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# **GUIDANCE NOTES FOR QMUL ADVANCE HE ASSOCIATE FELLOW (D1) APPLICATIONS**

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2024-25

Teaching Recognition Programme



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# Background

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## Strategy and Advance HE Fellowship

As part of the 'Excellence in Education' pillar of the [Queen Mary Strategy 2030](#), all staff involved in supporting the education of our students have the opportunity to engage in training and development which leads to an accredited certificate: Fellowship of the Higher Education Academy (HEA), currently known as [Advance HE](#).

Teaching Recognition is gained through the [Professional Standards Framework 2023 \(PSF2023\)](#). The PSF2023 is a nationally recognised framework, led by Advance HE, for benchmarking success within HE (Higher Education) teaching and learning support.

This guide is for people who support students' learning or are in a teaching role, and in particular are not responsible for the development of curriculum and its assessment and are therefore invited to apply for **Associate Fellow**, known as Descriptor 1 or D1 of the PSF2023. D1 is appropriate for graduate students who teach, clinical and research staff with very limited teaching roles, and staff in roles which support student learning in a variety of ways.

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

### Taught Programmes

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

You can learn more about Taught Programmes here:

<https://www.qmul.ac.uk/queenmaryacademy/educators/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 provide their expertise and experience in supporting staff with teaching and/or support of learning responsibilities to gain recognition from Advance HE. By applying to become an Associate Fellow you will have the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- Gain recognition for your role as a teacher and/or supporter of learning within the higher education context;

- Receive a nationally and internationally recognised award, which is being increasingly used in promotion rounds and being used to shortlist applicants for jobs in HE.

## Eligibility for Advance HE Fellowships

The Professional Standards Framework 2023 (PSF2023) forms the basis for the award of four categories of Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an Advance HE Fellow. The PSF 2023 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. For further details on current eligibility for Advance HE Fellowship please see link below:

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

## Who can apply for Associate Fellowship through QMUL Teaching Recognition?

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

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

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

Associate Fellowship is normally suitable for:

- Early career researchers with some teaching
- Staff new to teaching
- Staff who support academic provision
- Staff with demonstrator/technician roles
- Experienced staff with a limited teaching portfolio.

The requirement for Associate Fellowship is that you are able to provide evidence through examples that you meet the criteria for **Descriptor 1 (D1)** of the Professional Standards Framework 2023. This handbook will guide you on how to provide this evidence. Further information can be found in the [D1 Advance HE PSF 2023 Guidance](#).

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

D1.1. use of appropriate Professional Values, including at least V1 and V3

D1.2. application of appropriate Core Knowledge, including at least K1, K2 and K3

D1.3. effective and inclusive practice in at least two of the five Areas of Activity

## Applying for Associate Fellowship

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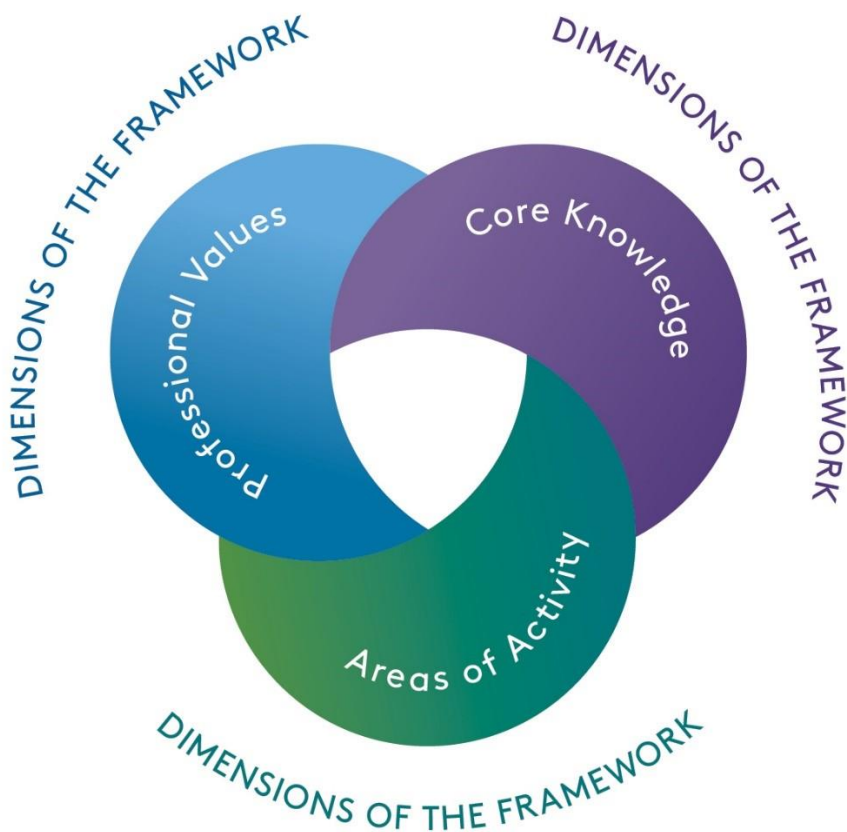
There are two ways by which you could apply for Associate Fellowship through our Teaching Recognition Programme:

- **Written Application (details on P24)**
- **Dialogic Application (details on P27)**

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

## Professional Standards Framework 2023 (PSF2023)

The PSF2023 is constructed around three dimensions of education that converge and feed into one another: Professional Values, Core Knowledge and Areas of Activity.



The dimensions of the PSF2023 are presented in full below.

