

Festival of Fellowship

Fellowship success stories from around the world

Introduction

Advance HE [Fellowship](#) demonstrates a commitment to professionalism and provides recognition of practice, impact and leadership in teaching and learning.

Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally.

Our [Festival of Fellowship](#) celebrates the year in which we will hit several significant Fellowship milestones, including 2,000 Principal Fellows, 200,000 Fellows, 25,000 Senior Fellows and 50,000 Associate Fellows.

We have invited Fellows from around the world to share their stories and the institutional and individual impact of Fellowship.

Institution

The British University in Egypt

Fellowship story

Advance HE has been working with The British University in Egypt since 2021.

In an initiative personally promoted by the University's President and Vice-Chancellor, **Professor Mohamed Loutfi**, and championed by **Professor Catherine Harper**, Senior Consultant Office of the Provost, and **Mostafa Youssef Mahmoud**, Advisor in Teaching and Learning Innovations, staff at The British University in Egypt have been working with the [Professional Standards Framework](#), the globally-recognised framework for benchmarking success within HE teaching and learning support run by Advance HE. Staff have used the PSF as a means to reflect on their teaching – and support of student learning – in order to continually develop their educational practice. As a result, 70 staff are now Advance HE Fellows (13 Associate Fellows, 50 Fellows, and seven Senior Fellows).

Our approach

The University prides itself on its commitment to staff development and the continuous efforts they make to improve student outcomes through teaching excellence. **Mostafa Youssef Mahmoud**, Advisor in Teaching and Learning Innovations, explains:

“At The British University in Egypt, we encourage our staff to use the PSF as it provides guidance for teaching excellence and offers a clear set of criteria for professional development through reflective practice. The PSF also supports Inclusivity, encouraging educators to create equitable learning experiences for all students in addition to encouraging community engagement – as working on a common framework – facilitates collaboration and sharing best practices.

“We are strongly keen on supporting our staff to apply for the Fellowship for multiple reasons. One reason is professional recognition, as achieving Fellowship demonstrates a commitment to teaching excellence and professional development. Another reason is career advancement, as it can provide opportunities for career progression within academia, such as promotions or roles in leadership and management. Also, contribution to institutional goals is key, as by attaining Fellowship, staff can help our institution meet its goals related to teaching quality and student experience which emphasizes our university strategy purpose to become a leading student-centred university that educates students for citizenship.

“We are currently aligning our CPD to the PSF, blending the Advance HE Student Success Frameworks culture into our narrative. This paves the way to our staff to adopt this valuable tool in their activities and ultimately apply for the Fellowship to demonstrate how they have been committed already to this ecosystem of enhancing education.

Impact

In a short video about the successful Fellowship applications at The British University in Egypt – and the significant number of them to date – **Professor Catherine Harper**, takes up the story:

“This is a really great statistic. But what is the impact? Achieving certification from Advance HE is all about reflective teaching practice; it's about staff having the opportunity to think what they [staff] do well; to look at the latest information on teaching – and learning – and pedagogy – and assessment, and so on, and to really test their modernity, if you like, in the classroom.

“But it means to me that there's a sign of real quality here at The British University in Egypt; a real chance for our students to benefit from members of staff who are at the cutting edge of their teaching and learning practice and who are continually looking at their own practice and testing it...”

Speaking for Advance HE, **Kristian Rumble**, Advance HE Head of Membership (Global), said, *“If anybody was looking for the classic example of an open minded approach to self-reflection and a positive determination to continuously improve the student experience and outcomes, then the way The British University in Egypt has embraced Fellowship is it.*

“As you can see through the stories recorded here, there is a professional sense of purpose about the University's approach to Teaching and Learning and I am very proud that

Fellowship is playing a significant part in this. We look forward to working with more of their staff as they take up their own Fellowship journeys."

