
APPLICATION PACK FOR QMUL HEA ASSOCIATE FELLOWSHIP (D1) APPLICATIONS

2022-23

Teaching Recognition Programme



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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. Aligned to the [Queen Mary Strategy 2030](#), four aspects that underpin this process have been identified, the first of which is 'Excellence in Education' (the other three are: 'Excellence 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: Associate Fellowship of the Higher Education Academy (HEA), currently known as [Advance HE](#).

Teaching Recognition is gained through the UK Professional Standards Framework ([UKPSF](#)). The UKPSF is a nationally-recognised framework, led by Advance HE, for benchmarking success within HE (Higher Education) teaching and learning support.

This guide is for people who support students' learning or are in a teaching role, and in particular are not responsible for the development of curriculum and its assessment and are therefore invited to apply for **Associate Fellowship**, known as D1. D1 is appropriate for graduate students who teach, clinical and research staff with very limited teaching roles, and staff in roles which support student learning in a variety of ways.

Associate Fellowship can be achieved in two ways – either through taught programmes, or our Teaching Recognition Programme.

Taught Programmes

Taught Programmes are aimed primarily at new members of staff with less than three years' experience in higher education, but are also open to any other members of staff who wish to gain a qualification in learning and teaching. The Taught Programme for D1 is the Certificate in Learning and Teaching (CILT).

You can learn more about Taught Programmes here:

<https://www.qmul.ac.uk/queenmaryacademy/education-and-learning/taught-programmes/>

Teaching Recognition Programme

Teaching Recognition Programme (TRP), based within the Queen Mary Academy, is there to help all staff in the process of seeking Fellowship directly via the experiential route.

The TRP team at QMUL is there to provide their expertise and experience in supporting staff with teaching and/or support of learning responsibilities to gain

recognition from Advance HE. By applying to become an Associate 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.

Eligibility for HEA Fellowships

The UK Professional Standards Framework (UKPSF, 2011) forms the basis for the award of four categories of HEA Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an HEA Fellow. The UKPSF acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin HE student learning in diverse academic and/or professional settings (UKPSF, 2011; p2). For further details on current eligibility for HEA Fellowship please see link below:

<https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

Who can apply for AFHEA through QMUL Teaching Recognition?

If you are an employee of Queen Mary University of London with teaching and/or learning support responsibilities, you can apply for AFHEA directly via our agreed process. Individuals applying for AFHEA should be able to provide evidence of effectiveness in relation to their professional role(s).

We recommend that prior to starting your application you use the free **online Fellowship Category Tool (FCT)**. Answering the online questions about your work in teaching and learning should:

- help you to check that Fellowship is the best match for your current practice;
- prompt your thinking about different aspects of your practice as you plan your application.

Individuals are usually:

- Early career researchers with some teaching
- Staff new to teaching
- Staff who support academic provision

- Staff with demonstrator/technician roles
- Experienced staff with a limited teaching portfolio

The requirement for AFHEA is that you are able to provide evidence through example that you meet the criteria for **Descriptor 1 (D1)** of the UK Professional Standards Framework (UKPSF).

The criteria for D1 are:

- I. Successful engagement with at least **two areas** of activity
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of at least K1 and K2 (see p.9)
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

So the question is, what does this mean?

[The Advance HE UKPSF Guidance](#) explains what these terms mean and how you have to think about these when writing your Reflective Account of Practice.

Applying for Associate Fellowship

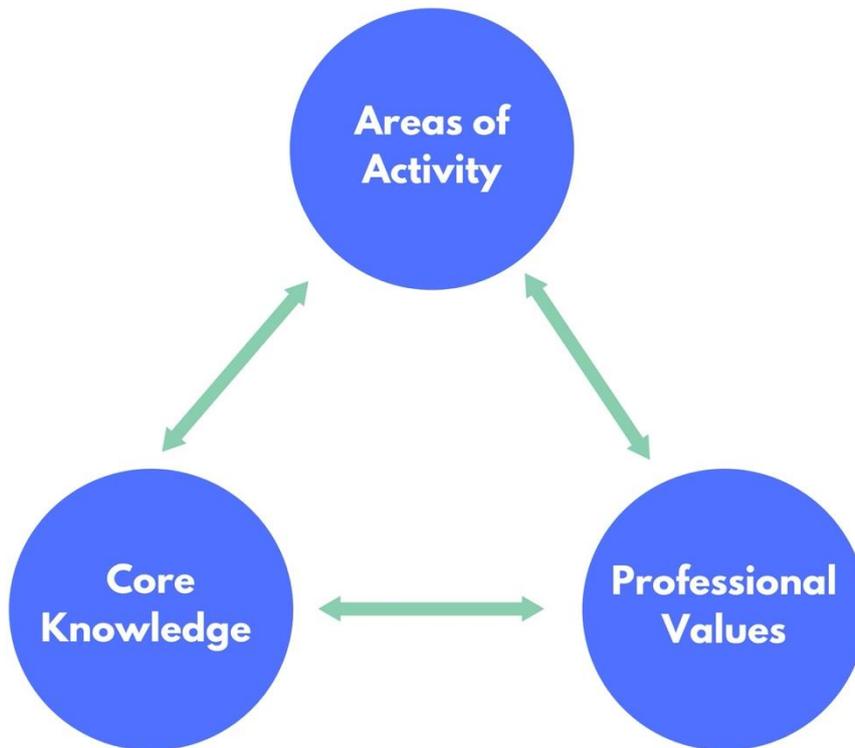
There are two ways by which you could apply for Associate Fellowship through our Teaching Recognition Programme:

- **Written Application (details on P22)**
- **Dialogic Application (details on P25)**

The next few pages provide important guidance that is relevant to all applications, whether written or dialogic. We recommend that you carefully consider these pieces of information prior to focusing on your chosen way of making an application.

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.



The dimensions of the UKPSF are presented in full below.

The UKPSF Dimensions

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

Application is based on the UKPSF

The UK Professional Standards Framework ([UKPSF](#)) forms the basis for the award of Associate Fellowship.

