

Queen Mary Academy

Student Enhanced Engagement & Development (SEED) Award

Student Guidance Document

Dear Students

Welcome to the SEED Award.



The SEED Award recognises students' contribution to educational development activities. Please read through this guidance document and watch the training videos before you start your application. It is also important that you discuss your approach with the staff you have worked closely with, and who you have chosen to endorse your application. We have designed this process to be as simple as possible, whilst ensuring that your application is well-evidenced and verifiable. Please do let us know how the application process was for you. Your feedback is really important as we strive to ensure that students are recognised and accredited for the important work they do.

Thank you for all of the hard work that you do and good luck with your application.

Professor Janet De Wilde

Director
Queen Mary Academy
Queen Mary University of London

What is the SEED Award?

The QMUL Strategy (2030) is ambitious and makes it clear that the University aims to:

'ensure that anyone who is able to flourish at Queen Mary can join us, irrespective of their background' ...and that... 'learning is individualised and our pedagogic development meets the needs of our diverse learners'.

The vision is to develop student engagement opportunities with educational developments across QMUL which benefit and empower all our students to contribute. These opportunities will enable students to enhance and co-create the educational scene in which they are learning. It is important that students' contribution is recognised and accredited and that all students can benefit from this commitment by the institution.

The contribution and purpose of the SEED Award is to have a student focused framework situated in the Teaching Recognition Programme at the Queen Mary Academy. Through this framework, student engagement and development will be supported by a recognition and accreditation process aligned with the [United Kingdom Professional Standard Framework](#) (UKPSF). This is designed as part of the route to Associate Fellowship of the Higher Education Academy (AFHEA). This framework will evolve and be developed in agreement with the Advance HE accrediting body.¹

The benefits of the SEED Award and the associated activities are many, they are summarised by students being recognised for the crucial role they contribute to the work of educators, the enhancement of pedagogy and the curriculum, as well as the development of student-educator partnerships.

The SEED award is strategically aligned with the priorities outlined in the QMUL Strategy 2030 by supporting students as they develop in educational leadership as it states that:

'At Queen Mary, we co-create our pedagogical approach with our students to deliver a gold-standard education.'

It is important that the SEED Award and accreditation is clearly delineated and aligned with other initiatives across QMU, and the work of the Student Union. This award intersects with other educational development opportunities for students e.g. in Medical Education the iBSc in Medical Education or the DATE (Doctors as Teachers and Educators) course in 5th year of Medical School.

The significant feature of the SEED Award is that students are formally recognised and accredited for their contribution to educational development activities.

¹ Students gaining AFHEA is not new, and was first linked with an [MSc in Medical Education at Dundee University](#). Students seeking accreditation before the level of Associate is new and we have already raised this project with Advance HE in early meetings in the academic year 2022/21 and look forward to working with colleagues across the UK to take this initiative forward.

Benefits of the SEED Award

The benefits to you, as students of QMUL, on taking part in this SEED initiative are many, including:

- Gaining experience as an influencer and co-creator in educational practice.
- Gaining exposure to educational development and activity.
- Developing your knowledge and understanding of reflective practice through a range of activities and the application process.
- Improving your critical thinking skills.
- Increasing your understanding of your discipline through dialogue and discourse.
- Enhancing your interpersonal skills such as teamwork, dependability, adaptability, and flexibility.
- Gaining recognition for your contribution.
- All of the above improve employability skills and employer requirements.

The benefits for colleagues of working with and creating curriculum with students is well embedded in many QMUL programmes and is an integral part of the QMUL Strategy 2030 and associated Enabling Plans. Examples of key benefits to colleagues and the University are listed below:

- Embedding of student-centred learning in curricula
- Enhanced programmes and curricula.
- Enriched student-faculty collaboration.
- Enhanced reflective process about teaching and learning processes.
- Raised awareness of thinking about and practices of teaching and learning.
- Raised self-awareness, creating more knowledgeable and sensitive responses to student learning needs.
- Enhanced enthusiasm and motivation for staff and students.
- Improved evidence of impact in education quality.
- Enhanced student learning opportunities, development of future leaders, enhanced employability.
- Progression in the field of student engagement and development.
- Ensuring the voice and insights from a diverse group of students, as per QMUL 2030 Strategy, are listened to and acted on to ensure inclusive curricula.
- Improved engagement of students with diversity of background and culture, enriches perspectives and educational understanding of student lived experiences centrally and in the margins.

