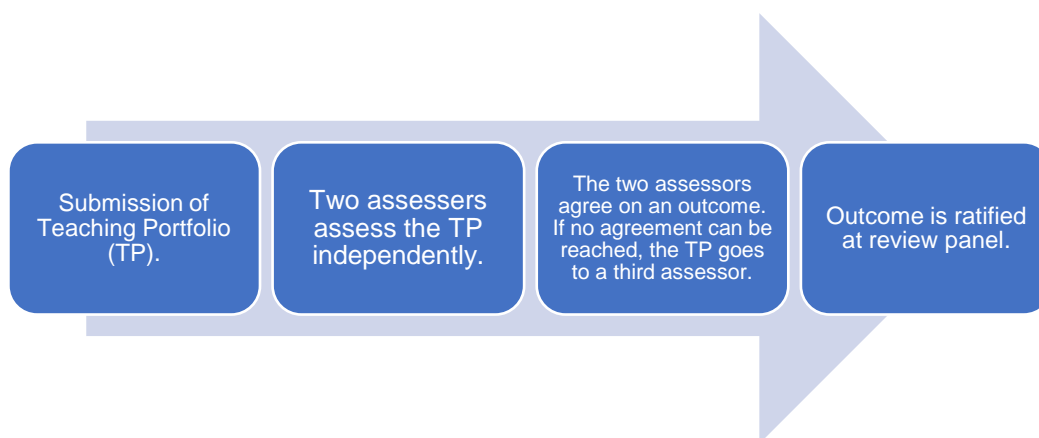
1. Armstrong, P. (2010). Bloom's taxonomy. *Vanderbilt University Center for Teaching*, *12*(05), 2023.

2. Chi, M. T. H., & Wylie, R. (2014). The ICAP Framework: Linking Cognitive Engagement to Active Learning Outcomes. *Educational Psychologist*, *49*(4), 219–243. https://doi.org/10.1080/00461520.2014.965823

3. Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press.

4. Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, *77*(1), 81-112. https://doi.org/10.3102/003465430298487

5. Knight, J. (2012). *High-impact instruction: A framework for great teaching*. Corwin Press.

6. Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, *19*(3), 267-277. https://doi.org/10.1177/1365480216659733

7. Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational leadership*, *61*(1), 6-13.

8. Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.

Submission and Assessment of Teaching Portfolio

You must use the templates provided for compiling the required documents: teaching observation (Appendix 1), teaching portfolio (Appendix 2), supporting statement (Appendix 3), and teaching hour log sheet (Appendix 4). The template contains guidance for each required element of the portfolio. You have a maximum of eighteen (18) months* to get all the documents ready for submission. You can submit all required documents via the STaR Programme platform for assessment on 28th February or 30th June each year. **If you are in your final year of study, you should submit the documents on or before 20th May while you are still an undergraduate student (e.g., for the Class of 2026, you should submit all documents on or before 20th May 2026).** Once submitted, the teaching portfolio will be assessed by two assessors independently. There are three possible outcomes: Approved, Revise and Re-submit, and Not Approved. If a teaching portfolio gets 'Revise and Re-submit', you will be given <u>two weeks</u> to address the feedback from the assessors before submitting your teaching portfolio for reassessment. You will be supported by your mentor during that process. If your teaching portfolio gets 'Not Approved', you must wait until the next submission deadline before re-submitting it. Once your teaching portfolio has been approved, the outcome will be ratified at an Associate Fellowship panel and your name will be entered into the database of Advance HE. You will then receive a certificate directly from Advance HE.

When a teaching portfolio is not approved, it fails to meet the descriptor standards. There will be too many amendments to address within two weeks or there is not enough evidence of effectiveness and the applicant will not be able to collect more evidence in two weeks.

For a 'Revise and Re-submit' outcome, the reviewers will allow for extra words – a maximum 100 words.

| Submission of Teaching Portfolio (TP). | Two assessers assess the TP independently. | The two assessors agree on an outcome. If no agreement can be reached, the TP goes to a third assessor. | Outcome is ratified at review panel. |

External Reviewer

The external reviewer for the STaR programme is Dr Tina Byrom, Head of Enhanced Academic Practice, Loughborough University in the United Kingdom.

