GUIDANCE NOTES FOR QMUL ADVANCE HE FELLOW (D2) APPLICATIONS

2024-25

Teaching Recognition Programme

Queen Mary University of London

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Background

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 (PSF2023). The PSF2023 is a globally recognised framework, led by Advance HE, for benchmarking success within HE (Higher Education) teaching and learning support.

The most appropriate Teaching Recognition award for the majority of QMUL staff is likely to be ***Fellow*****,** known as Descriptor 2 or D2 of the PSF2023. Colleagues can achieve D2 via two routes, the taught programme Postgraduate Certificate in Academic Practice, or via the Teaching Recognition Programme.

Taught Programmes

Taught Programmes are aimed primarily at new members of staff with less than three years' experience in higher education but are also open to any other members of staff who wish to gain a qualification in learning and teaching. The Taught Programme for D2 is the Postgraduate Certificate in Academic Practice (PGCAP).

You can learn more about Taught Programmes here:
https://www.qmul.ac.uk/queenmaryacademy/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 a Fellow you will have the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education (HE);
- Gain recognition for your role as a teacher and/or supporter of learning within the higher education context;
- Receive a nationally and internationally recognised award, which is being increasingly used in promotion rounds and being used to shortlist applicants for jobs in HE.

Eligibility for 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 Fellowship through QMUL Teaching Recognition?

If you are an employee of Queen Mary University of London and have been teaching /supporting learning for a minimum of three years you can apply for Fellowship via the Teaching Recognition programme. You will need to demonstrate evidence of having designed and planned learning activities including activities that support learning and/or teaching, assessment and feedback, and development of effective learning environments.

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

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

Fellowship is normally suitable for:

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

The requirement for Fellowship is that you are able to provide evidence through examples that you meet the criteria for ***Descriptor 2*** (***D2***) of the Professional Standards Framework 2023. This handbook will guide you on how to provide this evidence. Further information can be found in the D2 Advance HE PSF2023 Guidance.

Descriptor 2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high quality learning is demonstrated through evidence of:

D2.1 use of all five Professional Values

D2.2 application of all five forms of Core Knowledge

D2.3 effective and inclusive practice in all five Areas of Activity

Applying for Fellowship

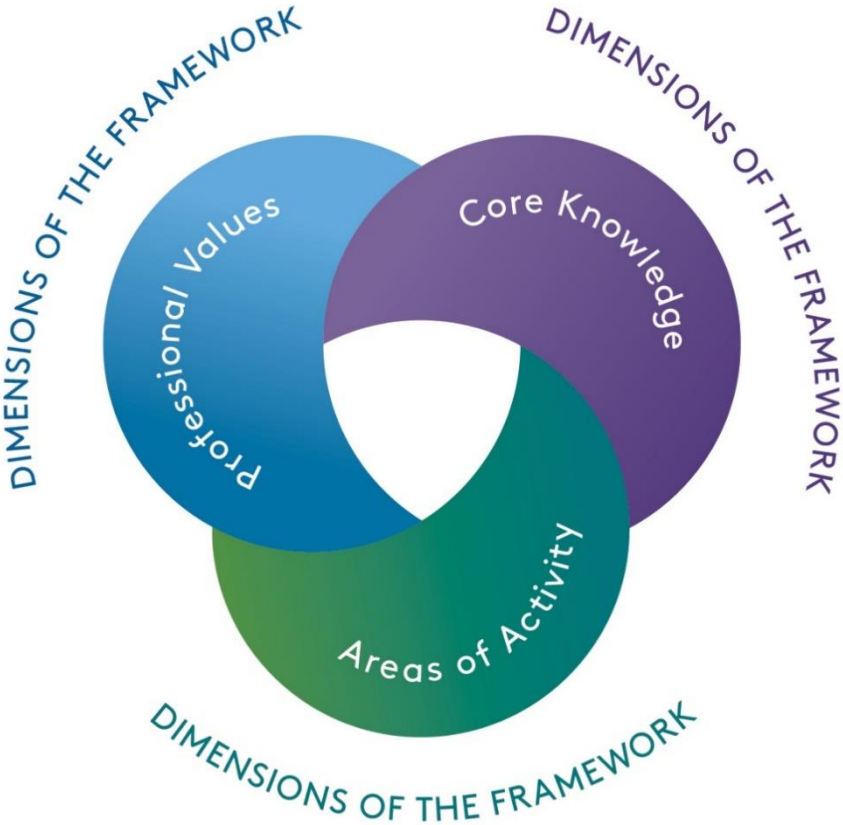
There are two ways by which you could apply for Fellowship through our Teaching Recognition Programme:

- **Written Application (details on p21)**
- **Dialogue Application (details on p24)**

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.

