

# **GUIDANCE NOTES FOR QMUL ADVANCE HE FELLOW (D2) APPLICATIONS**

2025-26

---

Teaching Recognition Programme

[Materials from AdvanceHE documents have been used in this document to ensure alignment]

# Contents

<b>Our Context</b> .....	<b>4</b>
Teaching Recognition Programme .....	4
Eligibility for AdvanceHE Fellowships .....	4
Fellowship Category Tool (2023 version) .....	5
<b>The Professional Standards Framework (PSF 2023)</b> .....	<b>6</b>
Choice of application process .....	9
TRP Mentoring .....	10
Essentials of the mentoring relationship .....	13
<b>Applying for Fellowship</b> .....	<b>14</b>
Application is based on the PSF .....	14
Evidencing Descriptor 2 .....	14
Evidencing the Areas of Activity .....	16
Evidencing Professional Values .....	22
Evidencing Core Knowledge .....	30
<b>The Written Application Route</b> .....	<b>36</b>
Written Application Process .....	36
Written Application Requirements.....	37
Context Statement .....	38
Reflective Narrative .....	39
Reference list.....	41
To submit your written application .....	41
<b>Dialogic Application Route</b> .....	<b>42</b>
The Dialogic Application Process .....	42
Dialogic Application Requirements .....	43
Developing Your E-Portfolio .....	43
Context Statement .....	44
Submission of e-Portfolio.....	46
Preparing for the Professional Dialogue .....	47
What to expect during the Professional Dialogue.....	47
<b>Review of applications (Written and Dialogic)</b> .....	<b>48</b>
Possible Review Outcomes .....	50
Notification of outcome and feedback.....	51
Appeals.....	51
Quality Assurance Process .....	52
GDPR .....	52
<b>Contact the Teaching Recognition Team</b> .....	<b>53</b>

**Appendix A – Written Application Template.....54**  
**Appendix B – Dialogic Application Template.....61**  
**Appendix C – Supporting Statement Guidance/Template .....66**

## Our Context

The AdvanceHE Fellowship plays a key role in supporting the delivery of Queen Mary 2030 'Excellence in Education Pillar' by enabling educators to gain recognition for their practice of learning and teaching. The Professional Standards Framework (PSF 2023), led by AdvanceHE, informs and supports the Queen Mary Education Approach.

## Teaching Recognition Programme

The AdvanceHE Fellowship at Queen Mary reflects our institutional values, Education Strategy and Education Approach and Active Curriculum for Excellence. The Queen Mary AdvanceHE Accredited CPD Scheme is the [Teaching Recognition Programme](#) (TRP). Based within the Queen Mary Academy (QMA), the TRP recognises and promotes excellence in teaching and learning.

We support educators applying for AdvanceHE Fellowships (all categories) via the experiential route. We draw on our expertise and experience to provide guidance to staff and students who teach and/or support learning to gain recognition from AdvanceHE.

### **In this Guidance you will find:**

- Information on eligibility for Fellowship of AdvanceHE
- Fellowship Category Tool (2023 version)
- Information on Professional Standards Framework 2023 and how it applies to your practice
- Choice of application process – written or dialogic (oral)
- TRP Mentoring
- Guidance on how to prepare developing your application and submit it
- Process for submitting your application
- How your application will be reviewed and possible outcomes of review (assessment)
- Administrative and contact information

## Eligibility for AdvanceHE Fellowships

The [Professional Standards Framework 2023](#) (PSF 2023) for teaching and learning in HE is 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 AdvanceHE 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.

Fellowship (Descriptor 2) is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose higher education (HE) teaching and/or support for learning practice enables them to evidence all 15 of the PSF 2023 Dimensions to meet the requirements of PSF 2023 Descriptor 2.