Hear from The British University in Egypt's Fellows

A number of Fellows at The British University in Egypt have reflected on what Fellowship mean to them. Here's a snapshot of their thoughts; and you can read their full stories below these quotes:

"Embarking on my Advance HE Fellowship journey that was akin to paving a roadway to success. As I immersed myself in the process of writing the Fellowship application, I found that the act of reflection became a powerful tool for growth." **Nesma Gamal**, Finance and Investment Teaching Assistant

"As a teaching assistant, I navigated this [Fellowship] journey and found it transformative...Advance HE Fellowship presented an invaluable opportunity to channel my dedication into concrete achievements. Fellowship offered a structured path, not only enhance my skills, but also to gain formal recognition for my commitment to teaching excellence." **Nardin Ehab Farouk**, Teaching Assistant

"When I finally got the big news that I'd been awarded the Fellowship, I was over the moon because I felt I joined a bigger family: a bigger network of educators who are all about teaching excellence! It was such a validation of all the hard work I'd put in. Using the Advance HE Connect, this network has been amazing for sharing ideas, collaborating on projects, and staying on top of trends in higher education." **Mostafa Youssef**, Advisor in Teaching and Learning Innovations

"My Fellowship application made me deeply analyse and reflect on my two years of teaching practice. It allowed me to deconstruct my practice dimensions. It enabled me to better connect with my teaching role, with my students, with the institution I work at. Importantly, it opened my eyes to how much I appreciate teaching and would be delighted to take my teaching practice to higher avenues." **Maya Ahmed Yousry**, Teaching Assistant of Business Administration

"Receiving the FHEA is not the end of my story; it's the beginning of a new chapter. Fellowship has inspired me to continue pushing the boundaries of my teaching practice, staying curious and open to new ideas, and continually seeking ways to improve. Teaching is an evolving field, and Fellowship has reinforced my commitment to lifelong learning. It's not just a title I can add to my CV—it's a commitment to growth and excellence in education." **Dr Maha Ahmed Zaki Dajani**, Associate Professor of Business

"I consider myself a value-based person, and Fellowship has helped me become more of who I aspire to be. For quite some time, I have struggled to meet various contemporary teaching expectations. It was not until I embarked on my Fellowship journey that I acquired the ability to incorporate relevant, high-level, and righteous values into my teaching methodology. With this newfound centeredness and clarity, I know that my teaching and assessment are now grounded in values that matter

most.” **May Nagy**, Lecturer and Internationalisation Officer at the Faculty of Business Administration, Economics & Political Science

Read The British University in Egypt Fellows’ reflections in full



“Navigating the road to success – my Fellowship journey”

Nesma Gamal, Finance and Investment Teaching Assistant

“Embarking on my Advance HE Fellowship journey that was akin to paving a roadway to success. As I immersed myself in the process of writing the Fellowship application, I found that the act of reflection became a powerful tool for growth.”

The deeper I delved into my work in teaching and engaging students, the more I recognised areas for improvement in my previous techniques. My Advance HE Fellowship journey has been a pathway to success, where reflecting on my teaching methods revealed valuable areas for improvement. Immersing myself in this process has significantly contributed to my growth and enhanced student engagement.”

Integrative Pedagogical and gamification approaches were the building blocks of my application

As a finance and investment Teaching Assistant at The British university in Egypt, my Advance HE Fellowship application was built on the solid foundation of integrative pedagogical and gamification approaches. In the quantitative modules I teach, such as valuation, portfolio management, financial modeling, and investment, I have focused on highlighting how I created an engaging learning environment that not only supports students but also fosters a genuine interest in finance.

Throughout my application, I shed light on the Integrative pedagogical methods that allowed me to connect theoretical concepts with real-world applications. I explained how by incorporating case studies and practical examples, I helped students understand the intricacies of financial principles. This contextual learning empowered students to see the relevance of their studies, making complex concepts more accessible and engaging. Gamification has been another key element in my teaching strategy that I highlighted in my application. By introducing game-like elements into the classroom, such as simulations and competitive group activities, I explained how I was able to create an interactive atmosphere that motivated students to actively participate.

By explaining these innovative approaches, I was able to embark on how I witnessed significant improvements in student engagement and comprehension.

Accentuating opportunities for growth

Throughout the Advance HE Fellowship application process, several areas emerged that highlighted opportunities for my growth. Two key themes were integrating artificial intelligence (AI) in my classroom and utilising case studies more effectively in my teaching techniques.