## The PSF 2023 Dimensions

<b>Professional Values</b>	<b>Core Knowledge</b>	<b>Areas of Activity</b>
<b>In your context, show how you:</b>	<b>In your context, apply knowledge of:</b>	<b>In your context, demonstrate that you:</b>
V1) Respect individual learners and diverse groups of learners	K1) How learners learn, generally and within specific subjects	A1) Design and plan learning activities and/or programmes
V2) Promote engagement in learning and equity of opportunity for all to reach their potential	K2) Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	A2) Teach and/or support learning through appropriate approaches and environments
V3) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	K3) Critical evaluation as a basis for effective practice	A3) Assess and give feedback for learning
V4) Respond to the wider context in which higher education operates, recognising implications for practice	K4) Appropriate use of digital and/or other technologies, and resources for learning	A4) support and guide learners
V5) Collaborate with others to enhance practice	K5) Requirements for quality assurance and enhancement, and their implications for practice	A5) Enhance practice through own continuing professional development



## Application is based on the PSF2023

The Professional Standards Framework 2023 forms the basis for the award of Associate Fellowship.

Applications for Associate Fellow should demonstrate how you meet all the descriptor one (D1) criteria, evidencing engagement with some of the dimensions of practice of the PSF2023.

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

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

Criteria	Accept
<b>D1.1: In your context, show how you:</b> Use of appropriate Professional Values, including at least V1 and V3	In your context, show how you successfully use the Professional Values of the PSF 2023, including at least V1 and V3.
<b>D1.2: In your context, apply knowledge of:</b> Appropriate Core Knowledge, including at least K1, K2 and K3	In your context, successfully apply knowledge of core knowledge of the PSF 2023, including at least K1, K2, and K3
<b>D1.3: In your context, demonstrate that you:</b> Effective and inclusive practice in at least two of the five Areas of Activity	In your context, demonstrate your effective and inclusive practice in any two areas of activity of the PSF 2023.

You can review additional information regarding the PSF 2023 in [The Advance HE PSF2023 Guidance](#). This 'Guide to the PSF 2023 Dimensions for Associate Fellowship (D1)' explains the Professional Standards Framework (PSF) 2023 and the types of evidence of effective practice required for Descriptor 1 (D1), which is the basis for the award of Associate Fellowship.

This guide starts by introducing and explaining the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate for Associate Fellowship. This 'Guide to the PSF 2023 Dimensions for Associate Fellowship (D1)' will be useful to support your understanding of the PSF 2023 and the types of evidence of your teaching and/or support for learning practice that are appropriate to successfully evidence the PSF 2023 Dimensions required for Descriptor 1.

# How to develop your Reflective Account of Practice (RAP)

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The aim is to write/present a reflective account of your practice (teaching or support of learning). This means that you must think about your examples of how you meet the criteria very carefully, in a way which reflects your personal teaching style and how that has developed. (See a guide of how to think and write reflectively on p.17).

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

## **A1: Design and plan learning activities and/or programmes**

In your CONTEXT, demonstrate that you design and plan learning activities and/or programmes. Area of Activity 1 (A1) is about how you plan and prepare learning activities, whether in person or online or both. You might decide to focus on a few learning activities or a series of sessions. You may choose to detail work with individuals or groups of learners if relevant. Include information about how your plans considered the learning environment(s) you work in.

You may not have had responsibility for all aspects of session planning, but you can identify design decisions you have made to facilitate learner learning. These may seem minor (like planning space for learner interaction) but can make a huge difference to the learner experience. Be sure to explain why you chose that particular plan or design. As you must demonstrate that your practice is effective and inclusive, pick a design or plan which worked well.

## **Examples of practice relevant to A1**

Depending on your context and the nature of your HE practice, examples to demonstrate that you have designed and planned effective learning activities might include:

- your creation of appropriate and inclusive lesson plans for a whole session or part of a session
- your planning for one-to-one tuition; for example, the plans you created for individual tutorials, to help learners develop library skills, or to provide individual study support
- your development of individual learning plans
- your planning of a short lecture, a seminar or laboratory activities
- your planning of guidance for group sessions involving library activities, writing, learning support activities or practical work (eg in art and design studios, music technology studios, fieldwork or clinical settings)
- your planning of activities and/or resources to develop learners' use of software/hardware, technical skills or virtual learning environment/learning management system
- your planning for teaching and support activities outside standard on-campus contexts, for example for online support or fieldwork.

## **A2: Teach and/or support learning through appropriate approaches and environments**

In your CONTEXT, demonstrate that you teach and/or support learning through appropriate approaches and environments.

A2 is about your direct engagement and interaction with learners as you teach and/or support learning. You may have facilitated the development of specific skills or disciplinary insights. You may have worked with individuals or large or small groups, remotely or in person. You should discuss the approaches and activities you have developed or selected. The evidence you provide should include an explanation of the rationale for the approach(es) and activities you have used. Include how you made effective use of learning environments, whether physical or virtual, formal and/or informal, as appropriate to your context and the needs of your learners.

It's important to explain why particular activities were appropriate for your learners in specific context/s. Also explain how you knew your approaches were effective; for example, how your learners responded or commented on sessions. You may have worked individually or as part of a team and/or been responsible for elements of a wider teaching or learning support process. Contexts vary, but make sure that you are clear about your specific individual role if you have worked in a team.