Applications for Associate Fellow should demonstrate how you meet all the descriptor one (D1) criteria, evidencing engagement with some of the dimensions of practice of the UKPSF.

You should choose to write about **the two Areas of Activity that are most appropriate to your own practice**. See [How to develop your RAP](#)) for more details.

The D1 criteria are:

Criteria	Accept
D1.1: Successful engagement with at least two of the five Areas of Activity	Applicant successfully demonstrates an understanding of and engagement with any two areas of activity (see page 6 - The UK Professional Standards Framework).
D1.2: Successful engagement in appropriate teaching and practices related to these Areas of Activity	Applicant demonstrates reflective practice that highlights the decision to engage in particular teaching practices and the impact of the practice on their and their learner experiences.
D1.3: Appropriate Core Knowledge and understanding of at least K1 and K2	Applicant successfully demonstrates an understanding of and engagement with core knowledge K1 and K2 of the UKPSF (see page 6 - The UK Professional Standards Framework).
D1.4: A commitment to appropriate Professional Values in facilitating others' learning	Applicant successfully demonstrates an understanding of and engagement with the relevant professional values in the UKPSF (see page 6 - The UK Professional Standards Framework).
D1.5: Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities	Applicant successfully demonstrates that they have engaged with subject and pedagogic research and/or literature relevant to their teaching practice. A minimum of four references throughout the RAP is sufficient for AFHEA.
D1.6: Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Applicant successfully demonstrates that they have engaged in appropriate professional development activity related to their teaching and learning practice.

You can review additional information regarding the UKPSF in [The Advance HE UKPSF Guidance](#)

How to develop your RAP

The aim is to write/present a reflective account of your practice (teaching or support of learning). This means that you must 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 think and write reflectively on p.15).

To help you choose the right examples to evidence that you meet the criteria of D1 please read the following explanations of what is asked for in each section of the RAP, i.e. for each area of Activity.

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 1, 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)
- 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.

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 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.

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.

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 QMPlus¹. Even if you do not use online learning environments, you should acknowledge this somewhere to cover K4.

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

¹ This is the Queen Mary on-line platform.

- 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'?

When developing 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 to illustrate that you have hit that specific criteria with your example. E.g. You could write "the learning technologies I employ ... (K4)"

Ensure that you only link to the most relevant Dimensions in each case (e.g. one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this will not demonstrate your meaningful engagement with the Dimensions.

Thinking reflectively

Thinking reflectively is key to developing a successful **reflective** account of your practice in teaching or supporting learning. This way you will be able to cover the points of the UKPSF that ask you for evidence to demonstrate that your teaching or support of learning is effective, considered and developing and “grounded in an understanding of how students develop knowledge and learning skills within your 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.

In the context of professional practice, reflective thinking and/or 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 discussion/paragraph, you can see three broad stages:

- description
- exploration
- analysis, and outcome or conclusion.

Tips for considering your practice 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

Reflecting on your practice throughout your RAP

Developing your RAP requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing or preparing your RAP, you should avoid long descriptions of what you 'do' and take a reflective stance so that it is clear what you do, how/why you do it that way, how you know this is effective and what you will do in future as a result.

A reflective model for you to use throughout your RAP could be to clearly explain:

- What you do (be selective with the examples you choose to include);
- Why you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.);
- How you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);
- How you evaluate the effectiveness of what you do (explain the kinds of 'information' you use to review and evaluate your work including the impact this has on your students' learning);
- What changes you have made as a result of evaluating your effectiveness (for example, you might have revised the assessment strategy for a module in response to student/ peer feedback and then evaluated the effectiveness of the change you implemented);
- How you ensure that you continue to develop and enhance your practice; for example, engaging in peer review, developing your evidence-base or engaging in professional development, etc. and applying this learning to enhance your practice (use examples to illustrate).

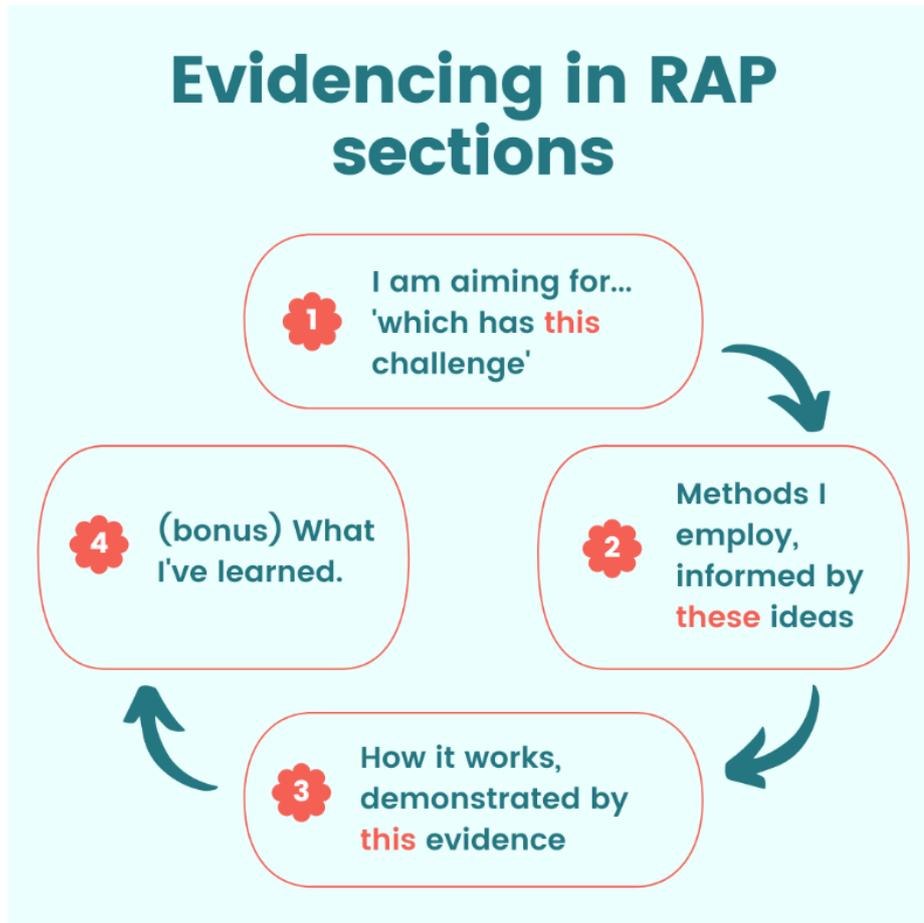
Referring to the evidence-base that informs and underpins your practice

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

If you are **writing** about your approach to teaching and learning in your RAP, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your RAP. For example, you might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or your discipline (your 'professional knowledge' base). Where you do cite a reference, it has to be apparent how this has influenced your practice (i.e. the citation is not just 'dropped in'). For example, you could explain how you were inspired by a particular text or journal article to plan your learning environment in a certain way.