By applying to become a Fellow you will have the opportunity to:

- Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development
- Gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions
- Benchmark your practice against professional standards and sector expectations
- Identify and celebrate your strengths and achievements through reflecting on your experience

Fellowship is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose practice with learners has 'breadth and depth', enabling them to evidence all PSF 2023 Dimensions. This might be staff with substantive teaching responsibilities or professional staff with responsibilities to support HE learning across all Dimensions. It is not role dependent; you will need to explore whether you have sufficient evidence of appropriate teaching and or/support for learning practice at the 'depth and breadth' required to make a successful application. For further details on current eligibility for AdvanceHE Fellowship please see link below:

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

### **Eligible to apply for Fellowship through QMUL Teaching Recognition?**

If you are an employee of Queen Mary University of London and have been teaching or supporting learning for a minimum of three years you are eligible to apply for Fellowship via the Teaching Recognition programme. You will need to demonstrate evidence the effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of Descriptor 2.

### **Fellowship Category Tool (2023 version)**

Before starting to use this guide, we advise you to complete the AdvanceHE [Fellowship Category Tool](#) (PSF 2023 version), which is free to use on the AdvanceHE website. The Fellowship Category Tool consists of a set of statements that are aligned to the different PSF 2023 Dimensions of the Framework and Descriptors. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education (HE).

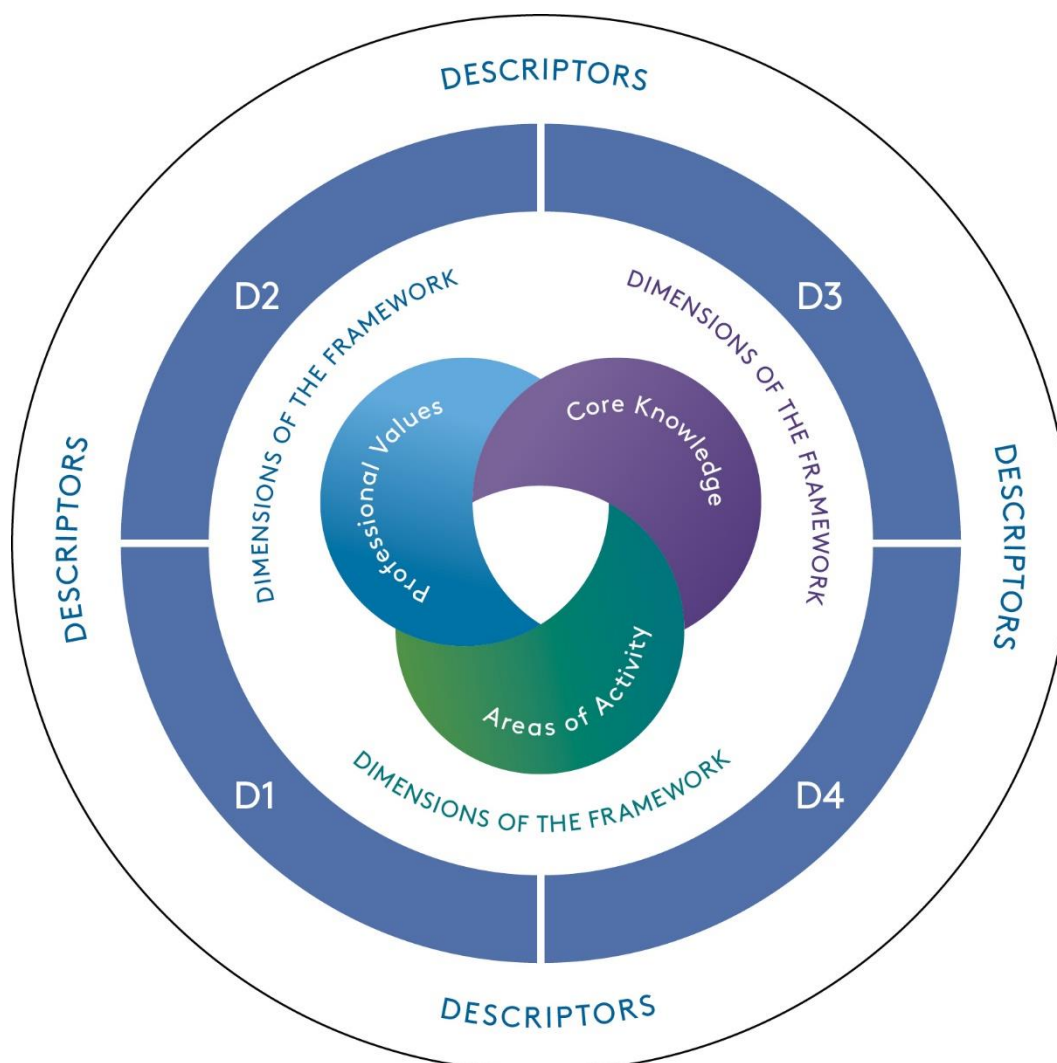
By using the tool to consider your current and recent practice, your choice of statements as you progress should help to confirm that Fellowship (D2) is the most appropriate category of fellowship for you. Please note that the accuracy of the tool depends on your own self-reflection and as you look through this guidance, if you feel that you are not yet able to provide sufficient evidence for Descriptor 2 then you may wish to develop your practice further before progressing.