### **Examples of practice relevant to A2**

Depending on your context, examples to demonstrate that you have taught and/or supported learning effectively might include:

- running seminars or tutorials with individuals or groups of learners to support their learning in lectures
- teaching as part of a team, for example, facilitating learning or assisting another member of staff
- demonstrating in practical sessions such as in laboratories
- supporting learning in fieldwork settings or within community events
- supporting the development of academic skills/research skills; for example, workshops on mathematics, statistics, critical reading or writing skills for higher level study
- creating customised online resources, learner guides and/or resource packs
- developing digital learning opportunities for specific disciplines or learner needs
- using performance spaces, specialist rehearsal facilities, sound design facilities and technologies
- one-to-one interaction, supporting the development of technical or other skills or the use of learning technologies + facilitating practice-based learning (clinical, educational, in the field) Guide to the PSF 2023 Dimensions - Associate Fellowship (D1) 16
- using digital and non-digital technology through, for example, flipped classrooms
- supporting the academic progression of learners, including from further education (FE) to HE.

## **A3: Assess and give feedback for learning**

In your CONTEXT, demonstrate that you assess and give feedback for learning.

A3 is about your involvement in the assessment of learners' work, achievement and/or progress and the provision of feedback to learners. Assessment and feedback to learners includes a range of activities. A possible approach to demonstrating the effectiveness of your practice might be to explain how you have fostered and encouraged learning through assessment, and/or to discuss your approach to giving feedback.

You may have formally or informally assessed the learning of individual learners or small or large groups depending on your context. You may have provided useful feedback to different types of learners. Your experience of assessment may have involved marking assessment tasks (written, oral, or practical) which counted towards a qualification (summative assessment). You may have been involved in assessment which does not contribute directly to the final mark for a module or programme, but which provides feedback to learners to help them progress in their learning (formative assessment). Formative assessment tasks might have helped learners to track their progress.

The outcome of formative assessment tasks will have enabled you to gauge learners' progress and adjust your teaching and/or support for learning to ensure that they are successful. You may have checked that learners are clear about summative assessment criteria and how they can meet requirements. Your work on assessment and feedback will often have involved collaboration with others. If so, make sure you identify your individual role and contribution.

### **Examples of practice relevant to A3**

Your evidence might focus mainly or entirely on either assessment practice or feedback practice, or might include both.

Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should also explain how you know your choices were effective and enhanced learning.

Depending on your context and role, examples to demonstrate the effectiveness of your assessment and feedback practice might include activities such as:

- familiarising learners with assessment criteria and the requirements of diverse assessment tasks
- giving learners timely and constructive feedback on their work which is clear and actionable
- commenting on written work and assigning marks through annotating learners' work
- undertaking formative assessment on submitted draft work
- designing formative tasks to help learners prepare for summative assessments
- undertaking formative assessment of learning in digital literacy sessions, information skills sessions or professional development programmes
- designing formative online quizzes and tests to enable learners to keep track of their learning
- providing helpful, encouraging feedback to learners whilst enabling them to enhance the quality of their assessed work

- giving oral feedback to learners in laboratory/clinical or fieldwork sessions
- judging learners' understanding during and following library, or other, induction sessions
- assessment and support to learners during study skills/academic literacy session
- providing feedback through online resource/training packages
- preparing learners for assessment through academic support and self- and peer assessment
- promoting well-being by supporting learners' to be less anxious about undertaking assessment tasks
- supporting teams during group assessment projects
- upholding academic integrity in assessment (eg avoiding plagiarism).

#### **A4: Support and guide learners**

In your CONTEXT, demonstrate that you support and guide learners.

A4 is about actions you have taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning. You may have guided learners to enable academic progression and/or supported them to promote their physical and mental well-being. The provision of learning support and guidance may be your main role. You may be involved in a range of areas of specialist learner support such as library skills, careers advice, IT and technical skills, laboratory or studio support, etc.

You may have a role specifically related to promoting learners' physical and mental well-being. You may be an expert in the provision of specific types of guidance. If you are involved in teaching you might think of A4 in terms of guidance and support you provide alongside the teaching of programme content. Perhaps learners approach you for help in understanding an assessment task or require help with structuring a piece of writing.

Perhaps you refer some learners to a study support service, to pastoral support, or to institutional support available for learners with disabilities. Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system. It is important to select examples of effective practice in supporting learners in specific contexts. Explain how the approaches you adopt and resources you use can support learning and provide examples demonstrating how you know they are of value to learners.

#### **Examples of practice relevant to A4**

Depending on your context and role, examples to demonstrate the effectiveness of your practice in the provision of support and guidance to learners might include:

- raising awareness of student support services (both academic and related to wellbeing)
- supporting learners to engage with services that can help with their individual needs, including emotional well-being and mental health; eg referring learners to relevant counselling or institutional support services
- supporting learners in developing academic skills, professional capabilities or career pathways, guiding them to recognise and build on existing knowledge and strengths

- providing support to learners to enable them to develop specific skills, such as research, writing, referencing or presentation skills
- developing or providing learner guides and/or resources, perhaps for specific disciplines or assessment tasks or specific learner needs
- enhancing learners' ability to successfully engage in online learning; ensuring online learning activities can be accessed on a range of digital devices and platforms
- ensuring that learners understand how to maintain academic integrity
- recognising that learners' may experience circumstances will impact on well-being and student learning, and knowing where to refer learners for counselling and mental health support
- modelling inclusive practice by guiding learners in using appropriate cultural and social protocols (eg use of pronouns, correct forms of address) and avoiding all types of discrimination on any grounds.

### **A5: Enhance practice through own continuing professional development**

In your CONTEXT, demonstrate that you enhance practice through own continuing professional development.

A5 is about how you have used the learning from your own professional development in your teaching and/or supporting learning and how this has resulted in effective learning for others. The types of professional development you discuss will depend on your context and role and may be formal or informal professional development activities, feedback from learners or peers, skills gained through informal interaction with colleagues or mentors, or learning gained from the reading of literature of learning and teaching. You might also include examples of activities you have undertaken as part of a group, for example to develop new learning activities or resources, where these have contributed to your skills and/or understanding of learning and teaching. Whatever the source(s) of your professional development, you should discuss how you have used your learning to improve your teaching and/or learner support.