The Professional Standards Framework (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 PSF2023 Dimensions

Professional Values	Core Knowledge	Areas of Activity
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 participation in higher education and equality of opportunity for learners	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 (PSF 2023) forms the basis for the award of Fellowship.

As your Reflective Account of Practice (RAP) is meant to be a deep, reflective analysis of your work in higher education, the RAP is structured around the practical dimension of the PSF 2023: the 5 **Areas of Activity**. This translates into five sections that structure the RAP.

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

The D2 Criteria are:

Criteria	Accept
D2.1: use of all five Professional Values	Applicant successfully demonstrates an understanding of and engagement with all professional values in the PSF 2023
D2.2: application of all five forms of Core Knowledge	Applicant successfully demonstrates an understanding of and engagement with all core knowledge of the PSF 2023
D2.3: effective and inclusive practice in all five Areas of Activity	Applicant successfully demonstrates an understanding of and engagement with all areas of activity in the PSF 2023.

You can review additional information regarding the PSF 2023 in the Advance HE PSF2023 Guidance.

How to develop your Reflective Account of Practice (RAP)

The aim is to write/present a reflective account of your practice (teaching or support of learning). This means that you have to think about your examples of how you meet the criteria very carefully, in a way which reflects your personal teaching style and how that has developed. (See a guide of how to think and write reflectively on p14).

To help you choose the right examples to evidence that you meet the criteria of D2 please read the following explanations of what is asked for in each section of the RAP, i.e. for each area of Activity.

A1: Design and plan learning activities and/or programmes

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context in which you work. For Descriptor 2, typically these might be individual activities and/or sessions in modules, courses and programmes and range from module design to a whole programme of study. In all cases, the design should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions in your examples.

You might include examples of:

• designing or redesigning curricula, courses and programmes of study

• identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes (e.g. this could evidence V1 and/or K1 and K2 in the APP)

• contributing to validation panels, review panels internally and externally

• determining learner needs; understanding the issue and challenges of teaching your subject

• planning tutorials and study sessions

• contributing to the creation of learning resources – physical and/or online

• developing learning materials

• preparing virtual learning environments and other online work.

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

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical settings, laboratory, PhD supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

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

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

A3: Assess and give feedback for learning

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback will be routinely used to measure and/or support learning. An understanding and application of appropriate assessment and feedback techniques applied in your higher education context should form the basis of your evidence. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

You might, for example, carry out assessments such as coursework, essays, observation of performance, multiple choice questions, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online. In demonstrating the activities of assessment and feedback, ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, assessment and feedback as well as a growing ability to choose the most appropriate approach for the achievement of your learners' aims.

A4: Support and guide learners

The definition of 'learning environments' is a broad term and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, and workplace, via distance learning or online learning environments. They take into account the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures and are able to distinguish between academic and pastoral interventions.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in educational support and guidance.

It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities.

- Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.
- This is where you should include how you use QMPlus[1]. Even if you do not use online learning environments, you should acknowledge this somewhere to cover K4.

A5: Enhance practice through own continuing professional development

The PSF2023 provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your learning and teaching support roles. It includes:

• how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;

• how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others' research to inform your practice. Indicate how you support your teaching and learning support through different types of scholarly and/or professional activity. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples could include (please pick those appropriate for you):

• presenting or participating in conferences on higher education learning and teaching (often discipline-specific)

• attending workshops or training events related to higher education learning and teaching

• engaging in peer observation or peer review of higher education teaching

• regular departmental meetings where the discussion focuses on HE learning and teaching issues

• effective dialogue about learning and teaching

• bidding for and involvement in projects or research on higher education learning and teaching

• implementing new approaches to higher education learning and teaching

• subject and other network activities in higher education learning and teaching

• reading and applying literature related to higher education learning and teaching

• incorporating research and scholarship related to higher education learning and teaching into your own practice

• visits to other institutions/organisations

[1] This is the Queen Mary on-line platform.

• evaluating one’s own professional practices

• undertaking accredited and non-accredited CPD that informs your professional practice.

It is important to remember that the focus here is on the development of your teaching, not on your research.

Evidence could appropriately focus on the question: how might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your learning and teaching related practices?

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

When developing each section, your account should aim to include, point out, evaluate or thematise the different aspects of the 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

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 you 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).