Query of Outcome

The STaR programme has been designed in such a way as to make it transparent and fair. Assessment of each submission involves two and three trained assessors. If two assessors

cannot agree on an outcome, a third independent reviewer will be consulted and normally the external reviewer. This third reviewer will also be on the list of trained mentors/reviewers at HKU.

If, for some reason, an applicant wishes to query an outcome, he or she needs to do so in writing through the programme leader, who will take the formal complaint to the next assessment panel. Please note that any such complaint will be reported back to the Advance HE through annual monitoring and reporting.

Data Protection

For data protection issues, please refer to The University of Hong Kong, Personal Data (Privacy) Ordinance. Code of Practice 79/719 which can be accessed through the HKU Portal.

Please note: It is a requirement of the accreditation body (Advance HE) that all applications, supporting statements, recordings of outcomes and feedback to participants be archived and retained securely for three (3) years after they have been processed at a review panel. This documentation will be kept securely on the university server.

Advance HE can request to get access to these documents for quality purposes. Three years after an application has been reviewed at the panel, it will be deleted/destroyed together with its accompanying documents.

祝你申請成功！Good luck!

Appendix 1 Teaching Observation

Name of reviewee: _____

Date: _____

Undergraduate Programme: _____

The peer review is aligned with the first four Areas of Activities of the Professional Standards Framework (PSF). Observers are encouraged to make references to the Core Knowledge and Professional Values when observing their reviewees.

The aspects listed under each activity are for guidance only. Observers may wish to focus on other aspects of the teaching following the pre-observation meeting with the reviewee.

Areas of Activity	Comments
1. Design and plan learning activities - Appropriate learning outcomes; - The subject material; - Clarity of course materials (handouts, slides, etc); - Logical links between learning activities; - Timing and planning of the overall session;	
2. Teach and/or support learning through appropriate approaches and environments - Clear introduction of the topic and what is to be learned in the session; - Mastery of the topic/subject - Appropriate methods for teaching and learning in the subject; - Delivery – clarity and speed; - Level of student engagement; - Ensuring all students can participate in learning activities	

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3. Assess and give feedback for learning - Appropriate assessment for understanding and learning during the session; - Providing students with feedback on their learning	
4. Support and guide learners - Appropriate use of learning technologies - The environment is relaxed and inclusive - Guidance to additional resources - Handouts	
5. Other aspects	

Overall evaluation and comments – to be completed *after* the post-observation discussion with the reviewee

Name of observer: _____

Signature: _____

School/Department: _____

Date: _____

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Communication Intensive Courses

Reviewee's reflection on the observation and evaluation. Please make references to the Core Knowledge and Professional Values when writing your reflection.

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Appendix 2 Template for STaR Teaching Portfolio

FULL NAME: _____

Please enter your name in the form that you want it to appear on your certificate. Please note:

*You **cannot** have your name written in Chinese.*

Date of registration on the STaR programme: _____

Date of submission: _____

Total number of words (excluding references and PSF mapping):

_____

I confirm that this teaching portfolio is my own work based on teaching completed for Communication-intensive Courses, the University of Hong Kong and/or other higher education institutions.

Signature: _____

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Communication Intensive Courses

Your teaching portfolio must include six (6) elements. The first element is a teaching observation done by your mentor. The observation must be signed by your mentor and submitted as a PDF file as part of your teaching portfolio. The last element is a supporting statement – normally done by your mentor, but another experienced member of staff who knows you as a teacher can also provide this statement. The supporting statement must be signed and included as a PDF file.

The rest of your portfolio is done in this template. ***Please do not exceed the total word limit of 1,500 words (excluding mapping and references).***

Please pay attention to the mapping of the Professional Values (Vs) and the Core Knowledge (Ks) where appropriate. For Associate Fellowship, you must address V1, V3, K1, K2, and K3, but you may also address other Vs and Ks.

A reflection on your teaching observation and the subsequent dialogue with your mentor. Please provide at least two (2) action points as a result of your reflection (200 words)

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Communication Intensive Courses

A reflection on student feedback with suggestions on how to address issues raised or further develop positive aspects of your teaching (300 words).
Make sure you collect feedback from more than one group of students. If appropriate, you may link student feedback to aspects raised in your teaching observation.