Choose examples of the enhancement of your practice, detailing how it has become more effective as a result of your engagement with professional development. Ensure that you select examples which enable you to describe how learners have benefited as evidenced by positive responses, better student learning, or a more engaging experience.

### **Examples of practice relevant to A5**

Depending on your context, examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

- participating in staff development events relating to teaching and learning, generally and/or in your discipline
- engaging with a credit-bearing learning and teaching program in higher education
- observing colleagues' teaching and/or support for learning sessions
- inviting observation and feedback on your own teaching and/or support for learning practice
- making use of published research about learning and teaching to inform your practice

- responding to learner feedback through discussion or observation during a session and modifying your practice accordingly
- learning how to meet the needs of diverse groups of learners and using insight gained to increase accessibility and enhance inclusion.

## How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’?

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When developing each section, your account should aim to include, point out, evaluate or thematise the different aspects of the PSF2023 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 PSF2023 wording to illustrate that you have hit that specific criterion 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

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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 PSF2023 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 explain clearly:

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

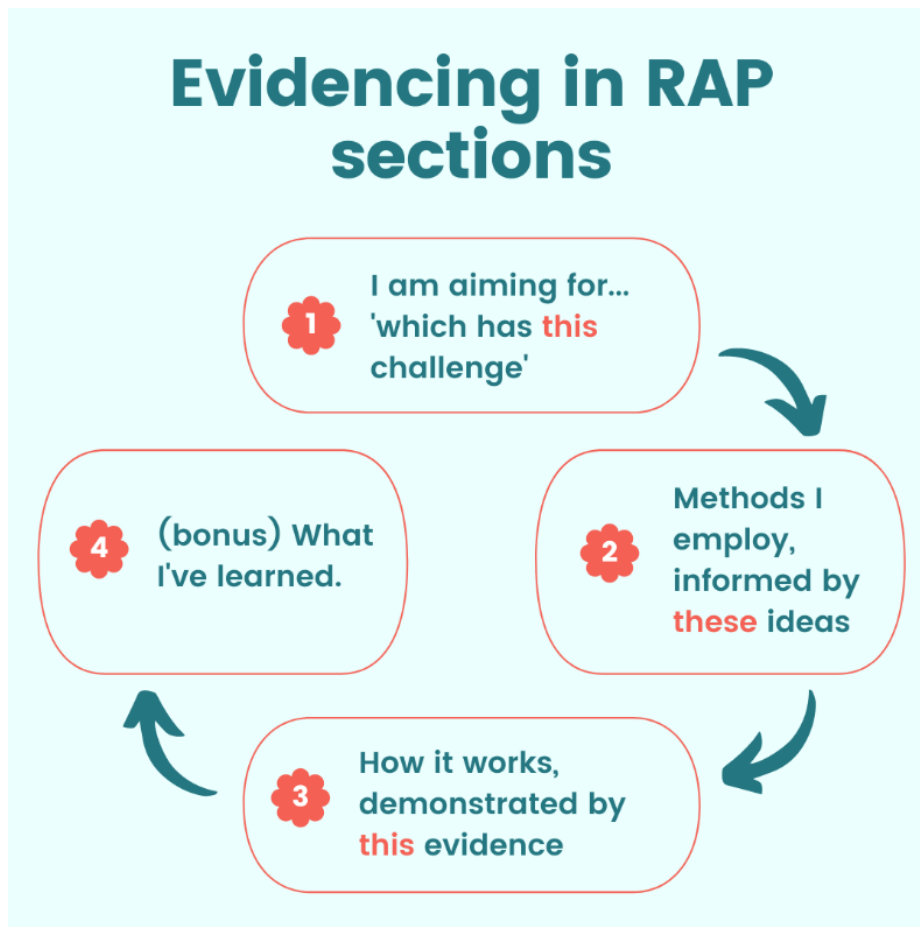
## Referring to the evidence-base that informs and underpins your practice

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

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

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

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



## General Tips for constructing your RAP

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

- Do not present a biography nor a CV.
- Be reflective through your examples. What is the rationale behind what you are work?
- What the Advance HE is looking for is a reflective approach to your academic practice and your development. Instead of focusing on what you did focus your language and reflection on why you did it. What in your career has made you arrive at the decision/action you are describing?
- The RAP is about where you are now. Make it about your current work (going back only 3 years) but draw extensively from your experience (past) as well as influential literature to reflect upon your academic practice right now.
- Do not forget to answer the question 'Now what'? Now that you have analysed your academic practice, what are you going to do next? What worked well and

will be continued as the class progresses? What did not work and, looking back on it, could have been different? (Knowing what didn't work and how to improve that area is the sign of a reflective individual - no one is perfect.) What do you need to tweak? Who needs more assistance? Who has the information mastered and needs a next step? Why is it important to your academic practice?

- When referring to the PSF2023 make sure that what you discuss really matches the descriptor. When in doubt refer to the PSF2023 directly in the wording of your reference.

## Mentoring

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

### Fellowship Category Tool

We recommend that prior to starting your application, you use the free online [Fellowship Category Tool](#) (FCT) to check what Fellowship category of the Advance HE is right for you. 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 PSF2023 and its different Descriptors and Dimensions. By using the tool to consider your current practice, your choice of statements should help to inform which category of Fellowship is most appropriate for you.