Where you cite in the text of your RAP, you need to include the full reference in a list at the end of the relevant section of your RAP or after the last section of the RAP.

A way to think about constructing your RAP could look like this:



General Tips for constructing your RAP

Early on in the RAP, describe your current academic practice as the starting point for your reflective process. Describe the main impulse that drives your work and why. What is your passion?

- Do not present a biography nor a CV.
- Be reflective through your examples. What is the rationale behind what you are work?
- What the Advance HE is looking for is a reflective approach to your academic practice 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 RAP is about where you are now. Make it about your current work (going back only 3years) but draw extensively from your experience (past) as well as influential literature to reflect upon your academic practice right now.
- Do not forget to answer the question 'Now what'? Now that you have analysed your academic practice, 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 academic practice?
- When referring to the UKPSF make sure that what you discuss really matches the descriptor. When in doubt refer to the UKPSF directly in the wording of your reference.

Mentoring

Mentoring in the Teaching Recognition Programme (TRP) application process refers to support and guidance provided through the TRP to help applicants achieve Associate Fellowship (AFHEA) of the Advance HE.

Fellowship Category Tool

We recommend that prior to starting their application, applicants use the free online [Fellowship Category Tool](#) (FCT) to check what Fellowship category of the Advance HE is right for them. The Fellowship Category Tool has been designed to assist you in selecting the category of Fellowship that is the closest match to your current practice.

The tool consists of a set of statements that are aligned to the UK Professional Standards Framework (UKPSF) and its different Descriptors and Dimensions. By using the tool to consider your current practice, your choice of statements should help to inform which category of Fellowship is most appropriate for you.

Deciding Route and Fellowship Category

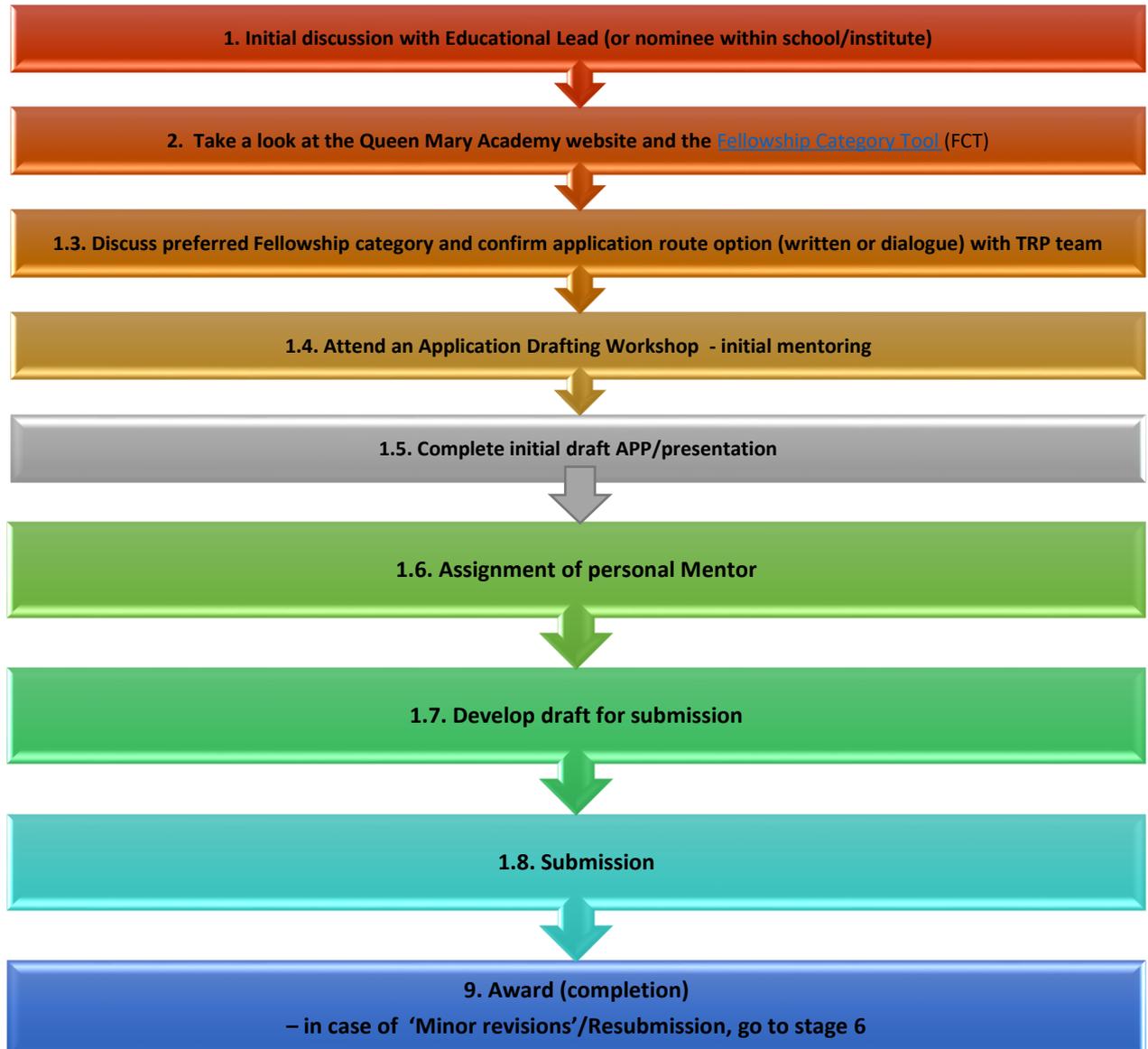
You are advised to review the notes on the Teaching Recognition Programme website for background information, and book to **attend a Drop-in Session** or contact the TRP team directly to discuss your application. Applicants may also find it useful to discuss their engagement with the TRP with their educational lead (or their nominee) in their school/institute.

