GUIDANCE NOTES FOR ADEPT FELLOWSHIP (D2) DIRECT APPLICATIONS

2019a

Educational Development QMUL

Queen Mary
University of London
Contents

Educational Development QMUL .............................................................................................................. 0
Background ........................................................................................................................................... 2
  Strategy and HEA Fellowship ...................................................................................................... 2
  Teaching Recognition ................................................................................................................... 2
What is ADEPT? .................................................................................................................................. 3
Taught Route and Points Based Route ............................................................................................... 3
Direct Route ......................................................................................................................................... 3
Who can do ADEPT Direct? ............................................................................................................... 4
Applying for ADEPT Direct Fellowship .......................................................................................... 5
What you have to do .......................................................................................................................... 5
Writing your APP (Account of Professional Practice) ...................................................................... 5
  The UK Professional Standards Framework (UKPSF) .................................................................. 6
  Structure of the APP based on the UKPSF .................................................................................. 7
The 5 Areas of Activity (according to D 2) are: .............................................................................. 7
What to write in your APP ................................................................................................................. 8
  Section 1: Evidencing Area of Activity 1 (A1) .............................................................................. 8
  Section 2 Evidencing Area of Activity 2 (A2) .............................................................................. 9
  Section 3: Evidencing Area of Activity 3 (A3) .............................................................................. 9
  Section 4 Evidencing Area of Activity 4 (A4) .............................................................................. 10
  Section 5 Evidencing Area of Activity 5 (A5): ............................................................................. 10
How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’ into the APP .... 12
What does ‘Core Knowledge’ mean? ............................................................................................... 13
What does the ‘Professional Values’ mean? ..................................................................................... 14
The UKPSF Dimensions .................................................................................................................. 16
Writing reflectively ............................................................................................................................ 17
References .......................................................................................................................................... 19
General Tips for writing the APP ..................................................................................................... 21
Contact Teaching Recognition .......................................................................................................... 22
  Dr Max Addo ............................................................................................................................... 22
  Amy Swann .................................................................................................................................. 22
  UKPSF matrix to help with the APP ............................................................................................ 23
Background

Strategy and HEA Fellowship

Queen Mary University of London has embarked on a dynamic project to co-create an inclusive education for each and every student. Four pillars to underpin this process have been identified, the first of which is 'Excellence in Education' (the other three: excellent in student engagement, excellence in student employability and excellence in the learning environment). As part of 'excellence in education', all staff involved in supporting the education of our students will have the opportunity to engage in training and development which will lead to an accredited certificate: a fellowship of the HEA.

The most appropriate teaching recognition award for the majority of QMUL staff is likely to be a Fellowship with the Higher Education Academy (HEA) known as Descriptor 2 or D2 of the UK Professional Standards Framework (UKPSF). The UKPSF is a nationally recognised framework, led by the HEA, for benchmarking success within HE (Higher Education) teaching and learning support. Those are likely to include: Early career academics, Academic-related and/or staff holding substantive teaching and learning responsibilities, Experienced academics relatively new to UK higher education, staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

Teaching Recognition

The Teaching Recognition (TR), based within the Educational Development Team, is there to help all staff in the process of seeking Fellowship.

The TR team at QMUL is there to lend their expertise and experience in supporting staff with teaching responsibilities to gain recognition from the HEA through the ADEPT (Academic Development, Education and the Promotion of Teaching) scheme. By applying to become a Fellow, you will have the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- Gain recognition for your role as a teacher and/or supporter of learning within the higher education context.
- Receive a nationally and internationally recognised award, which is being increasingly used in promotion rounds and being used to shortlist applicants for jobs in HE.
What is ADEPT?

The Academic Development, Education and the Promotion of Teaching (ADEPT) scheme at QMUL is a process of gaining Fellowship with the HEA through the University, and the support it provides, rather than applying directly to the HEA. The ADEPT programme is designed to support and develop staff who teach and support student learning from the earliest stages of their careers through to more experienced colleagues. There are several routes to achieving HEA Fellowship at QMUL:

Taught Route and Points Based Route

The taught route and the points based routes are aimed primarily at new members of staff with less than three years’ experience teaching in higher education, but is also open to any other members of staff who wish to gain a qualification in learning and teaching.

Please look at the offers for following these routes here: https://academicdevelopment.qmul.ac.uk/educational-development/developing-learning-and-teaching/

Direct Route

ADEPT Direct is an application, which leads to Fellowship with the HEA. Participants are asked to apply for ADEPT Direct by writing a reflective Account of Professional Practice (APP) of 3000 words +/- 10%. They must have a minimum of three years teaching experience in higher education including some module design.
Who can do ADEPT Direct?