### Deciding Route and Fellowship Category

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

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

### Figure 2: The TRP mentoring and support process

This figure summarises the mentoring journey for applicants

## The TRP mentoring and support process

April 2024



## Further mentoring support

Applicants will be provided further mentoring support by the TRP team working with pool of trained Mentors after the applicant completes the initial draft of their application. Please send your draft by emailing it to [gma.trp@qmul.ac.uk](mailto:gma.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' Associate Fellow, 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, agree how long the mentor may need to comment on drafts, whether they will meet in-person/online 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 statements, 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 email ([qma.trp@qmul.ac.uk](mailto:qma.trp@qmul.ac.uk)) to the Panel 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/educators/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 Associate Fellow. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

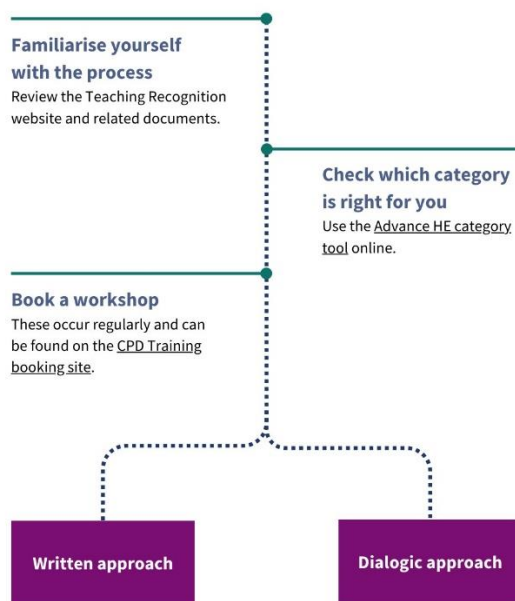
# Choice of application process

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You have a choice to apply via a written or a dialogic process as illustrated below. You can find details of what each process requires in the next section, to help you decide whether to submit a written or dialogic application.

## Choice of application process

April 2024



## The Written Application Route

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A description of written application processes is presented subsequently. This will be followed by a description the dialogue application process.

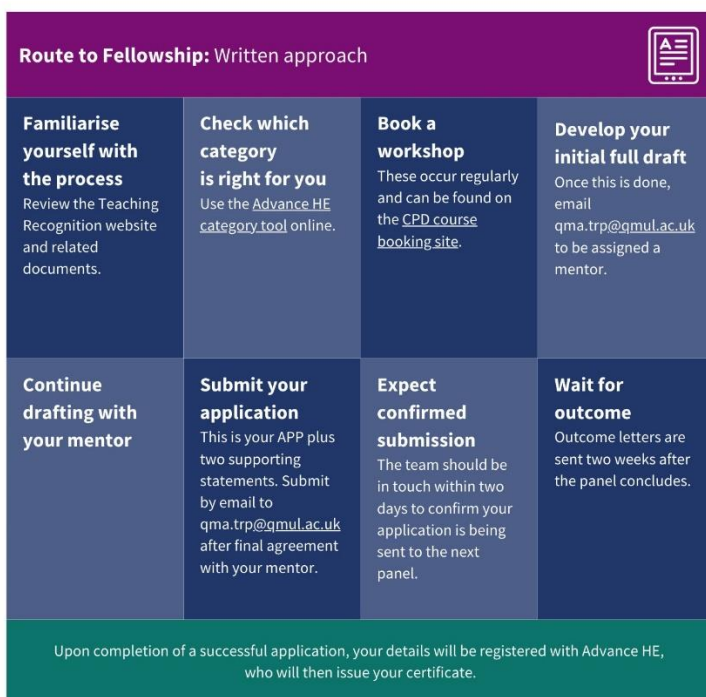
## Written Application Process

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

## Written Application Process

April 2024



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

## Written Application Requirements

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

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

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



### Supporting Statement

- Supporting statement from **one** referee.

The referee must be someone who has seen you teaching or supporting learning.  
(See: Appendix D – Supporting Statement Guidance/Template)

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

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

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

### Context Statement

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

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

- Provide a brief summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role.
- Identify the students that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;
- Identify any relevant work with colleagues/external groups/other organisations that you plan to include and discuss in your RAP;

- Focus on your current or recent practice, which should be within the last 1-3 years. Please remember that your application for Associate Fellowship is based on your higher education practice; if you also work in other teaching or learning roles outside of higher education you should not include this in your application (please refer to Section Eligibility for Advance HE Fellowships for further information about eligibility for Fellowship).

## Reflective Account of Practice (RAP)

Your Reflective Account of Practice (RAP) must first of all reflect the requirements for fellowship status as outlined by Descriptor 1 of the Professional Standards Framework 2023 (PSF2023).

Additionally, your RAP should include evidence that your approach to teaching and learning is grounded in an understanding of how students develop knowledge and learning skills within your discipline or role. Reviewers will also look for indications of self-evaluation and how you have developed your approach in light of experience. You should include evidence to show that you engage in continuing professional development in subjects/disciplines and their pedagogies, integrating subject and educational research, scholarship and the evaluation of your own professional practices.

# Dialogue Application Route


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## Dialogue - Application Process

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

### Dialogic Application process

April 2024

Route to Fellowship: Dialogic approach 			
<b>Familiarise yourself with the process</b> Review the Teaching Recognition website and related documents.	<b>Check which category is right for you</b> Use the <a href="#">Advance HE category tool</a> online.	<b>Book a workshop</b> These occur regularly and can be found on the <a href="#">CPD course booking site</a> .	<b>Develop your e-portfolio</b> Once this is done, email <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> to be assigned a mentor.
<b>Submit your e-portfolio</b> Once this is done, email the link to your portfolio to <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> .	<b>Guidance and preparation for professional conversation</b>	<b>Professional conversation</b> This will take place with our assessors, who will then report back to the TRP team.	<b>Wait for outcome</b> 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.			