Once the **Teaching Recognition Programme route** is confirmed and the **Fellowship category** and **application route** are decided, you must make a booking via [QMUL Course Booking](#) to attend a AFHEA **Application Drafting Workshop**, a number of which are run each semester. This is recommended for all applicants. It is where the mentoring process for drafting applications or developing an e-Portfolio including the narrated presentation is initiated. During each workshop (specific for each route),

applicants will be supported to start developing their application after their choice of the fellowship category and application route have been discussed.

Figure 2: The TRP mentoring and support process

This figure summarises the mentoring journey for applicants



Further mentoring support

Applicants will be provided further mentoring support by the TRP team working with pool of trained mentors after the applicants completes the initial draft of their application. Please send your draft by emailing it to qma.trp@qmul.ac.uk to facilitate this process. You are encouraged to arrange the initial meeting with your mentor soon after you are assigned one. After a couple of weeks if nothing is heard from the

applicant, the mentor may wish to prompt the applicant to assure them they are available to help.

Essentials of the mentoring relationship

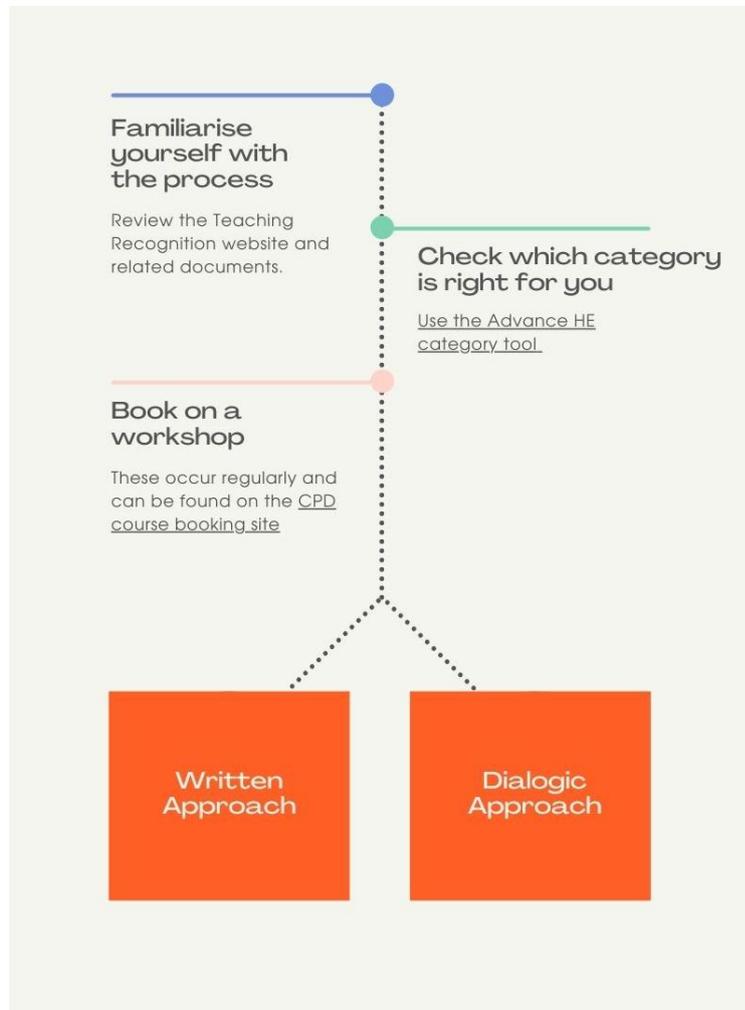
1. Whilst the role of a reviewer is to 'look for reasons to award' Fellowship, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.
2. We recommend that mentoring pairs set expectations of how they will work together, e.g. when a first draft is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, whether they will meet or communicate via email.
3. We suggest that the mentor helps the applicant to select a feasible submission deadline to aim for.
4. The mentor can advise on the gathering of supporting reference letters, and the completion of the submission process.
5. It is especially valuable if the mentor can review and give comprehensive feedback on a near-to-final draft of the application, providing advice on how ready the application is for submission.
6. Applicants are required to submit their full application via QMPlus² by the submission deadline. For the submission deadlines and other background information as well as the current templates for the Account of Professional Practice (APP) and supporting statements please see the TRP website via the link provided below: <https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/>.
7. If the application is not successful, the mentor would normally continue to provide the mentee with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

It is the applicant who is ultimately the owner of, and responsible for, their application. The mentoring relationship is generally concluded when the applicant has been awarded Fellowship. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

² This is the QM on-line platform.

Choice of application process

You have a choice to apply via a written or a dialogic process as illustrated below. A description of each the processes is presented subsequently.



Written Application Process

A step by step description of the participant process for written application.



For a larger version of this, please see Appendix A – Written Approach Step-by-Step

Written Application Requirements

There are two main elements to your application for Associate Fellowship (D1):

Account of Professional Practice (APP)

- A Context Statement (up to 300 words, which is not included in your overall word count)
- A Reflective Account of Practice (RAP). The RAP must be written in the current QMUL HEA Associate Fellow D1 application form, in Word format. The overall word count for the Associate Fellow RAP is 1,400 words +/- 10%. Titles, sub-headings and references are not included. This works out at about 700 words per section (excluding your bibliography).

Supporting Statement

- Supporting statement from **one** referee.

Someone who has seen you teaching or supporting learning. (See: Appendix D – Supporting Statement Guidance/Template)

Ensure that you have provided the supporting statement which confirms that your teaching and/or support of learning has been observed. Your application is incomplete without this.