Integrating AI into my teaching practice represents a significant opportunity to enhance student engagement and personalise learning experiences. As technology continues to evolve, leveraging AI tools can help me analyse student performance data, and identify learning gaps. By embracing these technologies, I can create a more adaptive learning environment that meets diverse student needs and fosters self-directed learning.

Additionally, the use of case studies has the potential to enrich my teaching methods. While I currently incorporate this method, I recognise the need to expand its application across different modules. By integrating a broader range of contemporary and relevant case studies, I can help students connect theoretical frameworks with practical, real-world scenarios. This approach not only enhances critical thinking, but also encourages collaborative learning, as students work together to analyse and solve complex financial problems.

The insights gained from the application process have motivated me to further explore these areas. By integrating AI and expanding the use of case studies in my curriculum, I aim to create a more dynamic and responsive learning environment. This commitment to growth is enhanced due to my Fellowship application process, that acted as a roadmap for me to navigate and reflect on past successful methodologies and look forward to new opportunities.

I invite fellow educators to join me in exploring innovative teaching practices. Together, we can share insights, resources, and experiences that will enrich our teaching approaches and empower our students to thrive in an ever-evolving landscape. Let's connect and collaborate to make a meaningful impact in the classroom!

Nesma Gamal is a Finance and Investment Teaching Assistant at The British University in Egypt, specialising in finance modules. She is part of the Teaching and Learning team, a volunteer at the CFA Society, and a mentor for the Central Bank of Egypt's FinTech initiative. Nesma is also a certified Financial Modelling and Valuation Analyst.



“Why Advance HE Fellowship Transformed My Teaching”

Nardin Ehab Farouk, Teaching Assistant

“Curious about how the Advance HE Fellowship can elevate your teaching career? As a teaching assistant, I navigated this journey and found it transformative. Here’s why pursuing this Fellowship was invaluable for me and how it can benefit you too.”

Why I decided to pursue Fellowship

As a teaching assistant, I felt a pressing need to define and elevate my professional journey within academia. Advance HE Fellowship presented an invaluable opportunity to channel my dedication into concrete achievements. Fellowship offered a structured path, not only

enhance my skills, but also to gain formal recognition for my commitment to teaching excellence.

The application process: a rewarding endeavor

Applying for Advance HE Fellowship was a rigorous yet rewarding experience. The process required a detailed account of my teaching practices, a thoughtful reflection on my professional development, and a demonstration of how my work contributes to the broader educational community. The thorough nature of the application compelled me to rigorously assess my teaching methods and articulate my educational philosophy. This introspection, while challenging, provided a clearer understanding of my strengths and areas for improvement, ultimately leading to the establishment of concrete goals for enhancing my practice. It proved to be a valuable exercise, pushing me to critically evaluate my teaching methods and document my achievements and aspirations.

The experience: what I gained...

- **Enhanced Teaching Practices.** One of the most significant benefits of pursuing the Fellowship was the enhancement of my teaching practices. The process required me to delve deeply into my teaching strategies and philosophies. I revisited and revised my lesson plans, sought constructive feedback from colleagues, and explored new pedagogical approaches. This rigorous examination led to a more refined and effective teaching methodology.
The self-reflection involved in the application process prompted me to seek out innovative teaching techniques and integrate them into my practice. By evaluating and adapting my teaching methods, I was able to create a more engaging and impactful learning experience for my students. This improvement was not just about making minor adjustments but about fundamentally rethinking and evolving my approach to teaching.
- **Professional Development.** Fellowship was not merely a formal recognition but a significant catalyst for my professional development. It opened doors to a vast network of educators and resources that have been invaluable for my ongoing growth. The connections I made through this network provided support, shared insights, and offered fresh perspectives on various teaching challenges. Being part of this network allowed me to engage in meaningful discussions with other colleagues and exchange ideas. The resources available through Fellowship included access to workshops, seminars, and publications that further enriched my professional knowledge and skills. This continuous learning opportunity has been crucial in keeping me updated with the latest developments in education and pedagogy.
- **Increased Confidence and Credibility.** Achieving the Advance HE Fellowship has substantially enhanced my confidence and credibility as an educator. It represents more than just a certificate; it is a testament to my commitment to teaching excellence and my ability to critically reflect on and improve my practices. This formal recognition has also augmented my credibility within the academic community, leading to new opportunities for collaboration and professional advancement.
The confidence gained from this accomplishment has positively influenced my interactions with students and colleagues, reinforcing my belief in the value of my contributions to education and motivating me to continue striving for excellence.