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

The dialogue process combines the provision of evidence of practice around the PSF2023 (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue. The purpose of the Professional Dialogue (PD) is to explore in more depth the evidence the applicant has provided as part of their e-Portfolio. Therefore, the Reviewers can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship for which they are applying.

## Preparing for the Professional Dialogue:

1. Ensure that you are familiar with the requirements for Associate Fellowship, particularly the Descriptor 1 of the PSF2023 against which the application is to be assessed.
2. You will be provided support to set up and manage the e-Portfolio as well as to gather the evidence that needs to be provided as part of your e-Portfolio ensuring that your evidence is presented in an appropriate manner.

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

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

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

## What to expect during the Professional Dialogue

1. Expect the Reviewers to ask questions about the evidence you have provided as part of their e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
2. The Reviewers will explore the relevant dimensions holistically - the discussion of individual artefacts will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any

aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.

3. The Reviewers may also explore the extent to which your professional practice aligns to the Queen Mary University of London Values.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship for which you are applying.
5. You are encouraged not to answer with a simple yes/no answer – the Reviewers will require you to expand on issues in more depth.
6. Reviewers will consider not only what you have done (evidence provided in the e-Portfolio) but also what has influenced your practice, how this has impacted on your practice and any areas of further interest that this evoked.
7. You need to be prepared to mention people/events/research/CPD opportunities that have influenced your professional practice. For example, you may have changed your practice in response to attending a workshop – why/how did this influence your practice and what has been the impact of the change?
8. The reviewers will judge the e-portfolio and professional dialogue elements together, and then make a final judgement.
9. The dialogue is recorded for quality assurance purposes and in accordance with current GDPR requirements.

## Dialogic Application Requirements

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

Category of Fellowship	e-Portfolio (QMPlus)	Assessed Professional Dialogue	Authentication of Practice	Reviewers
AFHEA	E-portfolio, including: - Context Statement (up to 300 words) - Collection of 4-6 max activities supported by evidence aligned to D1; and - Narrated presentation illustrating relevant practice (max. 5 slides, delivered over 10 minutes)	10 minutes	One Supporting Statement	Two (FHEA, SFHEA or PFHEA)

## Dialogic Participant Process

Having attended a briefing/drop-in session and decided to apply at the Associate Fellowship category (D1). You must attend a writing workshop/retreat that supports you to develop an e-Portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 1 of the PSF2023 and develop a presentation narrating their experience. This initiates the peer support and critique process. These activities should illustrate a breadth of practice (teaching and/or support of learning) over the past 1-3 years.

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

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

The presentation will comprise six (5) PowerPoint slides covering two Areas of Activity and the Dimensions of the PSF2023. Each of the two Areas of Activity must detail two case studies. These should be organised to evidence their experience in relation to Descriptor 1 of the PSF2023.

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 Context Statement, a list of supporting evidence and narrated PowerPoint presentation together with one Supporting Statement must be submitted via email (qma.trp@qmul.ac.uk) to the Panel by submission deadline (see [TRP website](#)) for review (assessment).

## Developing Your E-Portfolio

### **Context Statement**

Use the space provided in the Associate Fellow (D1) application template to write your Context Statement (up to 300 words). See page 23 for guidance on how to develop your Context Statement.

### **Supporting evidence (4-6 pieces max)**

Each supporting evidence must be a document that indicates a specific aspect of learning and teaching provision that you have contributed to or experienced within the past 1-3 years.

Your supporting evidence must indicate how you have taught or supported learning in HE aligned to Descriptor 1 of the PSF2023. These should be organised to evidence your experience in relation to any two out of the five Areas of Activity (A1-A5). You also may include relevant references to education and/or subject-specific literature in this

section. Provide a map that clearly shows how your evidence supports the appropriate/relevant dimensions of Associate Fellowship (D1).

### **Narrated presentation (max. 5 slides, delivered over 10 minutes)**

Prepare 5 PowerPoint slides covering two Areas of Activity. Your presentation should be organised to evidence your experience in relation to your chosen two Areas of Activity. Your presentation must highlight situations where you taught or supported the learning in Higher Education (HE).

Where appropriate, your presentation must indicate the rationale for your practice, the evidence of your practice, and a reflection on the impact you have made on student learning. Take a reflective stance so that it is clear what you did, how/why you did it that way, and how you know your approaches were effective. Where relevant, you must also indicate what you will do in future as a result.

Keep the content of each slide as clear and concise as possible. Ensure that your slides are suitably designed and well formatted. Each slide must have a narration of about 2 minutes max. The volume, pace and speed of narration must be at an appropriate level throughout your PowerPoint presentation.

Besides the cover slide, we recommend:

- One introductory slide.
- Two slides for each of the two Areas of Activity you have chosen to reflect on.

### **One Supporting Statement**

You need to provide one Supporting Statement from a referee. The supporting reference letter should authenticate your practice in relation to teaching or support of learning. Please see the [D1 \(AFHEA\) Supporting Statement template](#) for further guidance.

## **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 PSF2023 for Associate Fellowship (D1).

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

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

**Below is a diagram that summarises the Professional Dialogue process.**

## Professional Dialogue process

April 2024



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 Associate Fellowship of Advance HE

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You need to include in your application one supporting statement from someone who has observed your teaching and/or support of students' learning. For PhD students the referee could be your PhD supervisor. This needs to be submitted together with your Reflective Account of Practice (Written Route) or e-Portfolio (Dialogic Route).

This reference should confirm the quality of the observation and confirm the statements made in the application about the applicant's teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D1 dimensions and criteria of the [PSF2023](#).