Either way, speak to a member of the Teaching Recognition team regarding appropriate next steps. You could arrange a meeting by booking to attend one of our upcoming Drop-in sessions. [Please book your session using this link](#). Applicants may also find it useful to discuss their engagement with the TRP with their educational lead (or their nominee) in their school/institute.

# The Professional Standards Framework (PSF 2023)

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors** and **Dimensions**.

Figure 1: Professional Standards Framework (PSF) 2023



The **four PSF 2023 Descriptors** define the key characteristics of four broad categories of HE professional practice. Incorporating the Dimensions of the Framework, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning.

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence to meet the **three Descriptor 2 criteria statements, D2.1, D2.2 and D2.3**, which are the basis for the award of Fellowship.

These criteria statements incorporate all Dimensions as shown in Figure 2 below:

**Figure 2: PSF 2023 Descriptor 2 showing the three Descriptor 2 criteria statements D2.1, D2.2 and D2.3**

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:



The **PSF 2023 Dimensions** are **15 statements** ([PSF 2023, p5](#)) which inform and describe practice. Essential to professional practice, these Dimensions identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

The Dimensions of the Framework are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**.

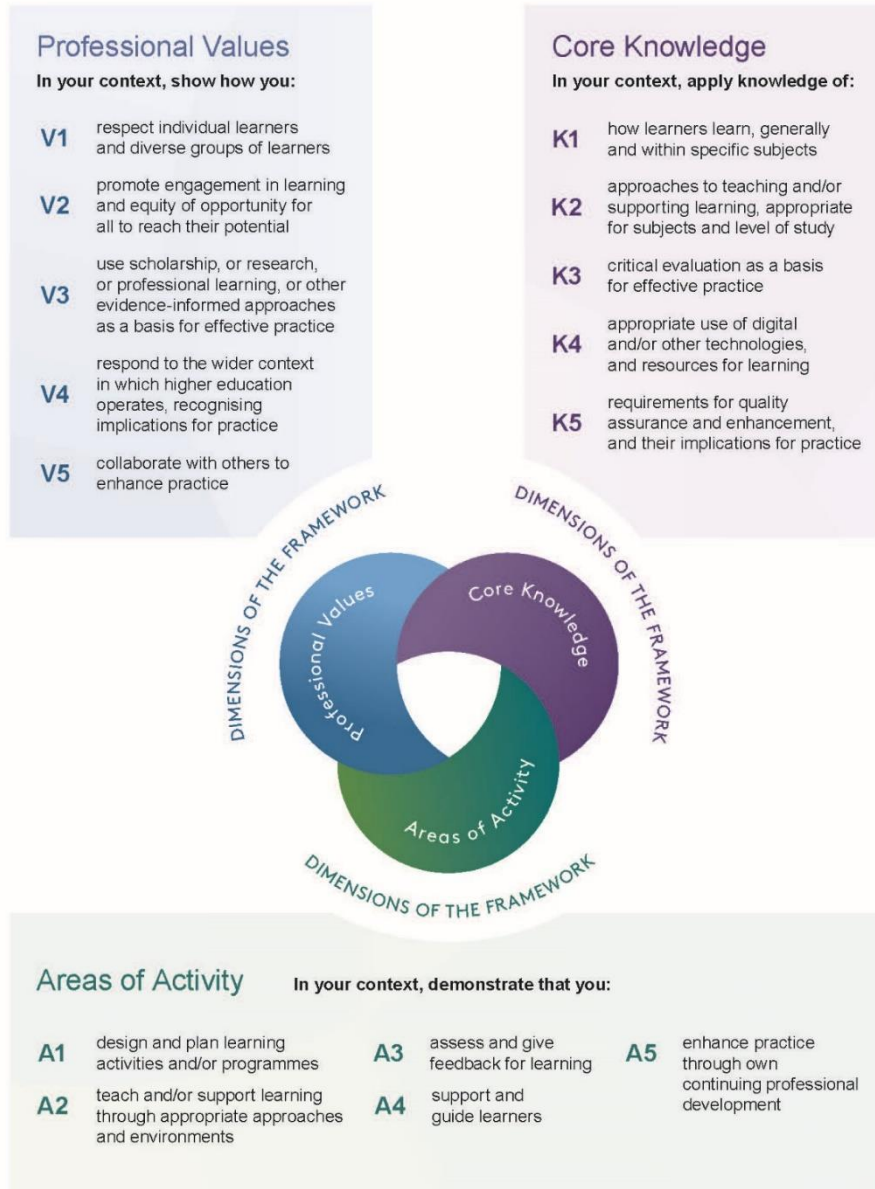
**Professional Values:** underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

**Core Knowledge:** informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

**Areas of Activity:** bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Figure 3 below shows the 15 PSF 2023 Dimensions:

Figure 3: PSF 2023 Dimensions of the Framework

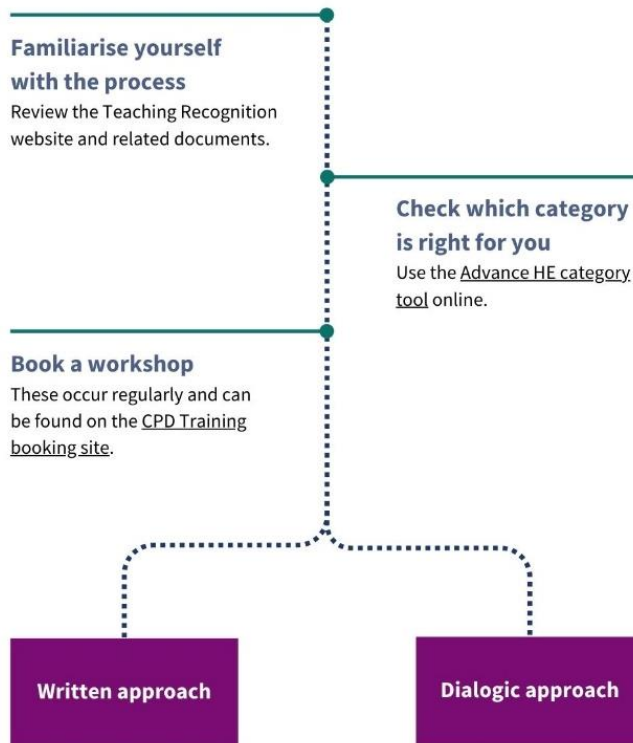


## Choice of application process

You have a choice to apply via a **Written** or a **Dialogic** (oral) process as illustrated below.