How Fellowship can benefit you

If you are considering applying for Advance HE Fellowship, here is the key takeaway: it is a powerful tool for self-reflection and growth. The process compels you to evaluate your teaching, seek feedback, and set professional goals. Whether you are a seasoned educator or just starting out, the Fellowship can refine your teaching practice and enhance your professional standing. The structured nature of the Fellowship application encourages a comprehensive evaluation of your teaching methods and professional development, fostering a clearer understanding of one's pedagogical approach. This reflective process not only helps in identifying areas for improvement but also in setting clear and actionable goals. Feedback from peers and mentors can provide valuable insights and help in addressing specific challenges in your teaching practice.

The networking advantage

One of the most promising aspects of Fellowship is the opportunity to connect with other fellows. This network can potentially offer a wealth of ideas, support, and practical advice. Engaging with fellow educators may expand your professional horizons and provide valuable insights and strategies that you might not encounter elsewhere.

The network of fellows is composed of educators from a variety of backgrounds and institutions, which can provide a broad range of perspectives and experiences. This diversity could be instrumental in enhancing your understanding of different teaching approaches and facilitating the exchange of innovative ideas and best practices.

Looking ahead: why it's worth it

The investment of time and effort required for Advance HE Fellowship pays off in numerous ways. It is not just about achieving a status but about embracing a journey of continuous improvement and professional development. The skills and insights gained from the process have had a lasting impact on my career, influencing both my teaching practices and my approach to professional growth.

Fellowship has provided me with a framework for ongoing self-assessment and improvement. It has encouraged me to remain engaged in my professional development and to continuously seek ways to enhance my teaching practice. This commitment to growth and excellence is essential for achieving long-term success in the field of education.

Exploring Your Options

If you're contemplating ways to advance your career and refine your teaching practice, taking the step to apply could be a transformative move for your career.

Engaging in professional development opportunities is essential for both personal and professional growth. Advance HE Fellowship is a significant tool for educators seeking to advance their teaching practice and gain formal recognition for their contributions.

Have you ever considered applying for Advance HE Fellowship? I encourage you to share your thoughts in the comments below. Your insights could provide valuable information for others considering this path and help in understanding how these programs can impact your career.

Nardin Ehab Farouk is a teaching assistant in the Business department, Faculty of Business Administration, Economics, and Political Science at The British University in Egypt, with a passion for educational development. Prior to joining The British University in Egypt, she gained professional experience at various corporate institutions.



From Aspiration to Achievement: My Fellowship Adventure!

Mostafa Youssef, Advisor in Teaching and Learning Innovations

“Did I want to match-up with world-class academics? Absolutely, yes! Was I ready? Largely, no! Only until I found my way to Advance HE and the prospect to benchmark my local expertise against global standards. Worth every effort!”

Sorry, but what’s all the fuss about?!

Well, if you’re not familiar, this Fellowship is a big deal in the higher education world – it’s like getting a gold star for your commitment to top-notch teaching and learning. Let me take you through the highs, the lows, and everything in between on my trip to Fellowship. Ready?!

Look in the mirror.

Oh, the stress and intricacy of self-reflection! I had to get really honest, not only with myself about my teaching philosophy, but also with how my previous learning experiences have shaped my current teaching practices. It wasn’t just about writing a statement; it was about understanding what drives me as an educator and how my approach really impacts my students (and what might be the implications later, too!). This wasn’t as easy as it sounds—I revisited my teaching philosophy and tweaked it until it felt just right, making sure it clearly showed how I create an inclusive and engaging learning environment.

Prove it!

