APPLICATION PACK FOR QMUL HEA FELLOWSHIP (D2) APPLICATIONS

2022-23

Teaching Recognition Programme
## Contents

**Background** .................................................................................................................. 4
- Strategy and HEA Fellowship ......................................................................................... 4
- Taught Programmes ......................................................................................................... 4
- Teaching Recognition Programme .................................................................................. 4
- Eligibility for HEA Fellowships .................................................................................... 5
- Who can apply for FHEA through QMUL Teaching Recognition? ............................... 5

**Applying for Fellowship** .............................................................................................. 7
- The UK Professional Standards Framework (UKPSF) .................................................... 8
- The UKPSF Dimensions ................................................................................................. 9
- Application is based on the UKPSF .............................................................................. 10

**How to develop your Reflective Account of Practice** .................................................. 11

**How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’?** ... 14

**Thinking reflectively** .................................................................................................... 15
- Reflecting on your practice throughout your RAP ....................................................... 15
- Referring to the evidence-base that informs and underpins your practice ............... 16

**General Tips for constructing your RAP** ..................................................................... 17

**Mentoring** .................................................................................................................... 18
- Fellowship Category Tool ............................................................................................. 18
- Deciding Route and Fellowship Category ................................................................... 18
- Further mentoring support ............................................................................................ 19
- Essentials of the mentoring relationship ..................................................................... 20

**Choice of application process** ..................................................................................... 21

**The Written Application Route** .................................................................................. 21

**Written Application Process** ..................................................................................... 22
- Written Application Requirements .............................................................................. 22
- Context Statement .......................................................................................................... 23
- Reflective Account of Practice (RAP) .......................................................................... 24

**Dialogue Application Route** ...................................................................................... 25
- Dialogue - Application Process ................................................................................... 25
- Dialogic Application Requirements .............................................................................. 27
- Assessed Professional Dialogue .................................................................................... 27

**Guidance for the provision of a Supporting Statement for FHEA of Advance HE** .... 28

**How will your application be reviewed?** .................................................................... 29
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: Fellowship of the Higher Education Academy (HEA), now 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.

The most appropriate Teaching Recognition award for the majority of QMUL staff is likely to be Fellowship of the HEA, known as Descriptor 2 or D2 of the UKPSF. Colleagues can achieve D2 via two routes, the taught programme Postgraduate Certificate in Academic Practice, or via the 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 D2 is the Postgraduate Certificate in Academic Practice (PGCAP).

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 support 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 responsibilities to gain recognition from Advance HE. By applying to become a Fellow you will have the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education (HE);
- 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 FHEA through QMUL Teaching Recognition?**
If you are an employee of Queen Mary University of London and have been teaching/supporting learning for a minimum of three years, and have designed and planned learning activities including activities that support learning and/or teaching, assessment and feedback, you can apply for Fellowship through the experiential route

We recommend that prior to starting your application you use the free [online Fellowship Category Tool (FCT)](https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship). 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 who achieve D2 (Fellow) are usually:

- Academic-related and/or support staff holding substantive teaching and learning responsibilities.
- Experienced academics relatively new to UK higher education.
- Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

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

**The criteria for D2 are:**

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

D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge.
D2.III A commitment to all the Professional Values.

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

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

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

So the question is, what does this mean?

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 Fellowship

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

- **Written Application (details on p21)**
- **Dialogue 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.

This is what you have to evidence in your application:

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.

The dimensions of the UKPSF are presented in full below.
# The UKPSF Dimensions

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

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

As your Reflective Account of Practice (RAP) is meant to be a deep, reflective analysis of your work in higher education, the RAP is structured around the practical dimension of the UKPSF: the 5 Areas of Activity. This translates into five sections that structure the RAP.

The other two dimensions, 6 aspects of Core Knowledge and 4 aspects of Professional Values are included when writing out or developing your presentation for any of the 5 Areas of Activity.

The D2 Criteria are:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.1: Successful engagement across all five Areas of Activity</td>
<td>Applicant successfully demonstrates an understanding of and engagement with all the areas of activity (see page 6 - The UK Professional Standards Framework).</td>
</tr>
<tr>
<td>D2.2: Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>Applicant successfully demonstrates an understanding of and engagement with all core knowledge of the UKPSF (see page 6 - The UK Professional Standards Framework).</td>
</tr>
<tr>
<td>D2.3: A commitment to all the Professional Values</td>
<td>Applicant successfully demonstrates an understanding of and engagement with all professional values in the UKPSF (see page 6 - The UK Professional Standards Framework).</td>
</tr>
<tr>
<td>D2.4: Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>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.</td>
</tr>
<tr>
<td>D2.5: Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td>Applicant successfully demonstrates that they have engaged with subject and pedagogic research and/or literature relevant to their teaching practice. A minimum of eight references throughout the RAP is sufficient for FHEA.</td>
</tr>
<tr>
<td>D2.6: Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td>Applicant successfully demonstrates that they have engaged in appropriate professional development activity related to their teaching and learning practice.</td>
</tr>
</tbody>
</table>

You can review additional information regarding the UKPSF in The Advance HE UKPSF Guidance.
How to develop your Reflective Account of Practice

The aim is to write/present a reflective account of your practice (teaching or support of learning). This means that you have to think about your examples of how you meet the criteria very carefully, in a way which reflects your personal teaching style and how that has developed. (See a guide of how to think and write reflectively on p15).