Figure 4: Shows the options of application process available to you

### Choice of application process



You can find details of what each process requires on pages 35 and 41 respectively, to help you decide whether to submit a written or dialogic application. The table below shows the basic requirements of the written and dialogic applications.

**Table Summarising the Written and Dialogue Routes**

Category of Fellowship	Application Route	Submission/ e-Portfolio	Assessed Professional Dialogue	Authentication of Practice	Reviewers
FHEA	Written	Account of Professional Practice (APP), including: - Context Statement (up to 300 words)  - Reflective Narrative (3000 words +/- 10%.)  - References (500 words max)	n/a	Two Supporting Statements	
	Dialogue*	E-portfolio, including: 1. Context Statement (up to 300 words) 2. Collection of 6-8 pieces of supporting evidence (up to 150 words each) aligned to D2, with artefacts where relevant 3. Narrated presentation delivered over 10 minutes illustrating a breadth of practice (up to 8 slides max, plus up to 2 slides for references)	45 minutes, focused on the effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of D2.	Verifying that the application presents a fair and honest reflection of the participant's practice in line with PSF 2023 Descriptor 2.	Two (FHEA, SFHEA or PFHEA)

\* For the Professional Dialogue, the duration set for this Descriptor (2) is to allow sufficient time to get into meaningful dialogue with the participant (applicant).

## TRP 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 AdvanceHE.

Before you begin developing your application, we strongly recommend attending one of the TRP Application Drafting Workshops or Accelerators. These sessions provide essential background information and guidance to help you create a successful application.

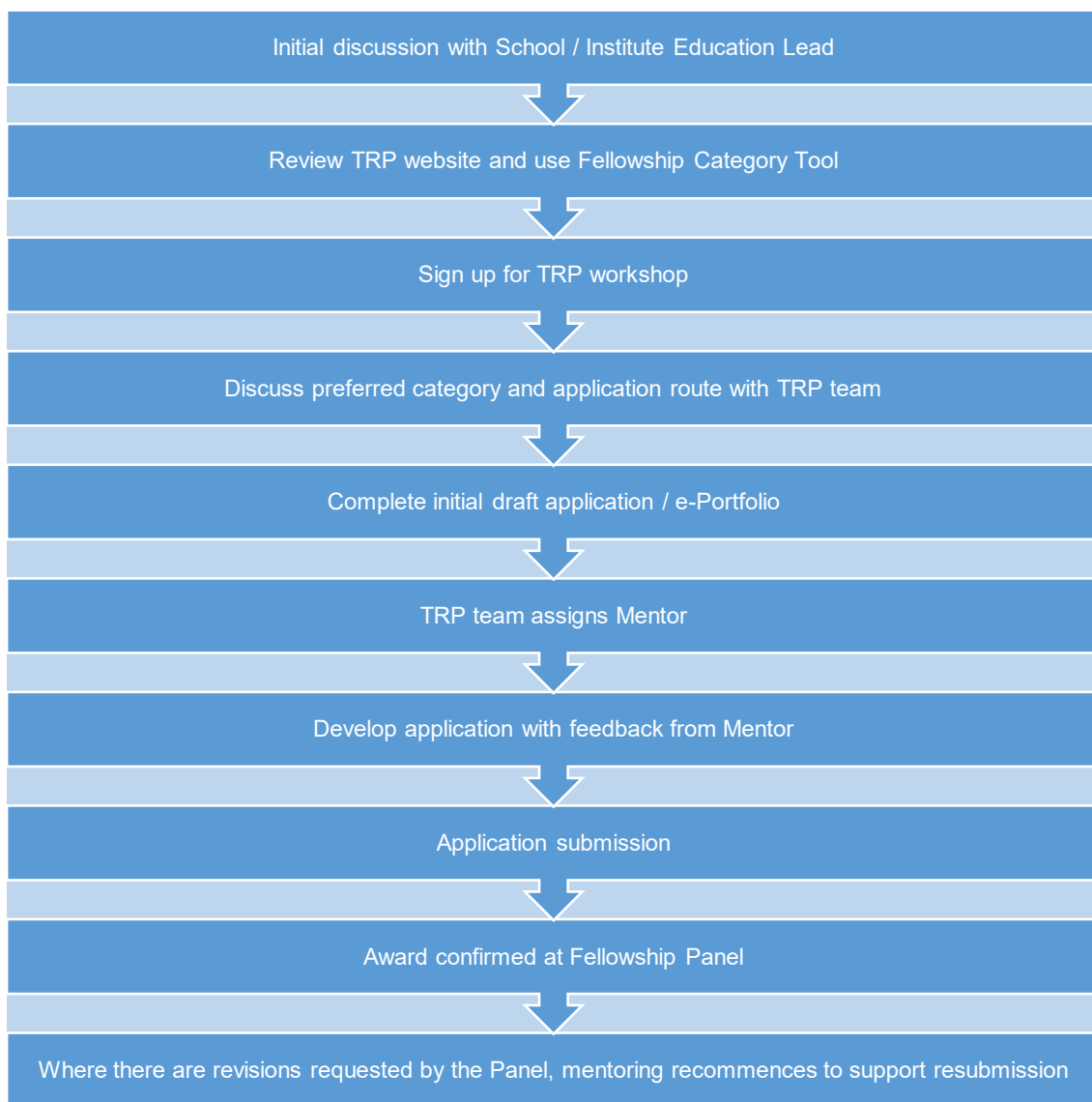
Designed to support your Fellowship application—whether through the written or dialogic route—these workshops include personalized discussions with a member of