Table summarising the requirements for Associate Fellowship (D1) Written Application

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
AFHEA	Account of Professional Practice (APP) , including: <ul style="list-style-type: none"> - Context Statement (up to 300 words) - RAP (1,400 words +/- 10%). 	One Supporting Statement	Two (FHEA, SFHEA or PFHEA)

Context Statement

A Context Statement (up to 300 words, which is not included in your overall word count) is the first part of your Account of Professional Practice (APP) and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Account of Practice (RAP) against the PSF Descriptor 1; this section provides the background to your RAP and is not 'assessed' against Descriptor 1.

In no more than 300 words your Context Statement should:

- Provide a brief summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role.
- Identify the students that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;
- Identify any relevant work with colleagues/external groups/other organisations that you plan to include and discuss in your RAP;
- Focus on your current or recent practice, which should be within the last 1-3 years. Please remember that your application for Associate Fellowship is based on your higher education practice; if you also work in other teaching or learning roles outside of higher education you should not include this in your application (please refer to Section Eligibility for HEA Fellowships for further information about eligibility for Fellowship).

Reflective Account of Practice (RAP)

Your Reflective Account of Practice (RAP) must first of all reflect the requirements for fellowship status as outlined by Descriptor 1 of the UKPSF.

Additionally, your RAP 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 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.

Dialogue Application Route

In line with the [Queen Mary 2030 Strategy](#) of enhancing inclusivity and widening access, we are introducing a new dialogic application route to further strengthen and diversify the QMUL Teaching Recognition Programme.

Dialogue - Application Process

Below is a step-by-step description of the participant process for dialogue application.



For a larger version of this, please see Appendix B – Dialogic Approach Step-by-Ste

The dialogue process combines the provision of evidence of practice around the UKPSF (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue. The purpose of the Professional Dialogue (PD) is to explore in more depth the evidence the applicant has provided as part of their e-Portfolio. Therefore, the Reviewers can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the UKPSF for the category of Fellowship for which they are applying.

Preparing for the Professional Dialogue:

1. Ensure that you are familiar with the requirements for Associate Fellowship, particularly the Descriptor 1 of the UKPSF against which the application is to be assessed.
2. You will be provided support to set up and manage the e-Portfolio as well as to gather the evidence that needs to be provided as part of your e-Portfolio ensuring that your evidence is presented in an appropriate manner.

Table: Examples of supporting evidence that can be include in e-Portfolio

Descriptor	Examples	Comments
D1	<ol style="list-style-type: none"> 1. Compilation of Session Plans delivered e.g. Lab Demonstration Reports and Group Exercise Logs. 2. PBL cases that you tutored. 3. Exemplars of structured feedback for workshops delivered. 	<ul style="list-style-type: none"> • Experience over past 1-3 years • Able to evidence/evaluate effectiveness

3. Ensure that you are familiar with the evidence that you have provided as part of your e-Portfolio, as well as with the mapping you have completed. (This should clearly show how your evidence supports the appropriate/relevant dimensions of Associate Fellowship).
4. Ensure that the relevant information and materials including their Supporting and narrated presentation are appropriate for Associate Fellowship (documents kept within word limits and adherence to recommended number of slides etc.).

What to expect during the Professional Dialogue

1. Expect the Reviewers to ask questions about the evidence you have provided as part of their e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
2. The Reviewers will explore the relevant dimensions holistically - the discussion of individual artefacts will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
3. The Reviewers may also explore the extent to which your professional practice aligns to the Queen Mary University of London Values.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and appropriate/relevant dimensions of the UKPSF for the category of Fellowship for which you are applying.
5. You are encouraged not to answer with a simple yes/no answer – the Reviewers will require you to expand on issues in more depth.
6. Reviewers will consider not only what you have done (evidence provided in the e-Portfolio) but also what has influenced your practice, how this has impacted on your practice and any areas of further interest that this evoked.
7. You need to be prepared to mention people/events/research/CPD opportunities that have influenced your professional practice. For example, you may have changed your practice in response to attending a workshop – why/how did this influence your practice and what has been the impact of the change?
8. The reviewers will judge the e-portfolio and professional dialogue elements together, and then make a final judgement.
9. The dialogue is recorded for quality assurance purposes and in accordance with current GDPR requirements

Dialogic Application Requirements

Table summarising the requirements for Associate Fellowship (D1) Dialogue Application

Category of Fellowship	e-Portfolio (QMPlus)	Assessed Professional Dialogue	Authentication of Practice	Reviewers
AFHEA	E-portfolio, including: <ul style="list-style-type: none"> - Context Statement (up to 300 words) - Collection of 4-6 max activities supported by evidence aligned to D1; and - Narrated presentation illustrating relevant practice (max. 5 slides, delivered over 10 minutes) 	10 minutes	One Supporting Statement	Two (FHEA, SFHEA or PFHEA)

Dialogic Participant Process

Having attended a briefing/drop-in session and decided to apply at the Associate Fellowship category (D1). The participant must attend a writing workshop/retreat that supports them to develop an e-Portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 1 of the UKPSF and develop a presentation narrating their experience. This initiates the peer support and critique process. These activities should illustrate a breadth of practice (teaching and/or support of leaning) over the past 1-3 years.

The portfolio that will be assessed should include:

- Context Statement (up to 300 words)
- Collection of 4-6 max activities supported by evidence aligned to D1; and
- Narrated presentation illustrating relevant practice (max. 5 slides, delivered over 10 minutes)
- One Supporting Statement

The presentation will comprise six (5) PowerPoint slides covering two Areas of Activity and the Dimensions of the UKPSF. Each of the two Areas of Activity must detail two

case studies. These should be organised to evidence their experience in relation to Descriptor 1 of the UKPSF.

The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The e-Portfolio including the narrated PowerPoint presentation together with the Supporting Statement must be submitted by submission deadline (see [TRP website](#)) for review (assessment).