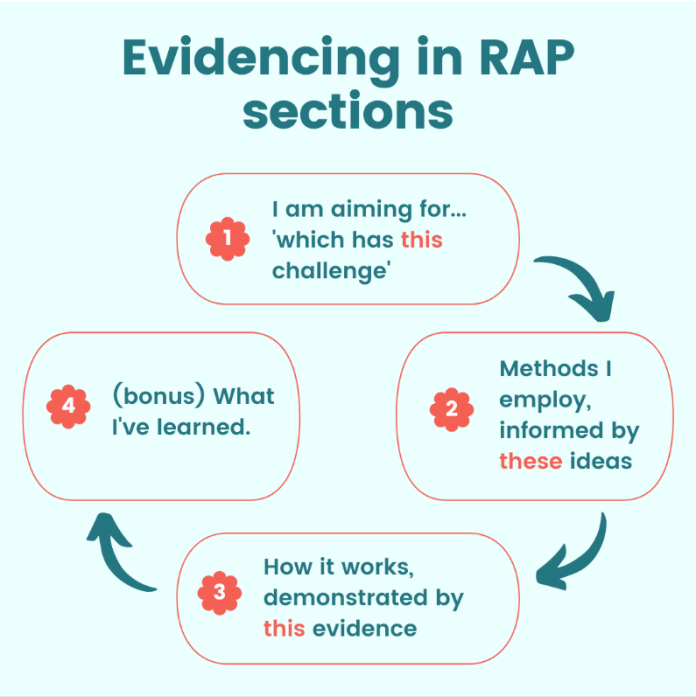
Referring to the evidence-base that informs and underpins your practice

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

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

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

- When referring to the 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

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

Fellowship Category Tool

We recommend that prior to starting 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

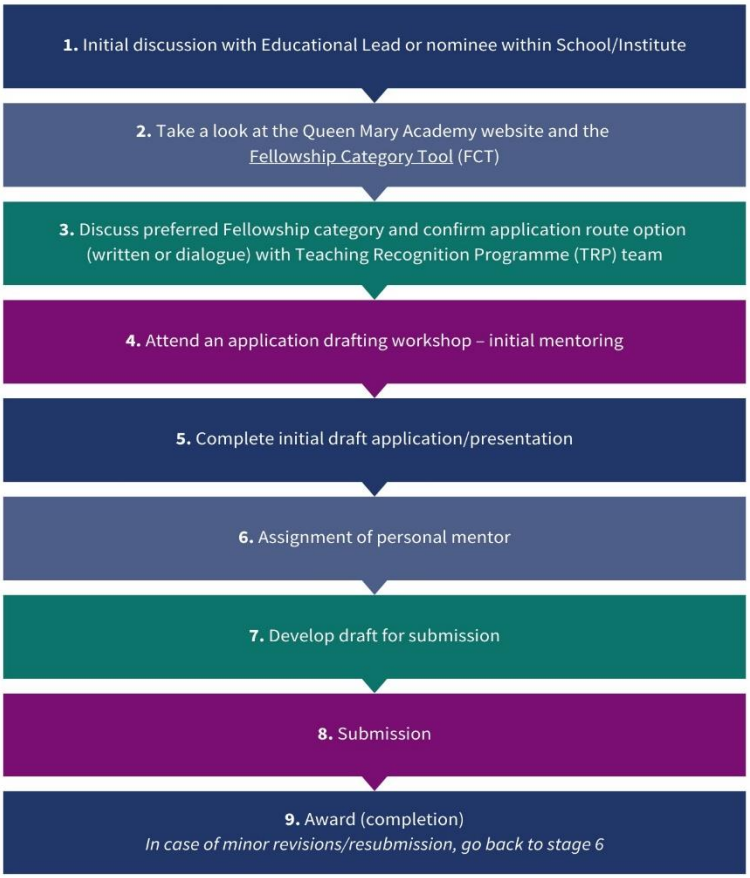
You are advised to review the notes on the Teaching Recognition Programme website for background information, and book to **attend a Drop-in Session** or contact the TRP team directly to discuss your application. Applicants may also find it useful to discuss their engagement with the TRP with their educational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

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

Figure 2: The TRP mentoring and support process

This figure summarises the mentoring journey for applicants.

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 **qma.trp@qmul.ac.uk** to facilitate this process. You are encouraged to arrange the initial meeting with your Mentor soon after you are assigned one.