the Mentoring team. You will take the first steps in crafting your application, including selecting your application route.

Each workshop is structured to ensure you receive both broad support and targeted guidance for your chosen application route. You can book a session through CPD Courses using the link provided below.

<https://cpd-training.qmul.ac.uk/login/index.php>.

Figure 5: The TRP mentoring and support process



Your Mentor will be a trained member of the TRP pool of Mentors (FHEA, SFHEA or PFHEA) 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.

To be assigned your Mentor, please email your draft application to [gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk). The TR team will connect you with your assigned Mentor and you can arrange the initial meeting with your Mentor soon after.

## Essentials of the mentoring relationship

This section highlights key points about the mentoring process.

1. Whilst the role of a reviewer is to 'look for reasons to award' fellowship, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.
2. We recommend that mentoring pairs set clear expectations of how you will work together, e.g. when a first draft or set of artefacts or presentation 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 you will meet in-person/online or communicate via email.
3. We suggest that you seek advice from your mentor on whether to opt for the written or dialogic route and 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 your mentor can review and give comprehensive feedback on a near-to-final draft of the application or e-Portfolio, providing advice on how ready the application is for submission.
6. If your application is not successful, the mentor will normally continue to provide you with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

As the applicant, you are ultimately the owner of, and are responsible for, your application. The mentoring relationship is generally concluded when you have been awarded Senior Fellowship. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

# Applying for Fellowship

## Application is based on the PSF

**The next few pages provide important guidance that is relevant to both types of applications, whether written or dialogic.** We recommend that you carefully consider this information prior to focusing on your chosen application route. Your application must be submitted in **English**.

In the notes below, we focus on each of the 15 Dimensions of PSF 2023 in detail. We include lots of different examples of practice to reflect the wide range of roles and contexts in which HE practitioners work within the global higher education sector. The questions and examples provided are **indicative only** and may not be relevant to your practice; you may have different appropriate examples, depending on your own unique context.

In using this guide, you should focus on where the guidance and examples best reflect your own practice; some of the examples and questions may not be relevant to you and your current context. Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, in experience, disciplinary background, job role, institutional context, etc. Your application is a personal account and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice.