If you are an employee of Queen Mary University of London and have been teaching for a minimum of three years, and have designed modules including teaching, assessment and feedback, you can apply for ADEPT direct. It is highly recommended that you seek mentoring to help with your application from one of the relevant teaching advisors from the TRP team or a school based mentor. In our considerable experience, there is a direct correlation between mentoring and a strong application.

Their contact details are on p. 23.

The requirement for HEA Fellowship is that you are able to provide evidence through example that you meet the criteria for of **Descriptor 2 (D2)** of the UK Professional Standards Framework (UKPSF). You will present a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning.

**The criteria for D2 are:**

D2.I Successful engagement across all five Areas of Activity.

D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge.

D2.III A commitment to all the Professional Values.

D2.IV Successful engagement in appropriate teaching practices related to the Areas of ............Activity.

D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and where appropriate, related professional practices.

*So the question is, what does this mean?*

This brochure explains what these terms mean and how you have to think about these when writing your APP.
Applying for ADEPT Direct Fellowship

What you have to do

There are two main elements to your application:

1. An Account of Professional Practice (APP). The APP must be written in the current QMUL HEA Fellow D2 application form – in word format. The overall word count for the Fellow APP is 3,000 words +/- 10% and titles, sub-headings and references not included. This is your combined evidence across the whole claim, working to about 600 words per section. (excluding bibliography).

2. Supporting statements from two referees.
   - One from your Head of School/Institute or nominee
   - One from someone, not your school academic development mentor, who has seen you teach. (Guidelines for the referees found on p19).
   - Ensure that you have provided two supporting reference letters one of which confirms that your teaching has been observed. Your application is incomplete without these.

Writing your APP (Account of Professional Practice)

Your Account of Professional Practice (APP) must first reflect the requirements for Fellowship status as outlined by the Descriptor 2 of the UK Professional Standards Framework (UKPSF).

On top of that, your APP should include evidence that your approach to teaching and learning is grounded in an understanding of how students develop knowledge and learning skills within your discipline or role. Reviewers will also look for indications of self-evaluation, and how you have developed your approach in the light of experience. You should include evidence to show that you engage in continuing professional development in subjects/disciplines and their pedagogies, integrating subject and educational research, scholarship and the evaluation of your own professional practices.
The UK Professional Standards Framework (UKPSF)

The UKPSF is constructed around three dimensions of education that converge and feed into one another: Areas of Activity, Core Knowledge and Professional Values. (see below)

(The full UKPSF can be found on p 16)

In respect to what you have to evidence in your application (APP) these dimensions can be understood as:

5 Areas of Activity, undertaken by teachers and supporters of learning within HE – i.e. what you do.

6 Core Knowledge, areas that are needed to carry out those activities at the appropriate level – i.e. what you know.

4 Professional values, that someone performing these activities should embrace and exemplify – i.e. what you represent.
Structure of the APP based on the UKPSF

Because your APP is meant to be a deep, reflective analysis of your teaching in HE, the APP is structured around the practical dimension of the UKPSF: the 5 Areas of Activity. This translate into five sections that structure the APP.

The other two dimensions, 6 aspects of Core Knowledge and 4 aspects of Professional Values are included when writing out the 5 Areas of Activity. You should address each area of activity in order and each section should be around 600 words, with the whole APP conforming to the 3,000 +/- 10% word limit.

The 5 Areas of Activity (according to D 2) are:

1. Design and plan learning activities and/or programmes of study
2. Teach and/or support learning
3. Assess and give feedback to learners
4. Develop effective learning environments and approaches to student support and guidance
5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

These five sections will form the outline of your APP like five chapters for your text.
What to write in your APP

The aim is to write a reflective account of your teaching practice. That means that you have to think about your examples of how you meet the criteria very carefully, in a way which reflects your personal teaching style and how that has developed. (See a guide of how to write reflectively on p 17)

To help you choose the right examples to evidence that you meet the criteria of D2 please read the following explanations of what is asked for in each section of the APP, i.e. for each area of Activity.

Section 1: Evidencing Area of Activity 1 (A1)

Design and plan learning activities and/or programmes of study

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context in which you work. For Descriptor 2, typically these might be individual activities and/or sessions in modules, courses and programmes and range from module design to a whole programme of study. In all cases, the design should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions in your examples.

You might include examples of:

• designing or redesigning curricula, courses and programmes of study;

• identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes; (e.g. this could evidence V1 and/or K3 in the APP)

• contributing to validation panels, review panels internally and externally;

• determining learner needs; understanding the issue and challenges of teaching your subject.

