GUIDANCE NOTES FOR ADEPT SENIOR FELLOWSHIP (D3) DIRECT APPLICATIONS

2019a

Educational Development QMUL
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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.

Teaching Recognition is gained through 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.

This guide is for more senior Colleagues who may wish to apply for Senior Fellowship on the basis of their deeper engagement with teaching and their leadership in teaching, learning and assessment.

The Teaching Recognition Project

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 Senior Fellow you will have the opportunity to:

By applying to become a Senior Fellow you will have the opportunity to:

- reflect on and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- good practice for other staff and be able to encourage and support them to seek recognition for their work in this area;
- increase your influence and impact by gaining national and increasingly international recognition for your contribution to teaching and the support of learning within the higher education context
Applying for Senior Fellowship

By applying to be a Senior Fellow of the HEA you will present a **thorough and deep understanding of effective approaches to teaching and learning support** as a key contribution to high quality student learning.

You should be able to provide evidence of:

- D3.1 Successful engagement across all five Areas of Activity.
- D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge.
- D3.III A commitment to all the Professional Values.
- D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.
- D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
- D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
- D3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

The **UK Professional Standards Framework** (UKPSF) is central to the recognition of individuals as Senior Fellows. You will need access to, and a working knowledge of, its content in order to prepare your application.
What are the main evidence requirements for Senior Fellowship?

There are two main elements to your application:

- **Account of Professional Practice (APP):**
  - the APP must be written in the current QMUL HEA Senior Fellow D3 application form – in word format.
  - a reflective commentary on your higher education roles, responsibilities and professional experience;
  - two case studies outlining contributions you have made to learning and teaching in higher education which demonstrate how you have organised, led and/or managed specific aspects of teaching and learning provision.

- **Supporting statements from two referees (REF).**
- **Ensure that you have provided two supporting reference letters one of which confirms that your practice has been observed. Your application is incomplete without these.**

**Your Account of Professional Practice (APP)**

When preparing your APP, there are some general principles to consider:

- **Senior Fellowship is based on meeting Descriptor 3 (D3) of the UKPSF and your APP is the core of your application. Your reflective commentary and case studies should explain how you meet the requirements set out in Descriptor 3 of the UKPSF.**
- **There will be considerable variation in applications, reflecting differences in individuals’ experience, their job roles and institutional contexts. The reflective commentary and two case studies enable such diversity to be appropriately represented.**
- **Your application is a claim for Senior Fellowship and as such should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All your evidence will be based on real examples of practice that draw upon scholarly activity in learning and teaching.**
- **Provide selective examples of practice in your APP and ensure they have direct relevance to your claim for Senior Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you then reflect on its...**
current impact on your or others’ professional practice and on the wider learning and teaching context.

- Your APP should make clear how you apply the Core Knowledge and Professional Values to the evidence in your APP. This alignment of your work to the UKPSF is essential. The evidence should be incorporated across your APP in both your reflective commentary and case studies.

- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.

- Your application is centred round a process of continuing professional development which demonstrates your thorough understanding of effective approaches to teaching and/or learning support.

- It is important that you address all the Dimensions of the UKPSF. Given the complex and integrative nature of professional practice for Senior Fellow, avoid a mechanistic or tick-box mapping approach to ensure full coverage.

- A critical characteristic of Senior Fellows is that they are able to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching. Ensure you sufficiently evidence this in your APP.

- The overall word count for the APP is 6,000 words (± 10%). This is your combined reflective commentary and two case studies. It is at your discretion how you wish to split your overall word count across the case studies and reflective commentary sections. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description.

- All the experience and evidence included in your application must relate to HE provision.

**Reflective commentary**

In preparing your reflective commentary, focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, and facilitator of learning and academic leader. You might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.

Highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefitted from the continuous learning and development process involved. You may wish to reflect on:
- Career milestones, roles and responsibilities related to teaching and supporting learning;
- Relevant qualifications obtained from formal professional development
- Areas of research, scholarship and/or professional practice
- Relevant publications and/or presentations;
- Incorporation of research, scholarship and/or professional practice into teaching and supporting learning;
- Links with professional bodies or wider communities.
- Involvement in teaching and learning initiatives, institutional/nationally funded projects; small-medium scale investigations or awards; work with professional bodies; development and/or adoption of learning and teaching themes, for example, internationalisation, employability, assessment and feedback, retention, flexible learning, education for sustainability;
- Dissemination of teaching and learning related expertise.
- Recognition and reward, teaching prizes, fellowships, institutional awards for innovation; professional body recognition.
- Collaborating with others, advisory, support, co-ordination roles in teaching and supporting learning; leadership and management roles.
- Educational and staff development activity.
- Mentor roles in professional development programmes for new and inexperienced staff;
- Learning and teaching workshops/seminars; related publications/documents.
- Leadership, management and organisational roles within an institutional or wider higher education context.
- Learning and teaching/quality enhancement committees; programme design, approval and review process;
- Quality assurance roles and responsibilities.

Case studies
In this section of your application, provide reflective accounts of two particular contributions or experiences which:

- have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching;
- demonstrate your sustained effectiveness in relation to learning and teaching and that you meet the criteria for Senior Fellowship.

Use the two case studies to address different aspects of Descriptor 3, with a focus on your organisation, leadership and/or management of specific aspects of learning and teaching provision.
You might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on your academic practice and/or on the practice of others. The emphasis should be on your effectiveness in relation to learning and teaching and should incorporate how you have led, organised or managed specific aspects of learning and teaching provision. At least one of your case studies should focus on a situation where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas.