To help you choose the right examples to evidence that you meet the criteria of D2 please read the following explanations of what is asked for in each section of the 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 2, typically these might be individual activities and/or sessions in modules, courses and programmes and range from module design to a whole programme of study. In all cases, the design should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions in your examples.

You might include examples of:

- designing or redesigning curricula, courses and programmes of study
- identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes (e.g. this could evidence V1 and/or K3 in the APP)
- contributing to validation panels, review panels internally and externally
- determining learner needs; understanding the issue and challenges of teaching your subject
- planning tutorials and study sessions
- contributing to the creation of learning resources – physical and/or online
- developing learning materials
- preparing virtual learning environments and other online work.

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

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.
Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical settings, laboratory, PhD supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

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

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

**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
- reading and applying literature related to higher education learning and teaching

¹ This is the Queen Mary on-line platform.
• 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:

**Evidencing in RAP sections**

1. I am aiming for... 'which has this challenge'
2. Methods I employ, informed by these ideas
3. How it works, demonstrated by this evidence

**General Tips for constructing your RAP**

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

- Do not present a biography nor a CV.
- Be reflective through your examples. What is the rationale behind what you are teaching?
- What the Advance HE is looking for is a reflective approach to your teaching and your development. Instead of focusing on what you did focus your language and reflection on why you did it. What in your career has made you arrive at the decision/action you are describing?
- The RAP is about where you are now. Make it about your current work (going back only 3 years) but draw extensively from your experience (past) as well as influential literature to reflect upon your teaching right now.
- Do not forget to answer the question ‘Now what?’ Now that you have analysed your teaching, what are you going to do next? What worked well and will be continued as the class progresses? What did not work and, looking back on it, could have been different? (Knowing what didn't work and how to improve that area is the sign of a reflective individual - no one is perfect.) What do you need to tweak? Who needs more assistance? Who has the information mastered and needs a next step? Why is it important to your teaching?
• When referring to the UKPSF make sure that what you 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 fellowship (FHEA) 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 as well as application route are decided, you must make a booking via QMUL Course Booking to attend a FHEA 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 the pool of trained Mentors after the applicant 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.

The Mentor will be a trained member of the TRP pool of Mentors who will be able to provide you with support in drafting your application or developing your e-portfolio, narrated presentation and preparing for the professional dialogue.
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 QMPlus 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 Queen Mary 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.

The Written Application Route

A description of written application processes is presented subsequently. This will be followed by a description the dialogue application process.
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 Fellowship (Descriptor 2):

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 Fellow D2 application form – in Word format. The overall word count for the Fellow RAP is 3,000 words +/- 10% (excluding titles, sub-headings and references). This is your combined evidence across the whole claim, working to about 600 words per section (excluding bibliography).

Supporting Statement
- Supporting statements from two referees.
  One from your Head of School/Institute or nominee
  One from someone, not your school academic development mentor, who has observed you teaching and/or support of learning. (See: Appendix D – Supporting Statement Guidance/Template)

Ensure that you have provided two supporting reference letters one of which confirms that your teaching and/or support of learning has been observed. Your application is incomplete without these.
### Table summarising the requirements for Fellowship (D2) Written Application

<table>
<thead>
<tr>
<th>Category of Fellowship</th>
<th>Account of Professional Practice (APP)</th>
<th>Authentication of Practice</th>
<th>Reviewers</th>
</tr>
</thead>
</table>
| FHEA                   | Account of Professional Practice (APP), including:  
- Context Statement (up to 300 words)  
- RAP (3000 words +/- 10%) | Two Supporting Statements | 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 2; this section provides the background to your RAP and is not ‘assessed’ against Descriptor 2.

**In no more than 300 words your Context Statement should:**

- Provide a 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 3 years. Please remember that your application for 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)

The five Areas of Activity will form the outline of your RAP like five chapters for your text.

Your Reflective Account of Practice (RAP) must first reflect the requirements for Fellowship status as outlined by the Descriptor 2 of the UK Professional Standards Framework (UKPSF). See detailed guidance on writing the RAP above.