• planning tutorials and study sessions;

• contributing to the creation of learning resources – physical and/or online;

• developing learning materials;

• preparing virtual learning environments and other online work.
Section 2 Evidencing Area of Activity 2 (A2)

Teach and/or support learning

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical settings, laboratory, PhD supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

The support you provide might include teaching and supervision of undergraduates and postgraduates, including PhD students. You might also mentor learners to support their learning, and contribute to courses and programmes that develop learning in higher education.

Ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, teaching and supporting learning as well as a growing ability to choose the most appropriate approach for the achievement of learning aims.

Section 3: Evidencing Area of Activity 3 (A3)

Assess and give feedback to learners

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback will be routinely used to measure and/or support learning. An understanding and application of appropriate assessment and feedback techniques applied in your higher education context should form the basis of your evidence. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

You might, for example, carry out assessments such as coursework, essays, observation of performance, multiple choice questions, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online. In demonstrating the activities of assessment and feedback, ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, assessment and feedback as well as a growing ability to choose the most appropriate approach for the achievement of your learners’ aims.
Section 4 Evidencing Area of Activity 4 (A4)

Develop effective learning environments and approaches to student support and guidance

The definition of ‘learning environments’ is a broad term and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, and workplace, via distance learning or online learning environments. They take into account the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures and are able to distinguish between academic and pastoral interventions.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in educational support and guidance.

It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities.

Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

This is where you should include how you use QMPlus. Even if you do not use online learning environments, you should acknowledge this somewhere to cover K4.

Section 5 Evidencing Area of Activity 5 (A5):

Engage in continuing professional development – in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your learning and teaching support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
• how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others’ research to inform your practice. Indicate how you support your teaching and learning support through different types of scholarly and/or professional activity. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples could include (please pick those appropriate for you):

• presenting or participating in conferences on higher education learning and teaching (often discipline-specific)
• attending workshops or training events related to higher education learning and teaching
• engaging in peer observation or peer review of higher education teaching
• regular departmental meetings where the discussion focuses on HE learning and teaching issues
• effective dialogue about learning and teaching
• bidding for and involvement in projects or research on higher education learning and teaching
• implementing new approaches to higher education learning and teaching
• subject and other network activities in higher education learning and teaching
• reading and applying literature related to higher education learning and teaching
• incorporating research and scholarship related to higher education learning and teaching into your own practice
• visits to other institutions/organisations
• evaluating one’s own professional practices
• undertaking accredited and non-accredited CPD that informs your professional practice.

It is important to remember that the focus here is on the development of your teaching, not on your research.

Evidence could appropriately focus on the question: how might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your learning and teaching related practices?
How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’ into the APP

When writing each section your account should aim to include, point out, evaluate or thematise the different aspects of the UKPSF dimensions of Core Knowledge and Professional Values. By referring to all aspects of these dimensions, you demonstrate your level of teaching and learning in HE. A helpful way of doing so is to indicate, after you have made a point, which of these aspects it is in reference of by following the sentence with the corresponding indicator in brackets. E.g. (K1, V2). Please make sure that your example fits the reference. Try to avoid generalisations by using the buzzwords found in the original UKPSF wording (p#) to illustrate that you have hit that specific criteria with your example. E.g. You could write “the learning technologies I employ … (K4)”

The specific aspects of each UKPSF dimension to be covered are:

**Core Knowledge**

K1 The subject material, in particular the issues involved in teaching and learning that subject material

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional Values**

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
These criteria, again, need clarifying. The following sections try to explain what is meant when we talk about Core Knowledge and Professional Values so you can be precise in covering them in your APP. Remember that all dimensions must be covered in the APP.

What does ‘Core Knowledge’ mean?

The UKPSF describes Core Knowledge as what you need to know for a HEA Fellowship and how it corresponds with the other two Dimensions that need to be covered in your application; Areas of Activity (what you need to do) and Professional Values (standards of professional principles that should be upheld). The concept of Core Knowledge covers 6 specific areas (K1-K6):

- **Core Knowledge** means your ‘knowledge of your own subject material’ and how it is relevant to your stated learning outcomes for the students. What is the nature of your subject and what does it require to be learned by the students and, in turn, to be taught by you? (This is the area referred to as K1)

- **Core Knowledge** also describes ‘your knowledge of teaching methods’, such as group work, quizzes or lectures, including knowledge of suitable assessment methods, and a greater understanding of why and how they would be relevant for certain situations and learning goals. (This is the area referred to as K2)

- The third area refers to your ‘knowledge of how students learn’ (your knowledge of pedagogical approaches) and, respectively, how you are able to accommodate different teaching scenarios such as teaching big groups or a class of international students. (This is the area referred to as K3)

- The fourth area concerns your knowledge of ‘learning technologies’, that means your use of tools in the classroom ranging from forms of presentation such as PowerPoint to blackboards, to forms of interactions such as online forums, and assessment tools such as Turnitin.