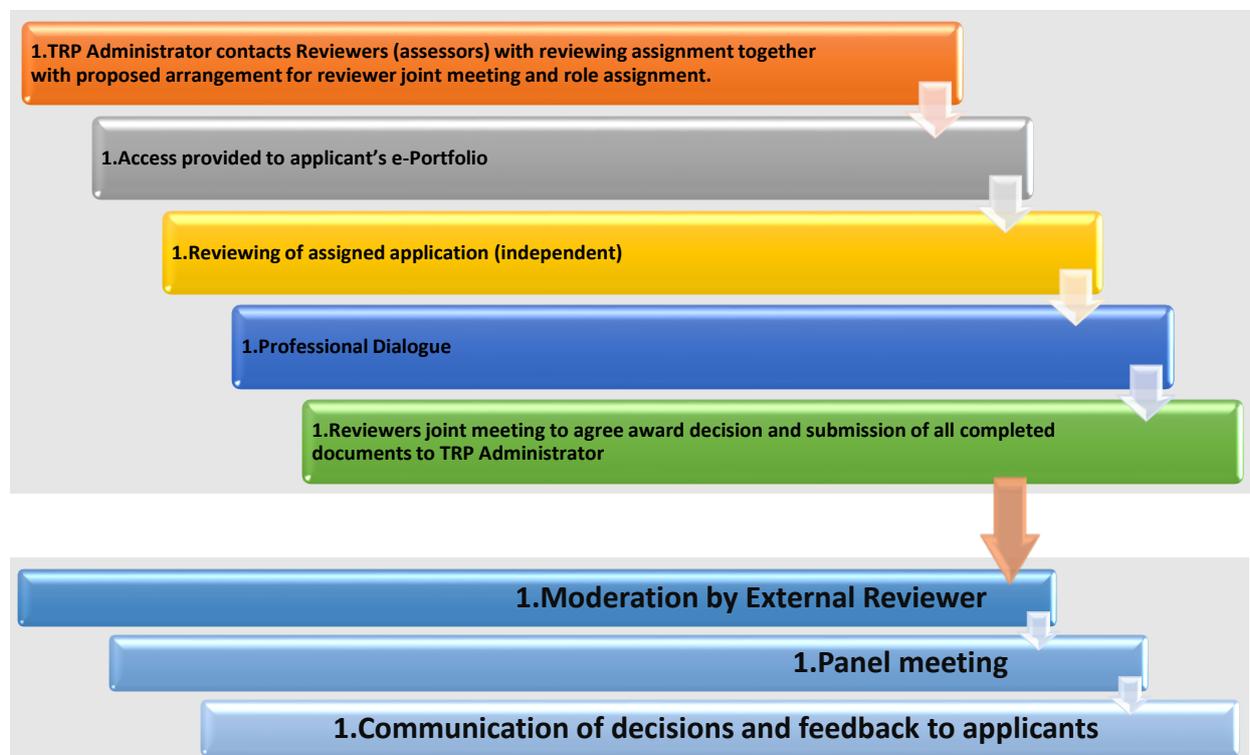
Assessed Professional Dialogue

The Professional Dialogue (PD) is a reviewing process (assessment) designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers (assessors) can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the UKPSF for Associate Fellowship (D1).

You must attend a Professional Dialogue with two Reviewers 3 weeks after submission deadline (arranged by TRP) to assess your application during a 10-minutes meeting (in-person or online).

The outcome and feedback of the application will be communicated in writing to you within two weeks of the Panel meeting (as published on the [TRP website](#)).

Below is a diagram that summarises the Professional Dialogue process



In all cases, a carefully worded outcome letter is written by the Chair of the panel to the applicant that includes appropriate feedback from the panel meeting.

Guidance for the provision of a Supporting Statement for AFHEA of Advance HE

What is required of the applicant?

The applicant needs to provide one supporting statements together with their Reflective Account of Practice (Written Route) or e-Portfolio (Dialogic Route).

1. A supporting statement from someone who has observed their teaching and/or support of students' learning. For PhD students the referee could be their PhD supervisor.

This reference should confirm the quality of the observation and confirm the statements made in the application about the applicant's teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D1 dimensions and criteria of the [UKPSF](#).

For further Guidance on Supporting statements, please see Appendix D – Supporting Statement Guidance/Template

How will your application be reviewed?

Your application will be reviewed by two independent Reviewers as part of a peer review process. All the Reviewers are trained and are selected for their experience and understanding of UKPSF, as well as for their knowledge and experience of learning and teaching in higher education. The QMUL Advance HE Reviewer pool includes education specialists and practitioners from across the faculties and the higher education sector.

The Reviewers will look for evidence a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Your evidence should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and accreditors will seek evidence from across your application.

QMUL Advance HE Reviewers undertake an annual cycle of professional development and regular standardisation activities to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the UKPSF and Associate Fellowship (D1).

How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 1 criteria, and the Supporting Statement will be used to confirm the details of the application. All applications are reviewed by Reviewers with the appropriate Fellowship (FHEA, SFHEA or PFHEA).

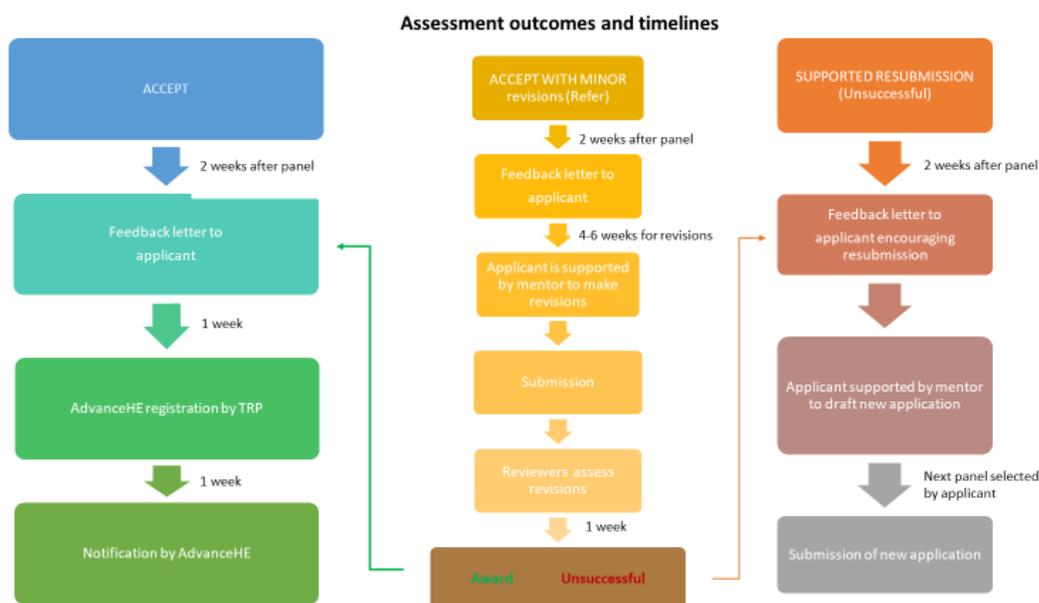
Guidance notes and review grids for our Reviewers are provided, explaining how they are expected to make professional judgements on Fellowship applications.