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

Essentials of the mentoring relationship

1. Whilst the role of a reviewer is to ‘look for reasons to award’ 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

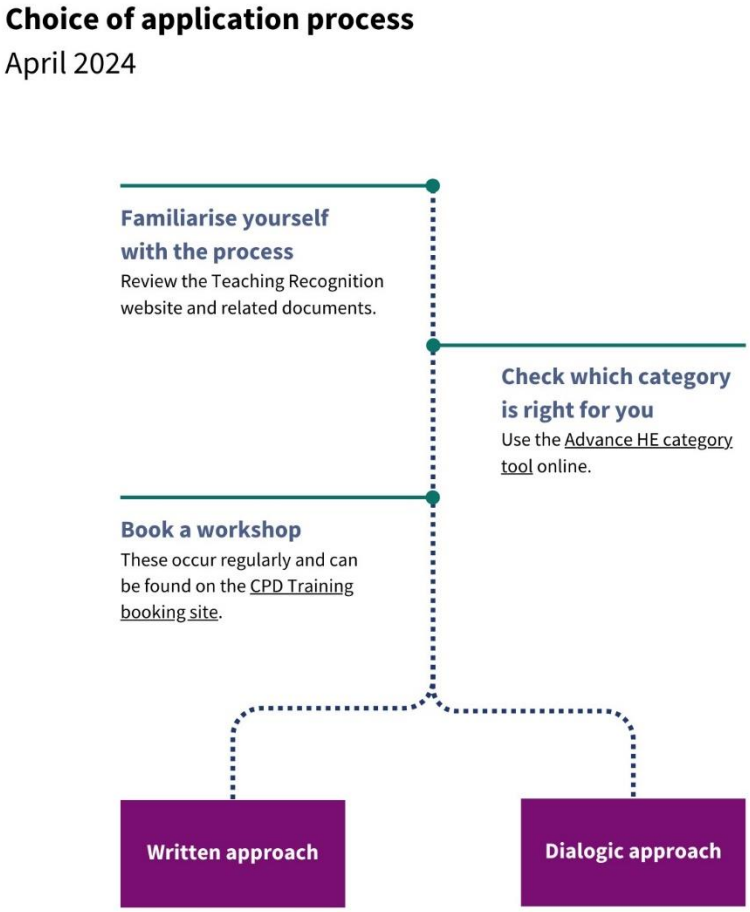
what kind of timeframe, agree how long the mentor may need to comment on drafts, whether they will meet in-person/online or communicate via email.

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) 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 Fellow. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

Choice of application process

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.



The Written Application Route

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

Written Application Process

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

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 Fellowship (D2):

Account of Professional Practice (APP)

- A Context Statement (up to 300 words, which is not included in your overall word count)
- A Reflective Account of Practice (RAP). The RAP must be written in the current QMUL HEA Fellow D2 application form – in Word format.
  The overall word count for the Fellow RAP is 3,000 words +/- 10% (excluding titles, sub-headings and references). This is your combined evidence across the whole claim, working to about 600 words per section (excluding bibliography).

Supporting Statement

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

  Ensure that you have provided two supporting reference letters one of which confirms that your teaching and/or support of learning has been observed. Your application is incomplete without these.

Table summarising the requirements for Fellowship (D2) Written Application

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
FHEA	**Account of Professional Practice (APP),** including: - Context Statement (up to 300 words) - RAP (3000 words +/- 10%.)	Two Supporting Statements	Two (FHEA, SFHEA or PFHEA)

Context Statement

A Context Statement (up to 300 words, which is not included in your overall word count) is the first part of your Account of Professional Practice (APP) and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the Reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Account of Practice (RAP) against the PSF Descriptor 2; this section provides the background to your RAP and is not 'assessed' against Descriptor 2.

In no more than 300 words your Context Statement should:

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

Reflective Account of Practice (RAP)

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

Your Reflective Account of Practice (RAP) must first reflect the requirements for Fellowship status as outlined by the Descriptor 2 of the Professional Standards Framework 2023 (PSF2023). See detailed guidance on writing the RAP above.