You will need to be able to provide **evidence that your practice has been effective and inclusive**, and the prompt questions are designed to help you to consider how you will know and be able to show that your practice is effective.

Currency of practice is important for the award of Fellowship (D2) and so focus on identifying examples of your recent practice from **within the last three years**. The examples developed within your application must be based on your authentic experience, rather than being simply future facing.

## Evidencing Descriptor 2

**Descriptor 2 requires evidence of effective and inclusive practice for all 15 PSF 2023 Dimensions, as shown below (and Figure 2 above):**

**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**

Further information can be found in the [D2 AdvanceHE PSF2023 Guidance](#). Additional information in [D2 AdvanceHE PSF2023 Guidance](#) can support your understanding of

the wider eligibility considerations 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 2.

This section explains how you can develop a reflective account of your practice using the Dimensions of the PSF 2023 and the types of evidence of effective practice required for Descriptor 2 (D2), which is the basis for the award of Fellowship.

### **Important notes**

Teaching and / or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Examples include: behaviours, cultures, discipline and profession-specific practices, environments and participants.

In this guide we use some terms that cover a wide range of global contexts and diverse ways in which teaching and support for higher education learning take place, but you should be able to identify how this relates to your own context and use terminology that is appropriate for that. Some examples include:

- **Learners:** throughout this guidance we refer to 'learners' to include all individuals engaged in learning in all higher education contexts; this incorporates students, colleagues, other staff, work-based professionals, etc. You will need to identify what type of learners you are working with in your context.
- **Learning environments:** this includes all the diverse situations in which learning takes place, such as on campus, virtual, in practice, workplace, outdoors, home and community, involving individual and / or groups of learners, and specialist facilities such as laboratories, performance studios, simulation suites, libraries, etc.
- **Level of study:** (K2) refers to the level of higher education study undertaken by learners, such as a short course, module, foundation years/enabling programs, foundation degree, undergraduate degree, diploma, masters, doctoral or postdoctoral study, etc. You will make clear what 'levels' of higher education study your learners are engaged in.
- **Programme:** a part of, or whole programme / course of study undertaken in higher education such as degrees, modules, courses, units, work-based higher education programmes and short courses; terminology varies according to context, and you should use the terminology relating to your context.
- **Wider context:** broader environments which impact higher education, which may be pertinent globally and / or nationally / locally such as sustainability, ethics, employability, socio-political factors, and learners' well-being.
- **Effective practice:** you need to show that your teaching and/or support for learning practice is 'effective' in achieving its intended outcomes. The guidance below for Dimension K3 will help to give you some examples of the types of evidence you might be able to use to demonstrate 'effectiveness' in your context.

A written application involves a Reflective Narrator, that is, a deep evaluative description and analysis of your work in HE. The dialogic application involves an e-Portfolio that presents a deep evaluative description and analysis of your work in HE.

In your application, whether written or dialogic, you will need to reflect on your practice. You will have to demonstrate evidence of your effective and inclusive practice in

teaching and/or support of learning in your context. This means that you must think about examples of how you meet the dimensions very carefully, in a way that reflects your personal teaching style and how it has developed. Although each Dimension is discussed separately in the guidance below, the Dimensions are inter-dependent and integrated in practice. In developing your application, you will be required to structure your Reflective Narrative or e-Portfolio around each of the five Areas of Activity and so the guidance below starts with A1-5.

## Evidencing the Areas of Activity

There are five Areas of Activity (A1-5); the diverse range of practices, approaches and tasks that are undertaken when teaching and / or supporting high quality learning.

For Descriptor 2.3 (Fellowship) you need to provide evidence of effective and inclusive practice in all five Areas of Activity.

### **In your CONTEXT demonstrate that you:**

- **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.