The Application Process (see the accompanying Application Form)

- The student is responsible for applying and their submission must clearly outline their contribution. This is retrospective and is based on 1-2 different activities of educational enhancement (to a minimum of 10 hours).² Examples of activity are outlined in Appendix One of this document on page 8. This is not intended to be exhaustive or definitive but to provide an illustration of the range of activities which may merit recognition via the SEED Award.
- The application must contain a reflection on what the student has learnt and how they have developed as an educator and co-creator, in a narrative format.
- The application must have a summary of recommendations for the curriculum or to educators influencing changed practice because of contribution from the student perspective. (no more than 150-word limit within the total 600-word guidance)
- The application should make explicit reference to your contribution to teaching and/or support of student-learning in relation to **one** or more of the following Areas of Activity of the [UK Professional Standards Framework](#) (UKPSF):
 - A1: Design and plan learning activities and/or programmes of study.
 - A2: Teaching and/or support of learning.
 - A3: Assessment and feedback.
 - A4: Development of effective learning environments – including virtual platforms and approaches to student support.

For further information see appendix 3.

Your Faculty, School, Institute or Programme should:

- Provide opportunities for student engagement with curriculum enhancement activities. These should, where possible, be at every level e.g. considering documentation, reviewing educational processes, assessment and content, with clear outcomes and impact measures.
- Support, involve, invite, and inspire students interested in this work, and guide them as required.
- Review student's written reflection and recommendations and respond with feedback on how educational practices/content have changed as a direct result of student reflection/recommendations.
- Provide an endorsement which confirms the student's individual contribution as outlined in their reflection and recommendations (see above).
- On-going monitoring of progress, to feed into an Annual Impact Report.

² The 10 hour programme is designed to ensure that if approved and applicable this can be added to the Higher Education Achievement Report (HEAR) transcript. This HEAR transcript has been noted as not available for School of Medicine and Dentistry (SMD) MBBS students.

The Queen Mary Academy (QMA) will:

- Advertise and promote the SEED Award (including access to the Application Form) via the Queen Mary Academy website and links to the current Teaching Recognition Framework repository of documents/guidance.
- Review all SEED applications, each of which will be reviewed by two colleagues from our panel, which will meet once per semester.
- Appropriately constitute the panel which considers the SEED Award applications to include a member of the student community, along with academic and professional support services colleagues.
- Advertise the scheduled dates for the panel events along with the call for applications. The frequency/format of all events will be reviewed as this scheme is rolled out.
- Ensure a robust and transparent approach through panel overlap with the current training and guidance provision of Panel Reviewers that already exists to support the Teaching Recognition Programme.
- Provide certification of students who achieve the SEED Award (this will be a QMUL certificate in the first instance, and Advance HE accreditation as outlined above once approved).
- Provide students, where they are considered not yet to have met the criteria required for a SEED Award, with feedback on what is required for any re-submission.
- Award an Annual Prize for the best written application for the SEED Award.
- Arrange and deliver an Annual Festival of Education which will bring together students (including those achieving the SEED Award) and educators e.g., invite presentations from both students and educators, to hold workshops to share best practice as well as challenges, include prize presentations.
- Monitor, report, and carry out the final impact evaluation of the SEED Award.

Who can apply for the SEED Award?

Students of any level of study at Queen Mary University of London can apply.