- You should give reasons why you are using certain tools in terms of teaching as well as learning, and you should demonstrate that know the purpose and implications for using the tools that you employ for teaching. (This is the area referred to as K4)
In the fifth area of Core Knowledge, you should demonstrate you ‘knowledge of how to evaluate the effectiveness of (your) teaching’. By explaining how to gather and evaluate data about the impact your teaching is having, by e.g. looking at stated learning outcomes, you should be able to show if your teaching methods have the desired effectiveness. (This is the area referred to as K5)

The final area is concerned with your ‘knowledge of the implications of quality assurance’. What this means is that you should demonstrate that you are able to review and subsequently enhance your own teaching practice. You should show how to gain different Quality Assurance processes (QAs) of methods of how to monitor learning e.g. Student feedback, external examiners, and the impact they have. (This is the area referred to as K6)

What does the ‘Professional Values’ mean?

The UKPSF describes with Professional Values the expected standards of professional principles that should be upheld when teaching in Higher Education (HE). The dimension of Professional Values is best understood as the integrity of one’s teaching, upholding of standards of education and learning befitting HE. Because many of these concepts are not only valued and interpreted differently amongst practitioners and across disciplines, but are also in constant flux due to the demands and changes within higher education, this is likely to be the most personal aspect of your application. Far from making sure you simply cover HEA phraseology (from diversity to equality), it is important that you describe in your application what these concepts mean to you, and how and why these feed into and correspond with the other two Dimensions that need to be covered in your application; Areas of Activity (what you need to do) and concept of Core Knowledge (what you need to know). For your application the concept of Professional Values should cover 4 specific areas (V1 – V4):

- The first point describes how you should ‘respect individual learners and diverse learning communities’. Here you should demonstrate how you tailor your teaching to accommodate your students’ background. This can mean many different things depending on your subject matter, level of teaching, set learning outcomes and level of personal involvement; make clear how these variants affect your response to your students’ background. What matters is that you show awareness to limitations students might experience that are outside their scholarly capabilities, and how you help to overcome these. This could be about
e.g. different ways of providing access to information, communication, technology or even the building itself.
(This is the area referred to as V1)

- The second area of Professional Values says that you should show how you ‘promote participation in higher education and equality of opportunity for learners’. This area often feeds into V1, taking the above-described area and expanding it to how your teaching encourages all your students to learn the values of academic study as outlined by QM. The emphasis is on how you ensure that all your students benefit from HE, highlighting where you had to make special accommodations to ensure equal opportunities for the learners in your group.
(This is the area referred to as V2)

- The third area of Professional Values V3 calls for a reference to how you use ‘evidence-informed approaches and the outcomes from research, scholarship and continuing professional development’. Rather than a listing of measures taken that display a continuing engagement with improvement and analysis of your teaching, you should directly draw on your own research around current approaches to evidence the effect of your teaching. These range from subject specific didactics to general writings and research around all aspects of education in HE.
(This is the area referred to as V3)

- Finally, you should communicate in your application how you ‘acknowledge the wider context in which higher education operates recognising the implications for professional practice’. In your application, you should indicate that you are aware of QM mission statements (from the statements of graduate attributes to the Disability Discrimination Act etc.) and describe how these influence your teaching practice. In addition, you should acknowledge how and why you engage with other practitioners in ways that lead to a change in practice.
(This is the area referred to as V4)
### The UKPSF Dimensions

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1) Design and plan learning activities and/or programmes of study</td>
<td>K1) The subject material</td>
<td>V1) Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>A2) Teach and/or support learning</td>
<td>K2) Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>V2) Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>A3) Assess and give feedback to learners</td>
<td>K3) How students learn, both generally and within their subject/ disciplinary area(s)</td>
<td>V3) Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>A4) Develop effective learning environments and approaches to student support and guidance</td>
<td>K4) The use and value of appropriate learning technologies</td>
<td>V4) Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td>A5) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>K5) Methods for evaluating the effectiveness of teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K6) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td></td>
</tr>
</tbody>
</table>
Writing reflectively

The instructions for writing your APP is to write a reflective account of your teaching. This way you will be able to cover the points of the UKPSF that ask you for evidence to demonstrate that your teaching is effective, considered and developing and “grounded in an understanding of how students develop knowledge and learning skills within you disciplinary role”

Overall reflection is an exploration and explanation of events – not just a description. Reflection often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. It is usually necessary to select just the most significant parts of the event or idea on which you are reflecting. Do not try to tell the whole story, or you will end up only describing rather than reflecting. It is often useful to reflect forward to the future – when you might do something differently because of reflecting – as well as reflecting back on the past.