You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice. Focus on particular aspects of your work such as:

**Developing quality enhancement**
- ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices;
- how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
- ways you have fostered dynamic approaches to learning and teaching through creativity and innovation.

**Supporting other colleagues**
- how you have supported other colleagues to enhance their practices;
- specific examples of how you have enhanced academic practice through co-ordinating/managing others;
- your roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
- course and programme development, review and revalidation.

**Sustained engagement with educational and staff development**
- staff development activities you have facilitated (informal and formal) that enhance your colleagues’ abilities to meet the dimensions of the UKPSF;
- how your contributions have promoted the student learning experience through professional development of staff under your
influence and guidance e.g. through informal or formal mentoring arrangements;

• how you have disseminated your knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.

**Evaluation of academic practice**

• steps you have taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice;

• how you support, encourage and implement evaluation processes designed to enhance the student learning experience.
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 UKPSF dimensions can be found below)

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.
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 Areas of Activity, Core Knowledge and Professional Values. By referring to all aspects of these dimensions you demonstrate your leadership 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). Alternatively you can use a more general mapping grid, there is an example on the application form. Please make sure that your example fits the reference. Try to avoid generalisations by using the buzzwords found in the original UKPSF wording 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:

Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

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 section sections tries to explain what is meant when we talk about Areas of Activity, 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.

The areas of activity

The Areas of activity define the range of activities that you should be engaged in, but at D3 that engagement may not be directly teaching but in a range of leadership, coordination and management activities. When covering areas of activity 1-4 it is important that you demonstrate impact beyond your own students, through coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

In a Senior Fellowship application A5 is particularly important as you need to demonstrate how you have developed your practice in order to support your leadership role.

What is meant by ‘Core Knowledge’?

The UKPSF describes with Core Knowledge that what you need to know for a HEA Fellowship and how it corresponds with the other two Dimensions that need to be covered in in your application; Areas of Activity and Professional Values (standards of professional principles that should be upheld). In a Senior Fellowship application, you need to demonstrate how you apply this knowledge in your leadership and wider impact on teaching and learning.

The concept of Core Knowledge covers 6 specific areas (K1-K6):

- First of all 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?
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.

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.

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 and course design.

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 work is having, by e.g. looking at stated learning outcomes, you should be able to show if your leadership has the desired effectiveness.

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 work. 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.

What is meant by the ‘Professional Values’?

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 to 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 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), demonstrating how they inform your leadership and influence on others.

- 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, and the course design and educational leadership.
  (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 work encourages all students to learn the values of academic study as outlined by QM. The emphasis is on how you ensure that all students benefit from HE, highlighting where you had to make special accommodations to ensure equal opportunities for the learners.
  (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 work and leadership. Also 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

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<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
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<tbody>
<tr>
<td>A1) Design and plan learning activities and/or programmes of study</td>
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<tr>
<td>A4) Develop effective learning environments and approaches to student support and guidance</td>
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</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>
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<td></td>
<td>K6) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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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're reflecting. Don’t 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 as a result 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
Guidance for the provision of a reference for Senior Fellow of the HEA

You are being asked to provide a reference for the applicant, which supports their claim for Senior Fellow in terms of their activities for learning and teaching. This should therefore make reference to their experience and achievements in this area.

The individual’s claim should be clear about how they meet the UK Professional Standards Framework for teaching and supporting learning in higher education at Descriptor 3 (D3). It would be helpful if your reference could also focus on this with some examples to support the claim. Activities they may undertake could include:

- Leading, managing or organising programme, subject or departmental learning and teaching provision
- Acting as a mentor of both new and experienced staff in their learning and teaching role and mentor others taking on the mentorship role
- Contributing to the institutional learning and teaching policy taking responsibility for aspects of this where appropriate
- Identifying the impact on the student experience of their activities either directly or indirectly
- Participating in appropriate external networks to collaborate on learning and teaching and enhancement
- Undertaking scholarly activity and research in areas related to learning and teaching enhancement

The claim should also include reference to the core knowledge and professional values of the UKPSF and so it would be helpful to provide examples, where appropriate, of ways in which this underpinning is apparent in the applicant’s account at D3. The applicant should have provided you with a copy or the link to the UK Professional Standards Framework for teaching and supporting learning in higher education (2011).

There is a reference form here that you might find helpful. Please provide an electronic copy of your reference for the applicant and include your name, job title, organisation (including department where applicable) and email address. The applicant is responsible for collecting this reference from you.
<table>
<thead>
<tr>
<th>Applicants Name</th>
<th>Applicants Job Title and Department/School</th>
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<tbody>
<tr>
<td>Reference for the Applicant</td>
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<tr>
<td>Referees Name</td>
<td>Referees Job Title and Department/School/Organisation</td>
</tr>
<tr>
<td>Referees Email Address</td>
<td>Date</td>
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</tbody>
</table>
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 leadership in teaching and why. What is your passion?
- Don’t 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 leadership, 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 and leadership (going back only 3-5 years) but draw extensively from your past experience as well as influential literature to reflect upon your teaching right now.
- Don’t forget to answer the question ‘Now what’? Now that you have analysed your teaching and leadership, 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?
Contact TRP

**Dr. Max Addo** - Education Advisor (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

Amy provides administrative support for the project and manages the records of those applying for Fellowship.

Email amy.mccullough@qmul.ac.uk (Monday – Thursday mornings)