**Queen Mary Academy HEA Teaching Recognition Programme**

**Application for Fellowship (D2) of the Higher
Education Academy (Advance HE)**

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| **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**[ ]  **No** [ ] **Name of Mentor (if applicable)** |
| **Do you already hold Associate Fellowship of the HEA?**  | **Associate Fellow Yes**[ ]  **No** [ ]  |
| **Queen Mary email address:** **(e.g., mail to:** [**xyz@qmul.ac.uk**](file://fs1.qm.ds.qmul.ac.uk/prs-tli/ACADEMIC%20PRACTICE/TEACHING%20RECOGNITION/APPLICATION%20TEMPLATES/NEW%20TEMPLATES/xyz%40qmul.ac.uk)**)** |  |
| **University username: (e.g., abc123)** |  |
| **Are you an employee of:**  |  |
| 1. **QMUL**
 |  |
| 1. **NHS**
 |  |
| **Please confirm that you have provided two supporting reference letters one of which confirms that your teaching has been observed. Your application is incomplete without these.** | **Yes**[ ]  **No** [ ]  |
| **Please confirm that the application is within the +/- 10% margin of the 3000-word limit. The word limit does not include references.** | **Yes**[ ]  **No** [ ]  |
| **Work observed and stated in second (colleague) Supporting Reference Letter** | **Yes**[ ]  **No** [ ]  |
| **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**[ ]  **No** [ ]  |
| **Are you happy for your name to be included on our website if your application is successful?** | **Yes**[ ]  **No** [ ]  |
| **Would you like your feedback letter to be copied to your Mentor?** | **Yes☐ No ☐** |

**Queen Mary Fellowship Application**

**Guidance**

**For Fellowship you should complete all the sections (Areas of Activity) below: Evidencing A1- A5.**

Your application for Fellowship consists of a **3,000 word (+/- 10% margin) reflective account shared across all five 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 (A5) of your application template.

**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**](https://www.advance-he.ac.uk/form/fellowship-decision-tool) will help you to determine whether Fellowship (Descriptor 2) is the most appropriate category of Fellowship for you at this point;
* The [**UK Professional Standards Framework**](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf) (UKPSF) – the award of Fellowship is based on the criteria of Descriptor 2 (UKPSF, 2011, p.5) being evidenced
* The [**Dimensions of the Framework guidance**](https://www.advance-he.ac.uk/knowledge-hub/dimensions-framework) and,
* The **Guidance for 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 2.

**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 2 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. Focus on your current or recent practice, which should be within the last 3 years. 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 Fellowship in your RAP (i.e. it cannot be used to extend the word limit of your APP).

Write your Context statement here:

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

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| Write your reflective account here …  |

**Evidencing A2: Teach and/or support learning**

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| --- |
| Write your reflective account here …  |

**Evidencing A3: Assess and give feedback to learners**

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| --- |
| Write your reflective account here …  |

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

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| --- |
| 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**

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| --- |
| Write your reflective account here …  |

**The criteria for Descriptor 2**

* D2.I Successful engagement across all five Areas of Activity.
* D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge.
* D2.III A commitment to all the Professional Values.
* D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.
* D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
* D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and where appropriate, related professional practices.

**The Dimensions of the UK Professional Standards Framework**

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| --- | --- | --- |
| **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 |  |