Well, now is time to build the evidence and collect proof. Think of it like highlighting key elements on your expertise timeline. I collated student feedback, peer reviews, and samples of my work and tried connecting the dots to some research from the literature. Collecting student feedback was especially insightful—it helped me see what’s working and where I might -oh oh- reconsider things! Peer reviews added a whole new layer of perspective (because, oh yes, collaboration is one key concept nowadays). So, I carefully selected examples of my work that showcased my teaching strategies and successes.

Shave and trim.

Then came the fun part (erm, [whisper] don’t take me too seriously!): writing the application (and LOTS of REwriting!). It was like crafting a story where I had to show, not just tell, why I deserved the Fellowship. The application required aligning my teaching practices with the Professional Standards Framework (PSF 2023), which was like solving a jigsaw puzzle. I went through several drafts, getting feedback from colleagues and mentors. Their insights were gold—helping me fine-tune my narrative. It is all about these tweaks and ‘trims’ to really hit the mark.

Phew! On the edge of my seat!

Once I hit ‘submit,’ the waiting began (oh, many jitters here!). This period was a mix of excitement and anxiety. I used the time to reflect further on my teaching practices, and it was a great chance to think about my professional growth and prospects.

Woohoo! And finally, success!

When I finally got the big news that I'd been awarded the Fellowship, I was over the moon because I felt I joined a bigger family: a bigger network of educators who are all about teaching excellence! It was such a validation of all the hard work I'd put in. Using the *Advance HE Connect*, this network has been amazing for sharing ideas, collaborating on projects, and staying on top of trends in higher education.

What's Next? Keeping the momentum

With fantastic free resources and toolkits (Yes, they are concise and precise in case you are worried!), the Fellowship has inspired me to keep evolving as an educator. I'm now more motivated than ever to try new teaching strategies, engage in professional development, and contribute to the broader educational community.

Professionally speaking, is it worth it?

Absolutely! It demonstrated to my workplace that I have a mindset that focuses on reflection, collaboration and sincere interest in advancing teaching practices. I got a promotion! So, yes, being an Advance HE Fellow – which clearly entails that your practices have been benchmarked to global standards – can give you a strong push forward in your career! Call you a 'fellow', soon? Eh?



Experience, Illuminated! What Fellowship will do

Maya Ahmed Yousry, Teaching Assistant of Business Administration

"We often go by doing tremendously great in life; working hard and achieving prestigious milestones. Milestones worth celebrating, but we don't take the time to celebrate them. My Advance HE Fellowship blessed me with the opportunity to reflect and celebrate"

The most important thing in making big, worthwhile achievements is not only to achieve them, rather to actually acknowledge and celebrate those achievements. I have been in the higher education sector for almost two years when I decided to embark on with my Fellowship Application. Two full years of teaching preparation, brainstorming, innovating and learning how to be the best educator one could be. Not only that, being a Marketing practitioner in a higher education institution allowed me to learn and experiment with many ways to communicate and promote to potential students the quality, value and pedagogy of the higher education institution that they're intending to apply to, which highly complements the Marketing theory that I pass on to students.

Amidst the fast-paced life and work demands, the teaching & learning best practices, that one undertakes as part of their educator role, becomes mainstream, unnoticed and uncelebrated. It took me a couple of days to finalize my Fellowship Application, which turned out to be very monumental couple of days for me. The way the Fellowship application is crafted against A1-A5 really allows you to navigate and deeply explore and evaluate your

teaching practice. With each statement I as writing and each dimension I was relating my T&L practice with, I was amazed with the level of professional values that one puts in such a prestigious role of being an educator. The PSF 2023 dimensions of Core Knowledge that one is ought to highlight in the Fellowship application is very refined, which enabled me to evaluate and build upon the essential knowledge that an educator must develop and showcase to students.

Fellowship, is it a necessity or luxury?

In marketing theory and even in real life, we often ask ourselves is this a need or want? Is this item a necessity or a luxury? I asked myself the same exact questions before drafting my Fellowship Application. I wondered on whether it is adding a true value to my profession or am I daydreaming on its value-added. Not long I pinpointed its true value; having a prestigious institute qualifying you as a professional HE educator is very important for your profession, role, community service, for your present and future as well.