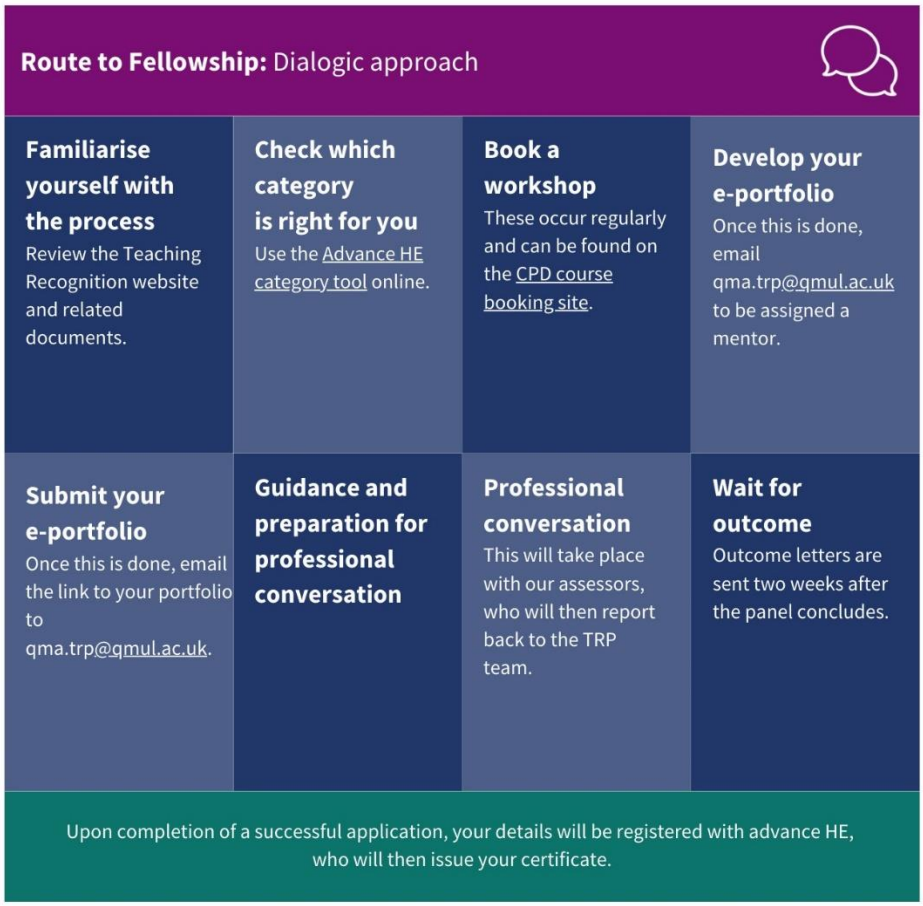
In addition, your RAP should include evidence that your approach to teaching and learning is grounded in an understanding of how students develop knowledge and learning skills within your discipline or role. Reviewers will also look for indications of self-evaluation, and how you have developed your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

Dialogue Application Route

Dialogue - Application Process

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

Dialogic Application process
April 2024



For a larger version of this, see **Error! Reference source not found.**.

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. It enables reviewers to be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship for which you are applying.

Preparing for the Professional Dialogue:

1. Ensure that you are familiar with the requirements for the Fellowship, particularly the Descriptor 2 of the 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
D2	1. Report on Distance Learning course you taught. 2. Examples of module handbooks used on a course you delivered. 3. Examples of feedback provided to students.	• Experience over past 3-5 years • Able to evidence/evaluate effectiveness

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

What to expect during the Professional Dialogue

1. Expect the Reviewers to ask questions about the evidence you have provided as part of their e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
2. The Reviewers will explore the relevant dimensions holistically - the discussion of individual artefacts will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
3. The Reviewers may also explore the extent to which your professional practice aligns to the Queen Mary University of London Values.

4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and appropriate/relevant dimensions of the 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 Fellowship (D2) Dialogic Application

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

Having attended a briefing session and decided to apply at the Fellowship category (D2). 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 2 of the PSF2023 and to develop a presentation narrating their experience. These activities should illustrate a breadth of practice (teaching and/or support of leaning) over the past three years.

The portfolio that will be assessed should include:

- Context Statement (up to 300 words)

- Collection of 8-10 max activities and evidence aligned to D2

- Narrated presentation illustrating a breadth of practice (max. 8 slides, delivered over 20 minutes)

- Two Supporting Statements

The presentation will comprise a maximum of eight (8) PowerPoint slides covering each of the five Areas of Activity and the Dimensions of the PSF2023. Each of the five Areas of Activity must detail at least two case studies. These should be organised to evidence their experience in relation to Descriptor 2 of the 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, list of supporting evidence and narrated PowerPoint presentation together with two Supporting Statements 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 Fellow (D2) 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 (8-10 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 3 years.