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Area of Activity 1
Design and Plan learning activities and/or programmes.
An outline of TWO sessions with a rationale for planned activities linked to appropriate literature (500 words). When planning, consider diversity in your classroom and how to provide opportunities for all students to contribute.

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Area of Activity 2
Teach and/or support learning through appropriate approaches and learning environment
A reflection on two different teaching approaches linked to appropriate literature (500 words). You will need to refer to learning theory or theories in this section.

Area of Activity 4
Support and guide learners
Reflections on TWO examples of how you have supported a student or a group of students in achieving their learning goal(s) linked to appropriate literature (500 words)

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List of references (in alphabetical order)

<div style="border: 1px solid black; padding: 10px;">
Please remember to include your signed teaching observation AND your signed supporting statement
</div>

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Communication Intensive Courses

<u>Appendix 3</u> Template for Supporting Statement

Supporting Statement

Associate Fellow of Advance HE (D1)

Name	
Institution	
Faculty/Department	
Job title	
Email	
Your Advance HE Fellowship status when applicable	
Relationship to applicant	
How long have you worked with the applicant (please insert dates)	
Declaration	Please tick the box below to indicate that you have read and agreed to the following statement: *In submitting your supporting statement, you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question, it will not be accepted.* ☐ I have read and understood the declaration

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Communication Intensive Courses

Please provide your statement to support the applicant's submission for the Associate Fellowship of Advance HE. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible. A one-page statement will typically be sufficient for this category of Fellowship. For further guidance, please refer to Guidance for Referees-AssociateFellowship2024_1738594930.pdf

Signature: _____

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Communication Intensive Courses

Appendix 4 Template for Teaching Hour Log Sheet

Accumulated Hours of Teaching Activities

(to be completed by student applicant and signed by peer teaching programme coordinator)

Name of applicant: _____

Date	Time	School/Department /Course Code	Types of teaching activities*	Description	No. of hours
Example 1 Nov 2024	09:30-11:30	CCHU9001	Classroom teaching	Reflective writing workshop	2
1-30 Sept 2025	See time table attached	Writing Centre	1:1 consultation	1:1 consultation	15
				Total no. of teaching hours completed	

Name of peer teaching programme coordinator: _____

Signature: _____

School/Department: _____

Date: _____

*You should aim to have at least two types of teaching with each contributing to at least 30% of the total teaching hours (e.g., 7.5 hours classroom teaching + 17.5 hours 1:1 consultation = 25 hours).

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Appendix 5 AFHEA Application Checklist

Prior to submitting your application, please use this checklist to ensure you have included all the relevant details.

Checklist for Associate Fellowship	Tick when completed
Appendix 1 – Teaching Observation	
A formal observation of **at least ONE HOUR** in an eligible faculty-led peer teaching session was conducted by your assigned mentor	
Included a reflection on the teaching observation and subsequent dialogue with your mentor	
Included your mentor's handwritten or digital signature	
Appendix 2 – Teaching Portfolio	
Engaged with two Areas of Activities (A1, A2, or A4)	
Teaching was evaluated through student feedback, gathered by engaging students after your session or through other appropriate means	
Included a reflection on student feedback with suggestions on how to address issues raised or further develop positive aspects of your teaching	
Provided evidence of engagement with at least K1, K2, K3 (Core Knowledge) and at least V1 and V3 (Professional Values)	
References made to appropriate literature	
The portfolio was within the **1,500-word** limit, excluding references to the literature	
Included your handwritten or digital signature	
Appendix 3 – Supporting Statement	
Included a supporting statement	
If provided by your mentor, ensured that the signatures on Appendix 1 and Appendix 3 are consistent	
Appendix 4 – Teaching Hours Log Sheet	
Included the "Accumulated Hours of Teaching Activities" endorsed by the corresponding eligible peer teaching programme coordinator; The total teaching hours must be at least 25, with at least two types of teaching, each accounting for a minimum of 30% of the total hours.	
Included a self-record of total eligible peer teaching hours on page (page 2) titled "Accumulated Hours of Teaching Activities"	
Formatting	
Combined all pages into a single PDF file	