Each Reviewer will review (assess) your application and will apply the Descriptor 1 criteria to reach an initial independent judgement. The Reviewers will be looking for evidence that your practice meets the requirements of Descriptor 1 and will check that the Supporting Statement provides appropriate endorsement for your application. They will review your application against each of the Descriptor 1 criteria.

The two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application and a majority will be taken as is the judgement of the application.

The External Reviewer moderates all the award decisions prior to their presentation to the Panel Meetings, where they are ratified after discussion by the Panel.

Possible Review Outcomes



Award

If the reviewer panel's judgement is that your application meets the requirements of Descriptor 1 then you will be awarded Associate Fellowship. You will receive a congratulatory email. After that you will also receive an email from Advance HE after the TRP has registered you. This email from Advance HE will explain how to download your Associate Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal AFHEA.

Accept with minor revisions (Refer)

Should your application be judged as providing insufficient evidence for meeting Descriptor 1, then you will be provided with feedback from the Reviewers as an **Accept with minor revisions**. This feedback will indicate which of the Descriptor 1 criteria your application has met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 1 criteria.

You will be offered **one** opportunity to resubmit minor revisions within four-six weeks. In this instance, you will be asked to highlight or present any changes you make to your original application. Once you submit your revised application, the same Reviewers will make a final judgement to either award Associate Fellowship or that the application is unsuccessful.

Supported Resubmission (Unsuccessful)

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 1 then the judgement is 'unsuccessful' leading to **Supported Resubmission**. In this instance also, feedback will be provided that explain the 'unsuccessful' judgement. You will be offered the opportunity to redraft an application and resubmit a new application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP.

Notification of outcome and feedback

An application for Associate Fellowship can be submitted at the times advertised as submission deadlines on the [TRP website](#). Normally applicants will be notified of the decision within 10 working days after the panel meeting date. The decision will either be Award, Award subject to minor revisions or Supported resubmission depending on whether they are judged as Met, Not yet met or Not met respectively by the Reviewers.

If the decision is Award subject to minor revisions, the applicant will be asked to submit amendments to the panel. The amendments are reviewed by the Reviewers of the original application who advise the TRP accordingly. In the case of the Dialogue route, the Reviewers may decide to just ask more questions where there is need for further explanations.

The Chair of Panel then awards (chair's action) upon advice of the TRP of a successful review. If the panel decision is Supported resubmission the applicant is encouraged to resubmit a new application to a future panel.

In all cases, a carefully worded outcome letter is written by the Chair of the panel to the applicant that includes appropriate feedback from the panel meeting. Applicants receive further support from the TRP in making the amendments requested by the panel. If necessary, each applicant also receives further support from the TRP team in making any amendments requested by the Reviewers and/or Panel.

It is the applicant who is ultimately the owner of, and responsible for, their application.

Appeals

Appeals cannot be made in terms of the decision about recognition but can be made if the applicant feels there is an issue with the process. Appeals about processes of the panel would be referred to the student appeals team within the university's Academic Registry and Council Secretariat (ARCS). Other complaints about the team would be dealt with through the management structures of Queen Mary Academy (QMA) which manages the TRP team.

If the appeal is against the first submission two members of the pool of staff eligible to be on the panel will review this and make a recommendation to the panel. If however, the appeal is following a second submission the applicant will be advised to follow the normal University appeal process.

Quality Assurance Process

As part of the quality assurance process, referees may be asked to confirm that they (referees) have written the supporting statement themselves and that the information they have provided have been written specifically for this applicant.

As part of ongoing quality assurance processes, the TRP may check the references or application for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals may be contacted to confirm that the supporting statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

GDPR

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their Myacademy database <https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision. By submitting your RAP/portfolio you are confirming you agree to this data sharing.

Contact the Teaching Recognition Programme Team

You can contact the Teaching Recognition Programme Team by email qma.trp@qmul.ac.uk with general enquires and to submit your application.

To submit your application: send your full application – Account of Professional Practice (APP) together with one Supporting Statement (using the current templates) OR e-Portfolio including your Supporting Statement via QMPlus by the submission deadline.

Dr Maxwell Addo: Teaching Recognition Programme Manager

Max manages the Teaching Recognition Programme. As well as providing direct expert support and guidance directly to applicants, including delivering workshops, drop-in clinics, writing retreats and provision of mixed mode resources and toolkits, he manages, develops, and supports the Mentors and Reviewers from across QMUL and manages the application reviewing process and the effective leadership of the teaching recognition panels.

Email: m.addo@qmul.ac.uk. Telephone extension: 2799.

For background information including submission deadlines and the current templates for the APP and supporting statements (which can be downloaded) please see website via the link provided below:

<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

UKPSF matrix to help with the RAP

Use this matrix to plan how you are covering your broad understanding using quick notes of how you plan to evidence the dimensions of the UKPSF.

A 1-5		K 1-6		V 1-4	
				V1	
				V2	
				V3	
				V4	

You only need to cover K1 and K2 but can reference other Core Knowledge if you want to. You need to ensure though that you cover the last two elements of the descriptor for D1:

Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities;

Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.