Your supporting evidence must indicate how you have taught or supported learning in HE aligned to Descriptor 2 of the PSF2023. These should be organised to evidence your experience in relation to each 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 Fellowship (D2).

Narrated presentation (max. 8 slides, delivered over 20 minutes)

Prepare 8 PowerPoint slides covering all sections of your application. Your presentation should be organised to evidence your experience in relation to each of the five 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 2.5 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.
- One slide on each of the five sections (A1-A5) of the Fellow (D2) application form.
- You may include one additional slide for any one of the five sections, if necessary.
- A concluding slide.

Two Supporting Statements

You need to provide Supporting Statements from two referees. The two supporting reference letters should authenticate your practice in relation to teaching or support of learning. Please see appendix D for the D2 (FHEA) 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 Fellowship (D2).

You must attend a Professional Dialogue with two Reviewers 3 weeks after submission deadline (arranged by TRP) to assess your application during a 20-minutes meeting (in-person or online).

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

Below is a diagram that summarises the Professional Dialogue process.

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 Fellowship of Advance HE

You need to provide two supporting statements together with your Reflective Account of Practice (Written route) or e-Portfolio (Dialogue route).

The two statements differ and should provide the following information:

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

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

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

This reference should confirm the quality of the observation and confirm the information presented in the application about your teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D2 dimensions and criteria of the PSF2023.

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

To submit your application

Send your **full application** – written Account of Professional Practice (APP) together with two Supporting Statement (using the current templates) OR link to your e-Portfolio (MS Teams Folder) - via email (qma.trp@qmul.ac.uk) to the **Panel** by the submission deadline.

How will your application be reviewed?

Your application will be reviewed by two independent Reviewers as part of a peer review process. All the Reviewers are trained and are selected for their experience and understanding of 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 Fellowship (D2).

How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 2 criteria, and the Supporting Statements will be used to confirm the details of the application. All applications are reviewed by Reviewers with the appropriate Fellowship (FHEA, SFHEA or PFHEA). Guidance notes and review grids for our Reviewers are provided, explaining how they are expected to make professional judgements on Fellowship applications.

Each Reviewer will review (assess) your application and will apply the Descriptor 2 criteria to reach an initial independent judgement. The Reviewers will be looking for evidence that your practice meets the requirements of Descriptor 2 and will check that the two Supporting Statements provide appropriate endorsement for your application. They will review your application against each of the Descriptor 2 criteria.

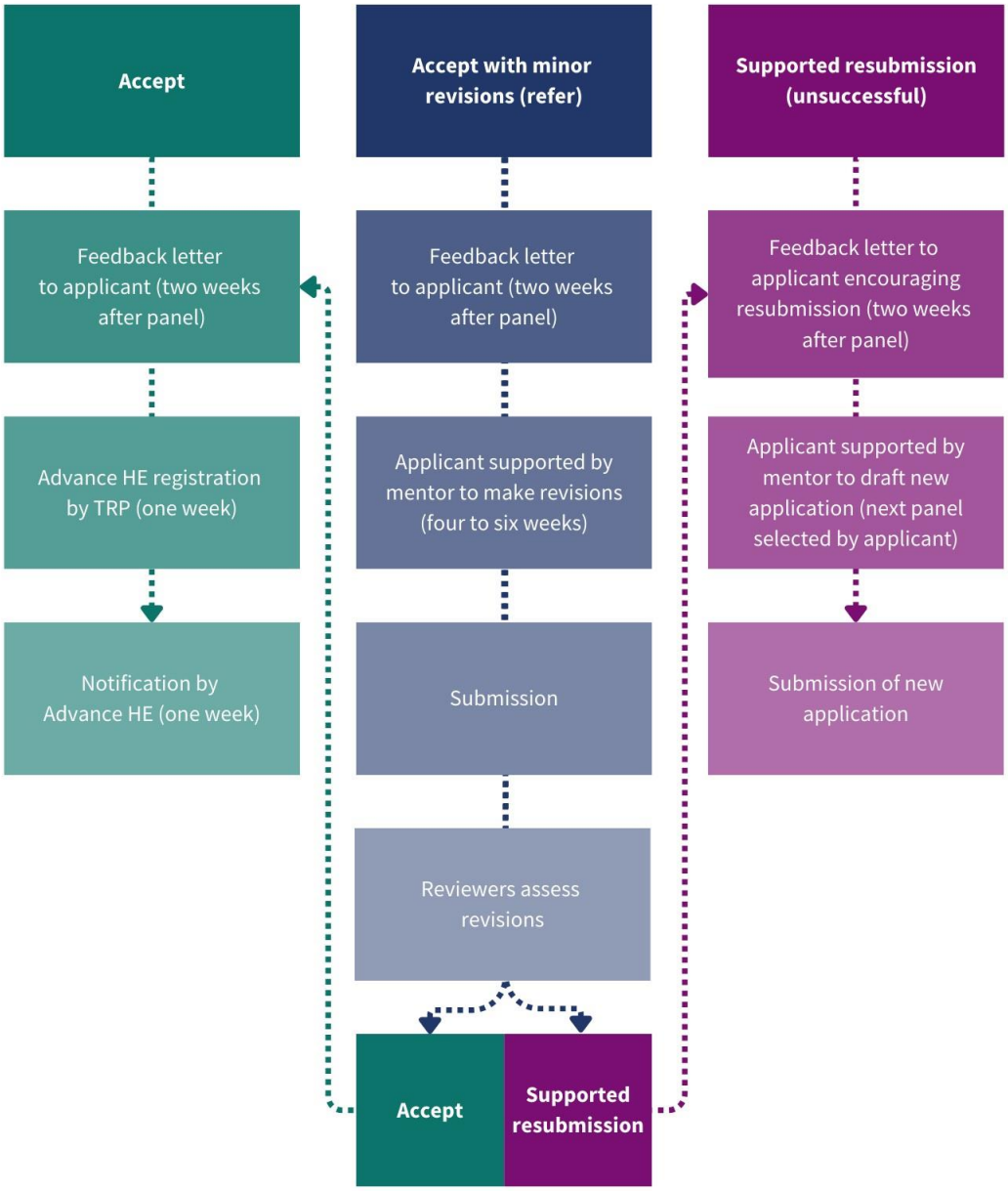
The two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application and a majority will be taken as is the judgement of the application.