In addition, 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 the light of experience. You should include evidence to show that you engage in continuing professional development in subjects/disciplines and their pedagogies, integrating subject and educational research, scholarship and the evaluation of your own professional practices.
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
A step by step description of the participant process for dialogic application.

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

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. It enables reviewers to be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the UKPSF for the category of Fellowship for which you are applying.

Preparing for the Professional Dialogue:
1. Ensure that you are familiar with the requirements for the Fellowship, particularly the Descriptor 2 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

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Examples</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2</td>
<td>1. Report on Distance Learning course you taught.</td>
<td>• Experience over past 3-5 years</td>
</tr>
<tr>
<td></td>
<td>2. Examples of module handbooks used on a course you delivered.</td>
<td>• Able to evidence/evaluate effectiveness</td>
</tr>
<tr>
<td></td>
<td>3. Examples of feedback provided to students.</td>
<td></td>
</tr>
</tbody>
</table>

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 Fellowship).

4. Ensure that the relevant information and materials including supporting evidence and narrated presentation are appropriate for 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 Fellowship (D2) Dialogic Application

<table>
<thead>
<tr>
<th>Category of Fellowship</th>
<th>e-Portfolio (QMPlus)</th>
<th>Assessed Professional Dialogue</th>
<th>Authentication of Practice</th>
<th>Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHEA</td>
<td>E-portfolio, including: - Context Statement (up to 300 words)</td>
<td>20 minutes</td>
<td>Two Supporting Statements</td>
<td>Two (FHEA, SFHEA or PFHEA)</td>
</tr>
<tr>
<td></td>
<td>- Collection of 8-10 max activities and evidence aligned to D2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Narrated presentation illustrating a breadth of practice (max. 8 slides, delivered over 20 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Having attended a briefing session and decided to apply at the Fellowship category (D2), participants must attend a writing workshop and/or retreat that supports them develop an e-Portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 2 of the UKPSF and to develop a presentation narrating their experience. These activities should illustrate a breadth of practice (teaching and/or support of leaning) over the past three years.

**The portfolio that will be assessed should include:**

- Context Statement (up to 300 words)
- Collection of 8-10 max activities and evidence aligned to D2
- Narrated presentation illustrating a breadth of practice (max. 8 slides, delivered over 20 minutes)
- Two Supporting Statements

The presentation will comprise a maximum of eight (8) PowerPoint slides covering each of the five Areas of Activity and the Dimensions of the UKPSF. Each of the five Areas of Activity must detail at least two case studies. These should be organised to evidence their experience in relation to Descriptor 2 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 two Supporting Statements 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 Fellowship (D2).

You must attend a Professional Dialogue with two Reviewers 3 weeks after submission deadline (arranged by TRP) to assess your application during a 20-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 FHEA of Advance HE

What is required of the applicant?
The applicant needs to provide two supporting statements together with their Reflective Account of Practice (Written route) or e-Portfolio (Dialogue route).

The two statements differ and should provide the following information:

1. **A supporting statement from their Head of School or Institute, or their nominee.**

   This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant’s teaching and/or support of students’ learning, ranging from module evaluation to general issues. It should support the applicant’s recognition for Fellowship.

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

   This reference should confirm the quality of the observation and confirm the information presented 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 D2 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 Fellowship (D2).
How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 2 criteria, and the Supporting Statements 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 2 criteria to reach an initial independent judgement. The Reviewers will be looking for evidence that your practice meets the requirements of Descriptor 2 and will check that the two Supporting Statements provide appropriate endorsement for your application. They will review your application against each of the Descriptor 2 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 2 then you will be awarded 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 Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal FHEA.
Accept with minor revisions (Refer)

Should your application be judged as providing insufficient evidence for meeting Descriptor 2, then you will be provided with feedback from the Reviewers as an Accept with minor revisions. This feedback will indicate which of the six Descriptor 2 criteria your application has been met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 2 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 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 2 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 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 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 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 enquiries 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 the descriptor for D2, demonstrating broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning, and engagement with the Core Knowledge and Professional Values.

<table>
<thead>
<tr>
<th>K 1-6</th>
<th>V 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>V1</td>
</tr>
<tr>
<td>K2</td>
<td>V2</td>
</tr>
<tr>
<td>K3</td>
<td>V3</td>
</tr>
<tr>
<td>K4</td>
<td>V4</td>
</tr>
<tr>
<td>K5</td>
<td></td>
</tr>
<tr>
<td>K6</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A – Written Approach Step-by-Step

Route to Fellowship (Written)

1. **Familiarise yourself with the process**
   - Review the Teaching Recognition website and related documents.

2. **Check which category is right for you**
   - Use the Advance HE category tool.

3. **Book on a workshop**
   - These occur regularly and can be found on the CPD course booking site.