How to apply for the SEED Award

- Carefully consider the Student Guidance Document and Application Form.
- Watch the video(s) on the QMUL SEED Award.
- The student is responsible for submitting their full application.
- The full application comprises a Reflective Account/Recommendation of 600 words (+/- 10%), and an Endorsement from an appropriate member of staff (approx. 250 words).
- The appropriate member of staff endorsing this application may be an Academic, Professional Support Services colleague, or a Queen Mary Student Union Executive Officer as long as they have worked closely with the student during the SEED process.
- The application is incomplete without the Endorsement.
- The Application Form and Endorsement Template can be downloaded from the Teaching Recognition Programme webpages of the Queen Mary Academy Website.
- The submission deadlines advertised along with the Panel Meeting dates are on the website.
- See: <https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/>

Application Advice:

Reflection must be based on student-staff partnerships and an engagement with course development. Examples of approved activities/case studies can be found on the Teaching Recognition Programme website. These activities should have led to demonstrable improvements in the course/curriculum/teaching.

Appendix 1: Some examples you may wish to draw upon include:

- Presenting to educators about course or faculty development.
- Working on and developing curriculum documents.
- Offering a student's perspective on a podcast, or through video/other modes of delivery.
- Working with academic and/or professional support staff to develop teaching sessions or programmes, such as Virtual Placements or Interpretive Voices.
- Student researchers working on educational research projects or quality improvement initiatives within the University and/or placement.
- Students sitting on steering groups or committees that raise issues with the current teaching environment and propose solutions (such as the Anti-Racism Steering Group or the working group on Clinical Reporting Procedures).
- Students involved in teaching/managing teaching societies which leads to demonstrable change (such as the History Society or Cardiology Society).
- Students involved in buddy and mentoring programmes
- Students who sit on QMSU Education/ Welfare Zones, raising student concerns and campaigning on these.
- Students who take a year out as Sabbatical Officers to represent students working with colleagues across the University.

Appendix 2: Criteria for SEED Award

| Criteria | Criteria Met | Criteria Not Yet Met | Criteria Not Met |
|---|---|---|---|
| | <i>The panel will regard the SEED Award criteria met if:</i> | <i>The panel will regard the SEED Award criteria as not yet met if:</i> | <i>The panel will decide that the SEED Award criteria has not been met if:</i> |
| Contribution including recommendations | The student has written a statement which explicitly reflects upon their contribution to an educational development activity and has clear recommendations. | The student describes an educational activity but their contribution is unclear and/or their recommendations are not clear. | The student has not demonstrated their contribution or there are no recommendations. Or the contribution outlined in the application does not relate to the SEED Award |
| Co-creation | The student demonstrates engagement with others and co-creation in the activity. | The application outlines an appropriate example but their role in co-creation is not discussed or is unclear. | The student has not made links between the activity and the ability to co-create with others. |
| Reflective | The student's reflection clearly shows what they have learnt from the experience, with clear use of evidence. | The student demonstrates limited reflection on the experience, or provides limited experiences as evidence. | The student does not provide reflective account of their experiences or there are no experiences used to evidence the claim. |
| Impact | The student has evidenced a clear and verifiable impact. | The student has evidenced only association with the activity and/or evidences no verifiable impact. | The student does not demonstrate or evidence impact. |
| Supported and endorsed | The application supports a clear and endorsed claim as to how the student's engagement and contribution in the activities has led to impact. | There is insufficient endorsement of the experience outlined and the impact claimed in the application. | There is no endorsement of the experience outlined and/or the impact claimed in the application. |

Appendix 3: The Dimensions of the UK Professional Standards Framework

The application should make explicit reference to your contribution to teaching and/or support of student-learning in relation to **one** or more of the following Areas of Activity of the UK Professional Standards Framework:

- A1: Design and plan learning activities and/or programmes of study.
- A2: Teaching and/or support of learning.
- A3: Assessment and feedback.
- A4: Development of effective learning environments – including virtual platforms – and approaches to student support.

| 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 | |



SEED Award Student Guidance
Queen Mary Academy

qmul.ac.uk/queenmaryacademy