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

## To submit your application

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**Submit your full application** (using the current templates) ie. your written Account of Professional Practice (APP) together with one Supporting Statement (using the current templates) **OR** link to your e-Portfolio (MS Teams Folder) [via the Microsoft Form](#) to the **Panel** by the submission deadline.

## How will your application be reviewed?

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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 PSF2023, 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 PSF2023 and Associate Fellowship (D1).

## How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 1 criteria, and the Supporting Statement will be used to confirm the details of the application. All applications are reviewed by Reviewers with the appropriate Fellowship (FHEA, SFHEA or PFHEA). Guidance notes and review grids for our Reviewers are provided, explaining how they are expected to make professional judgements on Fellowship applications.

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

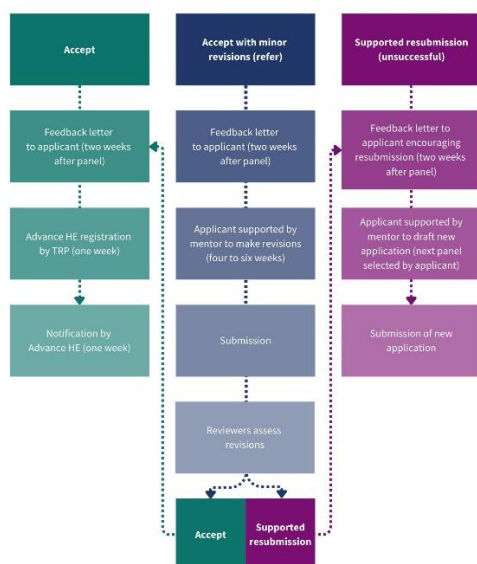
The two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application and a majority will be taken as is the judgement of the application.

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

## Possible Review Outcomes

### Assessment outcomes and timelines

April 2024



## Award

If the reviewers' panel judgement is that your application meets the requirements of Descriptor 1 then you will be awarded Associate Fellowship. You will receive a congratulatory email. After that you will also receive an email from Advance HE after

the TRP has registered you. This email from Advance HE will explain how to download your Associate Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal AFHEA.

### **Accept with minor revisions (Refer)**

Should your application be judged as providing insufficient evidence for meeting Descriptor 1, then you will be provided with feedback from the Reviewers as an **Accept with minor revisions**. This feedback will indicate which of the Descriptor 1 criteria your application has met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 1 criteria. This applies similarly to the Reflective Account of Practice (Written Route) and the e-Portfolio (Dialogic Route). In the case of the Dialogic Route, revisions could be requested in relation to any of the components of the application (eg. narrated PowerPoint Presentation or Supporting evidence).

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

### **Supported Resubmission (Unsuccessful)**

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

## **Notification of outcome and feedback**

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

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

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

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

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

## Appeals

Applicants can request a review of a panel decision through our appeal process, outlined below. Please note that disagreement with the judgement of reviewers and panel decision is not valid ground for appeal. Appeals can only be considered when made on grounds of a procedural error. You are strongly advised to talk to the Teaching Recognition Programme Manager before submitting a formal appeal.

Applicants wishing to make an appeal on grounds of process should write to the Queen Mary Academy Head of Strategy and Administration ([gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk)) stating the grounds for appeal. The Head of Strategy and Administration will review the process and communicate the outcome of the appeal to the applicant.

If the applicant is not satisfied with the outcome, the matter will be referred to the Director of Governance and Legal Services who will undertake a final review of the case.

Once a final decision has been reached, there will not be grounds for further appeals on the submission.

## Quality Assurance Process

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

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

## GDPR

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 Team

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

## **Roxana Trusca**

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: [r.trusca@qmul.ac.uk](mailto:r.trusca@qmul.ac.uk)

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

## **Dr Maxwell Addo**

Teaching Recognition Programme Manager

Email: [m.addo@qmul.ac.uk](mailto:m.addo@qmul.ac.uk).

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/>

# Appendix A – Written Approach Step-by-Step

## Written Application Process

April 2024

Route to Fellowship: Written approach 			
<b>Familiarise yourself with the process</b> Review the Teaching Recognition website and related documents.	<b>Check which category is right for you</b> Use the <a href="#">Advance HE category tool</a> online.	<b>Book a workshop</b> These occur regularly and can be found on the <a href="#">CPD course booking site</a> .	<b>Develop your initial full draft</b> Once this is done, email <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> to be assigned a mentor.
<b>Continue drafting with your mentor</b>	<b>Submit your application</b> This is your APP plus two supporting statements. Submit by email to <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> after final agreement with your mentor.	<b>Expect confirmed submission</b> The team should be in touch within two days to confirm your application is being sent to the next panel.	<b>Wait for outcome</b> 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

## Dialogic Application process

April 2024

Route to Fellowship: Dialogic approach 			
<b>Familiarise yourself with the process</b> Review the Teaching Recognition website and related documents.	<b>Check which category is right for you</b> Use the <a href="#">Advance HE category tool</a> online.	<b>Book a workshop</b> These occur regularly and can be found on the <a href="#">CPD course booking site</a> .	<b>Develop your e-portfolio</b> Once this is done, email <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> to be assigned a mentor.
<b>Submit your e-portfolio</b> Once this is done, email the link to your portfolio to <a href="mailto:qma.trp@qmul.ac.uk">qma.trp@qmul.ac.uk</a> .	<b>Guidance and preparation for professional conversation</b>	<b>Professional conversation</b> This will take place with our assessors, who will then report back to the TRP team.	<b>Wait for outcome</b> 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 C – Written Application Template