4. **Develop your initial full draft**
   - Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor.

5. **Continue drafting with your mentor**

6. **Submit your application**
   - This is your RAP, plus supporting statement(s). Submit to qma.trp@qmul.ac.uk after final agreement with your mentor.

7. **Expect acknowledgement**
   - The team should be in touch within two days to confirm your application is being sent to the next panel.

8. **Wait for outcome**
   - Outcome letters are sent two weeks after the panel concludes.

*Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate.*
Appendix B – Dialogic Approach Step-by-Step

Route to Fellowship (Dialogic)

- Familiarise yourself with the process
  Review the Teaching Recognition website and related documents.

- Check which category is right for you
  Use the Advance HE category tool.

- Book on a workshop
  These occur regularly and can be found on the CPD course booking site.

- Develop your e-portfolio
  Once this is done, email oma.trip@qmul.ac.uk to be assigned a mentor for peer review.

- Submit your e-portfolio
  Once this is done, email the link to your e-portfolio to oma.trip@qmul.ac.uk.

- Professional Conversation
  This will take place with our assessors, who will then report back to the TRP team.

- Guidance and preparation for professional conversation

- Wait for outcome
  Outcome letters are sent two weeks after the panel concludes.

Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate.
## Application Details

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant name in FULL:</td>
<td></td>
</tr>
<tr>
<td>Job title:</td>
<td></td>
</tr>
<tr>
<td>School/Institute:</td>
<td></td>
</tr>
<tr>
<td>Date submitted:</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Name of Mentor (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Do you already hold Associate Fellowship of the HEA?</td>
<td>Associate Fellow ☐ No ☐</td>
</tr>
<tr>
<td>Queen Mary email address: (e.g., mail to: <a href="mailto:xyz@qmul.ac.uk">xyz@qmul.ac.uk</a>)</td>
<td></td>
</tr>
<tr>
<td>University username: (e.g., abc123)</td>
<td></td>
</tr>
<tr>
<td>Are you an employee of:</td>
<td></td>
</tr>
<tr>
<td>a) QMUL</td>
<td></td>
</tr>
<tr>
<td>b) NHS</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Please confirm that the application is within the +/- 10% margin of the 3000-word limit. The word limit does not include references.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Teaching observed and stated in second (colleague) Supporting Reference Letter</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>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?</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Are you happy for your name to be included on our website if your application is successful?</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Would you like your feedback letter to be copied to your Mentor?</td>
<td>Yes ☐</td>
</tr>
</tbody>
</table>
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](#) 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](#) (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](#) and,

- The [Guidance for Fellow applicants](#) available on the QMUL TRP website - [https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/](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

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 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

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

QMUL HEA Teaching Recognition Programme: Supporting Statement for Fellowship (D2) 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 learning against the criteria of the UK Professional Standards Framework (UKPSF) at 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 2 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 two supporting statements together with their Reflective Account of Practice (RAP) which you should have read. The two statements differ and should provide the following information:

1. A supporting statement from their Head of School or Institute, or their nominee. This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant's teaching and/or support of students' learning, ranging from module evaluation to general issues. It should support the applicant's recognition for Fellowship.

2. A supporting statement from someone who has observed them teaching, but not their School Academic Development Mentor. This reference should confirm the quality of the observed teaching 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 D2 dimensions and criteria of the UKPSF.

Requirements of Descriptor 2 (Fellowship) of the UK Professional Standards Framework

An applicant for Fellowship of the Advance HE should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should be able to provide evidence of:

I. Successful engagement across all 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. Appropriate knowledge and understanding across all aspects of Core Knowledge
   K1 the 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

III. A commitment to all the 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
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

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

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

Therefore, for the award of Fellow, the applicant must demonstrate that their HE practice evidences all Areas of Activity, aspects of Core Knowledge and Professional Values of the UKPSF.

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 Fellow.

If you are providing the second supporting statement, your statement must clearly state that you have observed the applicant’s teaching (or support of student’s learning).

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 – Fellow

<table>
<thead>
<tr>
<th>Name of applicant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name (Referee)</td>
<td></td>
</tr>
<tr>
<td>Your Institute/School/other</td>
<td></td>
</tr>
<tr>
<td>Your Job Title</td>
<td></td>
</tr>
<tr>
<td>Your email address</td>
<td></td>
</tr>
<tr>
<td>Your HEA Fellowship Status (if appropriate)</td>
<td></td>
</tr>
<tr>
<td>Your relationship to Applicant</td>
<td></td>
</tr>
<tr>
<td>How long have you worked with the applicant? (insert dates)</td>
<td></td>
</tr>
</tbody>
</table>

### Declaration

Please check the box below to indicate that you have read and agree to the following statement:

*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 have read and understood the declaration

**Date:**