But for me, the true value was personal or perceptual as one may call it. My Fellowship Application made me deeply analyse and reflect on my two years of teaching practice. It allowed me to deconstruct my practice dimensions. It enabled me to better connect with my teaching role, with my students, with the institution I work at. Importantly, it opened my eyes to how much I appreciate teaching and would be delighted to take my teaching practice to higher avenues.

What did I do?

What I perceived from my Fellowship Application is that being an educator is not a one-time learning job. It requires constant learning, experimenting, exploring with other professionals in the same field, and constantly seeking feedback from your peers, mentors, line-managers, most importantly students too! And feedback is not only sought by the educator, but also given by the educator to the learner because one effectively learns by feedback and mentorship.

I have reflected on the many ways I provide feedback on assessments and performance to my students in my Fellowship Application. I started practicing interpersonal communication and feedback provision even more with my students as a result of drafting my Area of Activity 3 (A3): Assess and give feedback for learning.

You, too, are a student!

I'm pretty sure that once or more in your teaching journey you have applied the well-known flipped-classroom approach with your students. This was one of the major approaches I reflected upon in my Fellowship application for dimensions V2, K1, and K2.

I, too, apply this approach on my own practice. I deal with myself as a student, and I assess my professional values and core knowledge of the subject matter.

Educating is a blessing

Truly being an educator is a blessing that one must appreciate and constantly reflect on. I encourage every person reading this blog to keep a journal of their monumental achievements and milestones, but also of their small every-day teaching and learning victories. Because this is what matters the most at the end.

Lastly...

For the educator in you, what do you usually do to keep track of your T&L victories?

From Passionate Educator to Fellowship: My Journey



Dr Maha Ahmed Zaki Dajani, Associate Professor of Business

“Achieving Fellowship was a pivotal moment in my career, uniting my passion for teaching, student engagement, and personal growth. It fostered reflection, enhancing my approach to education and reinforcing my commitment to creating meaningful, impactful learning experiences.”

The beginning of my teaching journey

From the start, I have seen teaching as more than simply conveying information; it's about building genuine connections with students and creating an environment that empowers them to explore, question, and grow. Despite my passion, I often struggled to balance this ideal early in my career with the practical demands of academia. I was eager to engage every student but found myself constrained by traditional teaching methods and limited time.

I realized that while I had the enthusiasm, passion alone wasn't yielding the outcomes I hoped for. Reflecting on my practice, I felt that something was missing—an essential piece of the puzzle that would allow me to bridge the gap between my vision for teaching and its practical application. I knew I needed guidance to refine my approach.

Discovering the Professional Standards Framework

A turning point came when I discovered the Professional Standards Framework. This framework offered the structure and clarity I had been searching for, giving me a comprehensive perspective on what it means to be an effective educator. It guided me to think more deeply about not just **what** I was teaching, but **how** and **why**.

The most transformative element of the PSF for me was its focus on inclusivity and diversity. While I had always aimed to create a supportive classroom, the PSF made me critically reflect on whether I was truly addressing the needs of all students, especially those from underrepresented groups or with different learning styles. This process forced me to rethink my lesson design and how I interacted with students, ensuring my teaching was more inclusive and responsive.

Reflecting on My Practice

The reflection process was one of the most challenging but rewarding parts of my journey to becoming an Advance HE Fellow. It required me to assess my teaching methods and confront difficult questions critically. Was I fostering enough active learning? Was I genuinely reaching all of my students or just the most engaged ones?

A key moment came when I experimented with flipped classrooms, shifting from traditional lectures to trusting students to engage with material independently. Initially, I was nervous about relinquishing control, but the results were transformative. Students became more active participants, engaging with the material and each other in ways I hadn't seen before. Previously quiet students began contributing confidently, and the classroom environment shifted towards collaborative learning.

This experience reaffirmed something I had long-believed: students thrive when they are given ownership of their learning. As an educator, I realized the importance of constantly evolving to meet their needs. The reflection process taught me that effective teaching

requires not only knowledge of the subject matter but also adaptability, experimentation, and a willingness to learn alongside students.