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking and writing can be organised into three stages:

- identifying the subject of reflection (often an event, something that happened, a critical incident on a placement, or the progress of a group project);

- looking closely at what happened, including your thoughts, feelings and reactions at the time; analysing what happened in depth, or from different perspectives, often using theory from your subject to explore and understand the event;

- thinking carefully about what you have learned from the whole reflective process and how your understanding has developed, and finally, identifying key points to take forward for future development, both personal and professional. Reflective writing is more personal than other forms of academic writing, but still needs a formal structure.

Even in a short paragraph, you can see three broad stages:

- description
- exploration
- analysis, and outcome or conclusion.
Tips to know you are writing reflectively.

- Use phrases such as: "on reflection", "over time" "this development" "in the future", “my plans were/are/ have been” etc.
- Compare and contrast how you have done things in the past/at a different institution/ a different country/ under different circumstances

A way to think about constructing your paragraphs could look like this

![Diagram](image-url)
References

Applicants need to provide two references together with their APP

1. A reference from their Head of School or Institute, or their nominee

This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant is teaching in the School, from module evaluation or general issues. It should be a support of the applicant’s recognition for Fellowship.

2. A reference from someone who has observed them teaching, but not their School Academic Development Mentor

This reference should confirm the quality of the teaching observed and confirm the statements made in the application about the applicant’s teaching. In addition, where possible, the reference should confirm the statements align with the D2 dimensions and criteria.

This reference should say
a) they have seen you teach!

b) that you teach according to all the elements of D2 of the UKPSF.

These D2 dimensions need to be referred to:

D2 of the UKPSF: Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV.

Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional
development in relation to teaching, learning, assessment and, where appropriate, related professional practices

It would be good to refer this in some parts of the reference. However, this does not mean it should just be copied, just show an awareness that you comply with these descriptors.

(There is no specified format for the reference and we are not expecting the reference to be long (suggested wordage approx. 400) – it is merely confirming and supporting the application.)
General Tips for writing the APP

- Early on in the APP, describe your current teaching as the starting point for your reflective process. Describe the main impulse that drives your teaching and why. What is your passion?
- Do not write a biography nor a CV.
- Be reflective through your examples. What is the rationale behind what you are teaching?
- What the HEA is looking for is a reflective approach to your teaching and your development. Instead of focusing on what you did focus your language and reflection on why you did it. What in your career has made you arrive at the decision/action you are describing?
- The APP is about where you are now. Make it about your current teaching (going back only 3-5 years) but draw extensively from your experience (past) as well as influential literature to reflect upon your teaching right now.
- Do not forget to answer the question ‘Now what’? Now that you have analysed your teaching, what are you going to do next? What worked well and will be continued as the class progresses? What did not work and, looking back on it, could have been different? (Knowing what didn't work and how to improve that area is the sign of a reflective individual - no one is perfect.) What do you need to tweak? Who needs more assistance? Who has the information mastered and needs a next step? Why is it important to your teaching?
- When referring to the UKPSF make sure that what you have written really matches the descriptor. When in doubt refer to the UKPSF directly in the wording of your reference.
Contact Teaching Recognition

Dr Max Addo - Education Adviser (Teaching Recognition)

Max leads on teaching recognition and mentors School Academic Development Mentors in the faculties to support individuals making applications for Fellowship.
Email m.addo@qmul.ac.uk Tel ext. 2799

Amy Swann - Educational Development Support Administrator
TRP
Amy provides administrative support for the project and manages the records of those applying for Fellowship.
Email amy.swann@qmul.ac.uk (Mon-Thur)
UKPSF matrix to help with the APP

Use this matrix to plan how you are covering the descriptor for D2, demonstrating broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning, and engagement with the Core Knowledge and Professional Values together with 2.V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities, 2.VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

<table>
<thead>
<tr>
<th>K1-6</th>
<th>V1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>V1</td>
</tr>
<tr>
<td>K2</td>
<td>V2</td>
</tr>
<tr>
<td>K3</td>
<td>V3</td>
</tr>
<tr>
<td>K4</td>
<td>V4</td>
</tr>
<tr>
<td>K5</td>
<td></td>
</tr>
<tr>
<td>K6</td>
<td></td>
</tr>
</tbody>
</table>