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

Possible Review Outcomes

Assessment outcomes and timelines

April 2024



Award

If the reviewer panel's judgement is that your application meets the requirements of Descriptor 2 then you will be awarded Fellowship. You will receive a congratulatory email. After that you will also receive an email from Advance HE after the TRP has registered you. This email from Advance HE will explain how to download your Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal FHEA.

Accept with minor revisions (Refer)

Should your application be judged as providing insufficient evidence for meeting Descriptor 2, then you will be provided with feedback from the Reviewers as an **Accept with minor revisions**. This feedback will indicate which of the Descriptor 2 criteria your application has been met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 2 criteria.

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

Supported Resubmission (Unsuccessful)

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 2 then the judgement is 'unsuccessful' leading to **Supported Resubmission**. In this instance also, feedback will be provided that explain the 'unsuccessful' judgement. You will be offered the opportunity to redraft an application and resubmit a new application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP.

Notification of outcome and feedback

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

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

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

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

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

Appeals

Appeals cannot be made in terms of the decision about recognition but can be made if the applicant feels there is an issue with the process. If the appeal is against the first submission two members of the pool of staff eligible to be on the panel will review this and make a recommendation to the panel.

If, however, the appeal follows a Supported Resubmission, the applicant will be advised to submit the appeal via email (gma.trp@qmul.ac.uk) to the Chair of Panel stating the grounds for the appeal. The Chair of Panel will consider the appeal and respond to the applicant stating how they intend to proceed with the appeal within two weeks of the date of receiving the appeal.

The Chair will consult the External Reviewer and communicate the outcome of the appeal consideration within two weeks after the consultation.

If the applicant is not satisfied with the outcome of the appeal, the Chair of Panel will refer the matter to Queen Mary Legal Representative (Human Resources) who will make a final decision. The Queen Mary Legal Representative will communicate the decision to the applicant via email and notify the Chair of Panel of the decision

Quality Assurance Process

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

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

GDPR

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to Advance HE. This is 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

You can contact the Teaching Recognition Programme Team by email 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
Web: https://www.qmul.ac.uk/queenmaryacademy/

Dr Maxwell Addo

Teaching Recognition Programme Manager

Email: m.addo@qmul.ac.uk.