What Obtaining the Fellowship Meant to Me

Receiving Advance HE was more than a formal achievement; it was personal validation. Fellowship was a milestone in my journey towards becoming the educator I had always aspired to be. It recognized the effort, reflection, and commitment I had invested in my teaching practice.

For me, Fellowship represents growth. It serves as a reminder that I'm not just an instructor delivering lectures, but a guide, mentor, and lifelong learner. It has boosted my confidence, not only in my abilities but also in my openness to change and experimenting with new approaches. One of the most profound lessons from this journey is that learning is a reciprocal process—I learn just as much from my students as they learn from me.

The Added Value on Personal and Professional Levels

On a personal level, achieving the Fellowship has grounded me. It has given me a renewed sense of purpose and responsibility toward my students. Amid the administrative pressures of academia, the Fellowship has kept me focused on what matters—creating impactful, inclusive learning experiences.

Professionally, Fellowship has opened doors I hadn't anticipated. Colleagues now seek my input on teaching innovations, and I've been invited to lead workshops on inclusive teaching practices. Furthermore, being part of a community of Fellows has connected me with other educators who share a passion for improving pedagogy and enhancing student engagement. These connections have sparked rich discussions on the future of education and the evolving role of teachers in shaping it.

Fellowship has also given me credibility within my institution, particularly in conversations around curriculum design and student support initiatives. I now feel more empowered to advocate for positive changes, whether through introducing new teaching methods or contributing to institutional policies aimed at improving the student experience.

A Continuous Journey

Receiving Fellowship is not the end of my story; it's the beginning of a new chapter. Fellowship has inspired me to continue pushing the boundaries of my teaching practice, staying curious and open to new ideas, and continually seeking ways to improve. Teaching is an evolving field, and Fellowship has reinforced my commitment to lifelong learning. It's not just a title I can add to my CV—it's a commitment to growth and excellence in education.

Looking back on my journey to Fellowship, I realize that the process was less about obtaining an award and more about becoming the best version of myself as an educator. The reflection, experimentation, and ongoing learning have all contributed to making me a more thoughtful, adaptable, and effective teacher. For this, I am deeply grateful.

In the future, I hope to continue learning, sharing, and inspiring others, just as the Fellowship process has inspired me. Fellowship has strengthened my belief that teaching is not just about transferring knowledge; it's about creating an environment where learning, growth, and connection thrive.



How PSF values reminded me of what mattered most

May Nagy, Lecturer and Internationalisation Officer at the Faculty of Business Administration, Economics & Political Science

“Interactive, experiential, inclusive, holistic, technologically progressive. While all valid and needed in today’s dynamic environment, this story describes my struggle with trying to do too much – and how my Fellowship centered me around what matters most.”

An educator can easily become overwhelmed with expectations of what modern teaching should entail. This blog offers insights into how the 5 professional values of the [Professional Standards Framework \(PSF\) for teaching and supporting learning in higher education](#) provided me with pedagogical guidance to cope with the ever-increasing demands of higher education.

Fellowship reminded me that teaching should be value-based. This made me start with the ‘why.’ Why do I deliver this material? Why do I require these assessments? Why should I be limited to this topic? The contemporary pedagogical styles I opened this blog with were the ‘how’ – the tools to achieve. I needed higher-level answers to my ‘why’ to guide my ‘hows’, and I found what I was looking for in PSF’s 5 professional values.

V1 (respect individual learners and diverse groups of learners) essentially refers to the fundamental rule of engagement that governs all my student interactions; respect. I typically begin my first lecture of the semester with rules relating to class conduct, but then I started to dismiss them and shift the focus by explaining that the class will run under the value of respect. Respect for my students’ for their attendance, engagement, and eagerness to learn and, in return, I expect they show respect for themselves, myself, and their colleagues. This meant I no longer need to go through an exhaustive list of “do’s and don’ts”. I now tell my students to ask themselves, before they engage in any behaviour, whether that behaviour stems from a place of respect or disrespect. It was empowering, and it was respectful.