Appendix A – Written Approach Step-by-Step



Appendix B – Dialogic Approach Step-by-Step



Appendix C – Written Application Template

Queen Mary Academy HEA Teaching Recognition Programme Application for Associate Fellowship (D1) of the Higher Education Academy (Advance HE)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the UKPSF and your drafting process, shared a draft to get feedback.	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of mentor (if applicable)
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Are you an employee of:	
a) QMUL	
b) NHS	
Please confirm that you have provided one supporting reference letter which confirms that your professional practice has been observed. Your application is incomplete without this.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that the application is within the +/- 10% margin of the 1400-word limit. The word limit does not include references.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Associate Fellowship Application

Guidance

For Associate Fellowship you should complete just two of the sections (Areas of Activity) below.

Your application for Fellowship consists of a **1,400 word (+/- 10% margin) reflective account shared across two Areas of Activity. The word limit does not include references.**

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application. Please list any citations to publications, journals, books, websites included in the application after the last section of your submission.

Before you start to use this template, you will need to refer to the following documents/guidance if you have not already done so:

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Associate Fellowship (Descriptor 1) is the most appropriate category of Fellowship for you at this point;
- The [UK Professional Standards Framework](#) (UKPSF) – the award of Associate Fellowship is based on the criteria of Descriptor 1 (UKPSF, 2011, p.4) being evidenced;
- The [Dimensions of the Framework guidance](#) and,
- The **Guidance for Associate Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/>

You will need to **continue to refer to the guidance and the UKPSF** as you draft your application to ensure that you are writing to meet the requirements of UKPSF Descriptor 1.

Your application should make explicit reference to specific dimensions of the UK Professional Standards Framework. These are included at the end of this form.

A Context Statement (up to 300 words) is the first part of your Account of Professional Practice and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. **This section provides the background to your RAP and is not 'assessed' against Descriptor 1 and does not contribute to your word count.**

Further guidance on applying for Fellowship can be obtained by contacting qma.trp@qmul.ac.uk

Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Associate Fellowship in your RAP (i.e. it cannot be used to extend the word limit of your RAP).

Write your Context statement here:

Evidencing A1: Design and plan learning activities and/or programmes of study

Write your reflective account here

Evidencing A2: Teach and/or support learning

Write your reflective account here:

Evidencing A3: Assess and give feedback to learners

Write your reflective account here ...

Evidencing A4: Develop effective learning environments and approaches to student support and guidance

Write your reflective account here:

Evidencing A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship, and the evaluation of professional practices.

Write your reflective account here ...

The Dimensions of the UK Professional Standards Framework

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

Appendix D – Supporting Statement Guidance/Template

QMUL HEA Teaching Recognition Programme: Supporting Statement for Associate Fellowship (D1) Application

Thank you for agreeing to provide a supporting statement for a colleague who is applying for recognition of the quality of their teaching and/or support of students' learning against the criteria of the UK Professional Standards Framework ([UKPSF](#)) at Associate Fellowship category. This guidance and the associated template have been designed to help you structure your supporting statement to provide the information required by the Teaching Recognition Programme (TRP). A template is provided for you at the end of this document to complete your supporting statement.

What is the function of the supporting statement?

Please note that the statement supporting an application for Fellowship is not the same as a job application reference. The award of Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in higher education (HE).

During the Fellowship review process the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's higher education practice.

Are you the right person to provide a supporting statement for the applicant?

You will be expected to have current or recent experience of working in higher education and will normally hold one of the four categories of Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 1 criteria of the **UK Professional Standards Framework (PSF)**.

The application for Fellowship (FHEA) is based on current and recent HE practice (usually within the last 3 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that supporting statements for applications for Fellow should reflect professional relationships; i.e. not be from family members or based on personal

friendships. The statement will be your independent and authentic account in support of the application.

What is required of the applicant?

The applicant needs to provide one supporting statement together with their Account of Professional Practice (APP) which you should have read. This should be as follows:

1. A supporting statement from someone who has observed their teaching and/or support of students' learning, but not their School Academic Development Mentor.
This reference should confirm the quality of the observation and confirm the statements made in the application about the applicant's teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D1 dimensions and criteria of the [UKPSF](#).

Requirements of Descriptor 1 (Associate Fellowship) of the UK Professional Standards Framework

An applicant for Associate Fellowship of the Advance HE should demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- I. Successful engagement with **at least two of the five** 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
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate knowledge and understanding of at least K1 and K2
 - K1 the subject material
 - K2 appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- IV. A commitment to appropriate 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
- V. Successful engagement in relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Therefore, for the award of Associate Fellow, the applicant must demonstrate that their HE practice evidences two (2) Areas of Activity, aspects of Core Knowledge K1 and K2, relevant Professional Values of the UKPSF and demonstration of evidence of continuing professional development.

Format of the supporting statement

A template is provided below for you to complete your supporting statement. There is no specified format for the statement, and we are not expecting it to be long (we suggest approx. 400 words). Its main purpose is to confirm and support the application.

It would be helpful if you could link your comments to aspects of the UKPSF in your supporting statement. In addition, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent (within the past five years) Higher Education (HE) practice
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their discipline as appropriate
- your perspective on the practical examples provided within the application to illustrate the requirements of Associate Fellow.

After completing your supporting statement

Once you have completed the supporting statement template, please return it to the applicant. The applicant will submit the supporting statement together with their APP.

Quality Assurance Process

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant.

As part of ongoing quality assurance processes, the TRP may check the references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals may be contacted to confirm that the supporting statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

Again, thank you for providing this supporting statement. The template starts on the next page.

Supporting Statement Template – Associate Fellow

Name of applicant	
Your name (Referee)	
Your Institute/School/other	
Your Job Title	
Your email address	
Your HEA Fellowship Status (if appropriate)	
Your relationship to Applicant	
How long have you worked with the applicant? (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p>Date:</p>

Supporting Statement

Please provide your statement to support the applicant's submission for Associate Fellowship of the HEA in the following section. We suggest approximately 400 words. One side of A4 will normally be sufficient for this category of Fellowship.

Contact us

Queen Mary Academy

Queen Mary University of London

Mile End Road

E1 4NS

Email: gma.trp@qmul.ac.uk

Web: <https://www.qmul.ac.uk/queenmaryacademy/>