### Queen Mary Academy Advance HE Teaching Recognition Programme Application for Advance HE Associate Fellowship (D1)

<b>Application Details</b>	
<b>Applicant name in FULL:</b>	
<b>Job title:</b>	
<b>School/Institute:</b>	
<b>Date submitted:</b>	
<b>Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Name of mentor (if applicable)</b>
<b>Queen Mary email address: (e.g., mail to: <u>xyz@qmul.ac.uk</u>)</b>	
<b>University username: (e.g., abc123)</b>	
<b>Are you an employee of:</b>	
<b>a) QMUL</b>	
<b>b) NHS</b>	
<b>Please confirm that you have provided one supporting reference letter which confirms that your professional practice has been observed. Your application is incomplete without this.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Please confirm that the application is within the +/- 10% margin of the 1400-word limit. The word limit does not include references.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>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?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Are you happy for your name to be included on our website if your application is successful?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Would you like your feedback letter to be copied to your mentor?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>



## Queen Mary Associate Fellowship Application

### Guidance

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

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

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

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

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Associate Fellowship (Descriptor 1) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework 2023](#) (PSF2023) – the award of Associate Fellowship is based on the criteria of Descriptor 1 being evidenced;
- The [Dimensions of the Framework guidance](#) and,
- The **Guidance for Associate Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF2023** as you draft your application to ensure that you are writing to meet the requirements of PSF2023 Descriptor 1.

**Your application should make explicit reference to specific dimensions of the Professional Standards Framework 2023.** These are included at the end of this form.

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

Further guidance on applying for Fellowship can be obtained by contacting [gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk)

## Context statement:

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

Write your Context statement here:

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

Write your reflective account here

Evidencing A2: Teach and/or support learning through appropriate approaches and environments

Write your reflective account here:

### Evidencing A3: Assess and give feedback for learning

Write your reflective account here ...

### Evidencing A4: Support and guide learners

Write your reflective account here:

### Evidencing A5: Enhance practice through own continuing professional development.

Write your reflective account here ...

## The Dimensions of the Professional Standards Framework 2023

<b>Professional Values</b>	<b>Core Knowledge</b>	<b>Areas of Activity</b>
<b>In your context, show how you:</b>	<b>In your context, apply knowledge of:</b>	<b>In your context, demonstrate that you:</b>
V1) Respect individual learners and diverse groups of learners	K1) How learners learn, generally and within specific subjects	A1) Design and plan learning activities and/or programmes
V2) Promote engagement in learning and equity of opportunity for all to reach their potential	K2) Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	A2) Teach and/or support learning through appropriate approaches and environments
V3) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	K3) Critical evaluation as a basis for effective practice	A3) Assess and give feedback for learning
V4) Respond to the wider context in which higher education operates, recognising implications for practice	K4) Appropriate use of digital and/or other technologies, and resources for learning	A4) support and guide learners
V5) Collaborate with others to enhance practice	K5) Requirements for quality assurance and enhancement, and their implications for practice	A5) Enhance practice through own continuing professional development

# Appendix D – Supporting Statement Guidance/Template

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## QMUL Advance HE Teaching Recognition Programme: Supporting Statement for Associate Fellowship (D1) Application

Thank you for agreeing to provide a supporting statement for a colleague who is applying for recognition of the quality of their teaching and/or support of students' learning against the criteria of the Professional Standards Framework 2023 ([PSF2023](#)) at Associate Fellowship category. This guidance and the associated template have been designed to help you structure your supporting statement to provide the information required by the Teaching Recognition Programme (TRP). A template is provided for you at the end of this document to complete your supporting statement. at the end of this document to complete your supporting statement.

### **What is the function of the supporting statement?**

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

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

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

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

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 1 criteria of the **Professional Standards Framework 2023** (PSF2023).

The application for Associate Fellowship 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 Associate Fellow should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.



## What is required of the applicant?

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

1. A supporting statement from someone who has observed their teaching and/or support of students' learning, but not their School Academic Development Mentor.  
This reference should confirm the quality of the observation and confirm the statements made in the application about the applicant's teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D1 dimensions and criteria of the [PSF2023](#).

## Requirements of Descriptor 1 (Associate Fellowship) of the Professional Standards Framework 2023

**Descriptor 1** is the basis for the award of **Associate Fellowship**.

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence to meet the three Descriptor 1 criteria statements, D1.1, D1.2 and D1.3, which are the basis for the award of Associate Fellowship. These criteria statements incorporate some specified (but not all 15) Dimensions as shown below:

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. **Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:**

**D1.1:** use of appropriate Professional Values, including **at least V1 and V3**

**D1.2:** application of appropriate Core Knowledge, **including at least K1, K2 and K3**

**D1.3:** effective and inclusive practice in **at least two of the five Areas of Activity**

Descriptor 1 only requires evidence of effective practice for specific PSF 2023 Dimensions, not all 15 Dimensions as shown above.

Therefore, for the award of **Associate Fellow**, the applicant must demonstrate that their HE practice evidences of effective and inclusive practice in **at least two (2) Areas of Activity**, application of appropriate Core Knowledge, **including at least K1, K2, and K3** and use of **effective and inclusive practice in at least two of the five Areas of Activity**.

## 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 PSF2023 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 three years) Higher Education (HE) practice
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their discipline as appropriate
- your perspective on the practical examples provided within the application to illustrate the requirements of Associate Fellow.

### **After completing your supporting statement**

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

### **Quality Assurance Process**

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

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

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

## Supporting Statement Template – Associate Fellow

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

## Supporting Statement

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

Contact us

Queen Mary Academy

Queen Mary University of London

Mile End Road

E1 4NS

Email: [gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk)

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