V2 refers to promoting engagement in learning and equity of opportunity for all to reach their potential. V2 gave me clarity in assessment design. Creating meaningful assessments in the AI-era was least to say, tricky. V2 helped me realise that what really mattered about assessment was to engage and to do that with equity. It helped me rethink all my assessments and ask myself if I am consistently meeting these two values. My assessments now include a wider variety of “types” relevant to different profiles of learners and their different skillsets, and sometimes even hobbies and interests (more on that in another blog post). As a result, for the first time ever, students were telling me that they were enjoying an assessment. Students excel beyond expectations when they feel ‘seen,’ when they are engaged and are allowed to express their potential. The inclusivity and authenticity of assessment has not only been more meaningful to my students but has also been more fun to evaluate (something I did not think possible).

V3 relates to the use of scholarship, research, professional learning, or other evidence-informed approaches as a basis for effective practice. I know I am not alone when I admit that faculty responsibilities allow little time to be constantly updated with what the body of pedagogical literature has to offer. This is why V3 is also about the analysis of data to inform practice. Reflecting on my practice through the analysis of data gathered from my learners

identified areas of effectiveness and areas of non-effectiveness. Enhancement of practice came to me once I could precisely identify what required development. At that point, resorting to specific scholarly literature was targeted and was finally manageable.

V4 is about responding to the wider context in which higher education operates and recognising implications for practice. This was another value that took me back to my first question, 'why.' Educators usually design their teaching materials with a list of learning objectives that ultimately aim to fulfill the module's intended learning outcomes (ILOs). While necessary, this is limiting. Beyond meeting module ILOs, I want to deliver to my learners material that is impactful and relevant to the problems facing today's world. I am no longer restrained by the bullet points stated in my module specifications and now consider the wider implications of what I teach. I can meet the module ILO on effective branding strategies, or I can teach effective branding strategies while addressing their social and environmental implications. Addressing wider contextual implications, in the short-term, is thought-provoking resulting in a richer learning experience, and in the long-term contributes to producing responsible, global citizens.

V5 relates to collaborating with others to enhance practice. This was a humbling exercise. Prepare to have your academic ego challenged when you begin to incorporate this value into course design. I was yet again reminded of how little I knew when I collaborated with others, whether it was alumni, industry professionals or academics from different domains. It could be as simple as inviting speakers to a lecture or as elaborate as a complete re-design of academic programmes in consultation with academic and industry experts. At any level, there is value added to the learning process. As an educator, it was not easy to face the fact that as much as I think I have knowledge I want to relay, I am limiting my learners by doing only that. The world we live in is becoming increasingly inter-disciplinary and inter-dependent, and accordingly it would not be fair to limit my students to my knowledge and skill alone. As much as we like to think that our learners love to hear from us, the truth is they like, and need, to hear from others.

I consider myself a value-based person, and Fellowship has helped me become more of who I aspire to be. For quite some time, I have struggled to meet various contemporary teaching expectations. It was not until I embarked on my Fellowship journey that I acquired the ability to incorporate relevant, high-level, and righteous values into my teaching methodology. With this newfound centeredness and clarity, I know that my teaching and assessment are now grounded in values that matter most.



Get involved in the Festival of Fellowship

We want to hear how Fellowship has impacted your professional journey. Has it transformed your teaching practices? Opened new doors in your career? Your experiences are invaluable, not just to us, but to current and future Fellows around the globe.

Share your stories - #FestivalofFellowship

If you would like to share how Fellowship has helped your practice or the impact it has had in your institution, please use the hashtag **#FestivalofFellowship** on your social channels. Whether it's a brief anecdote or a longer reflection, your story matters!

We welcome you to create a thread on X if you would like to share a longer story about your journey to Fellowship, don't forget to tag us **@AdvanceHE** on X and **Advance HE** on LinkedIn.

Feature in our video

We are looking for fellows to send a short video (no longer than 30 seconds) to describe the impact that Fellowship has had on your practice. Your contribution will help document the transformative power of Fellowship and will serve as a valuable resource for current and prospective Fellows. Please send your videos to communications@advance-he.ac.uk.

Contact us

All enquiries

Email: communications@advance-he.ac.uk

Advance HE helps HE institutions be the best they can be, by unlocking the potential of their people.

We are 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. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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