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

Appendix B – Dialogic Approach Step-by-Step

Dialogic Application process

April 2024

Appendix C – Written Application Template

Queen Mary Academy Advance HE Teaching Recognition Programme
Application for Advance HE Fellowship (D2)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.	Yes☐ No ☐ Name of Mentor (if applicable)
Do you already hold Associate Fellowship of the HEA?	Associate Fellow Yes☐ No ☐
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Are you an employee of:	
a) QMUL	
b) NHS	
Please confirm that you have provided two supporting reference letters one of which confirms that your teaching has been observed. Your application is incomplete without these.	Yes☐ No ☐
Please confirm that the application is within the +/- 10% margin of the 3000-word limit. The word limit does not include references.	Yes☐ No ☐
Teaching observed and stated in second (colleague) Supporting Reference Letter	Yes☐ No ☐
Are you happy for your application to be used as part of training for Mentors and Reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes☐ No ☐
Are you happy for your name to be included on our website if your application is successful?	Yes☐ No ☐

Would you like your feedback letter to be copied to your Mentor?	**Yes☐ No ☐**

Queen Mary Fellowship Application

Guidance

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

Your application for Fellowship consists of a **3,000 word (+/- 10% margin) reflective account shared across all five Areas of Activity. The word limit does not include references.**

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application. Please list any citations to publications, journals, books, websites included in the application after the last section (A5) of your application template.

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

- The Advance HE **Fellowship Category tool** will help you to determine whether Fellowship (Descriptor 2) is the most appropriate category of Fellowship for you at this point;

- The **Professional Standards Framework** 2023 (PSF2023) – the award of Fellowship is based on the criteria of Descriptor 2 being evidenced

- The **Dimensions of the Framework guidance** and,

- The **Guidance for Fellow applicants** available on the QMUL TRP website - https://www.qmul.ac.uk/queenmaryacademy/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 2.

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 2 and does not contribute to your word count.**

Further guidance on applying for Fellowship can be obtained by contacting 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 PSF2023. Focus on your current or recent practice, which should be within the last 3 years. The Reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your RAP (i.e. it cannot be used to extend the word limit of your APP).

Write your Context statement here:

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

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 criteria for Descriptor 2

- D2.1 use of all five Professional Values
- D2.2 application of all five forms of Core Knowledge
- D2.3 effective and inclusive practice in all five Areas of Activity

The Dimensions of the Professional Standards Framework

Professional Values	Core Knowledge	Areas of Activity
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 participation in higher education and equality of opportunity for learners	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

QMUL HEA Teaching Recognition Programme: Supporting Statement for Fellowship (D2) Application

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

What is the function of the supporting statement?

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

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

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

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

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 2 criteria of the **Professional Standards Framework 2023** (PSF2023).

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

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

What is required of the applicant?

The applicant needs to provide two supporting statements together with their Reflective Account of Practice (RAP) which you should have read. The two statements differ and should provide the following information:

1. A supporting statement from their Head of School or Institute, or their nominee. This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant's teaching and/or support of students' learning, ranging from module evaluation to general issues. It should support the applicant's recognition for Fellowship.
2. A supporting statement from someone who has observed them teaching, but not their School Academic Development Mentor.
   This reference should confirm the quality of the observed teaching and confirm the statements made in the application about the applicant's teaching and/or support of students' learning. In addition, where possible, the reference should confirm that the statements align with the D2 dimensions and criteria of the PSF2023.

Requirements of Descriptor 2 (Fellowship) of the Professional Standards Framework 2023

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high quality learning is demonstrated through evidence of:

D2.1 Use of all five Professional Values

V1 respect individual learners and diverse groups of learners
V2 promote engagement in learning and equity of opportunity for all to reach their potential
V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
V4 respond to the wider context in which higher education operates, recognising implications for practice
V5 collaborate with others to enhance practice

D2.2 Application of all five forms of Core Knowledge

K1 how learners learn, generally and within specific subjects
K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
K3 critical evaluation as a basis for effective practice
K4 appropriate use of digital and/or other technologies, and resources for learning
K5 requirements for quality assurance and enhancement, and their implications for practice

D3.3 Effective and inclusive practice in all five Areas of Activity

A1 design and plan learning activities and/or programmes
A2 teach and/or support learning through appropriate approaches and environments
A3 assess and give feedback for learning

A4 support and guide learners
A5 enhance practice through own continuing professional development

Therefore, for the award of Fellow, the applicant must demonstrate that their HE practice evidences all Professional Values, Core Knowledge and Areas of Activity of the PSF2023.

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

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

Quality Assurance Process

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

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

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

Supporting Statement Template – Fellow

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	Please check the box below to indicate that you have read and agree to the following statement: *In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.* ☐ I have read and understood the declaration **Date:**

Supporting Statement

Contact us

Queen Mary Academy

Queen Mary University of London

Mile End Road

E1 4NS

Email: qma.trp@qmul.ac.uk

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