### **A1: In your CONTEXT, demonstrate that you design and plan learning activities**

A1 is about how you plan and prepare learning activities and/or more extensive sessions or sets of sessions (such as modules or programmes), whether in person or online or both. It is important to select examples which enable you to demonstrate that your practice is effective and inclusive and supports high-quality student learning. You can choose from a wide range of planning and design options for any size of group relevant to your practice teaching or supporting learning.

You might teach a variety of sessions and/or support learning in disparate contexts. You may work with undergraduates, graduates, staff, or professional learners, planning sessions, modules, units, or programmes. The learning you design can take place in many environments: online, in office settings, in seminar rooms, libraries, lecture halls, laboratories, studios, professional settings, in the field, etc. All these factors may have influenced your planning decisions.

Be sure to select examples which enable you to explain the design decisions you made and why you chose to adopt the approaches you did. As the aim is to achieve high-quality learning, remember to include evidence to demonstrate that your plans and designs have been effective in facilitating learning.

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

Depending on your context and role, examples to demonstrate that you design and plan effective learning activities and/or programmes might include:

- designing a new programme of study or redesigning an existing curriculum
- designing new learning activities, sessions, units or modules for an existing programme developing new customised programmes for learning support, individual study skills materials, student support or professional development materials or learner induction
- designing and planning learning activities and supervisory meetings to induct students into research, supporting them in choosing an appropriate research topic, helping them to develop a detailed research proposal and plan and advance their research projects
- designing learning outcomes, activities and assessments that include relevant professional and digital skills and/or encourage students to express ideas in digital media or using subject-specific technologies in authentic contexts
- collaborating with employers to ensure the currency of programmes of study, responsive to industry skills demand/local labour markets and professional and statutory regulatory bodies (PSRBs)
- active participation in and contribution to approval, validation and enhancement processes
- designing inclusive learning activities to enable students to develop a sense of belonging
- designing accessible learning activities for online and/or in person sessions.

### **A2: 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 work with different types of learners, and with individuals or large or small groups, remotely or in person. Select examples which you know have been effective in facilitating high quality learning.

Focus on the approaches you use in your interaction with your learners, or the approaches you adopt in collaboration with other team members, identifying your individual impact. Explain how you exploit and manage the learning environments you encounter, which may be physical or virtual, formal and/or informal. Foreground the pedagogical and/or support strategies you deploy to meet your learners' needs.

The level of study (undergraduate, graduate, staff or professional, etc.) and diverse nature of your learners in combination with your discipline or profession will have shaped the approaches you have adopted. It's important to explain why particular activities were appropriate for your learners in specific context/s. Also elaborate on outcomes and how you knew your approaches to teaching and/or support of learning were effective, for example, how your learners responded or commented on sessions.

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

Examples to demonstrate that you have taught and/or supported high quality learning effectively might include:

- working with learners individually, or in small or large groups, online or in person, adapting teaching approaches to suit students and learning goals
- contributing to professional learning and teaching programs
- enhancing professional practice in different settings (theatre, studio, labs, clinics, the field, etc.)
- developing learners' research and/or information and data gathering skills and key skills (individuals or groups)
- adapting approaches to supervision of postgraduates or Higher Degree Research (HDR) students to meet the differing needs of individuals, adjusting to evolving requirements during research projects
- facilitating learning activities within creative studios and practice workshops
- contributing to learners' practical skills and helping them develop and demonstrate high level subject skills
- developing services, tools and technologies to support virtual learning environments (VLEs)/learning management systems (LMS) and other online learning
- supporting learning specific to particular contexts, for example work-based and professional learning, library and resource-based learning, and online learning.

### **A3: 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. A possible approach to demonstrating effectiveness of practice is explaining how you have fostered and encouraged high quality learning through assessment. Assessment and feedback to learners includes a range of activities. You may have been involved with assessment which does not contribute directly to the final mark for a module or programme but which forms a basis for feedback to students (formative assessment) and to help them progress in their learning.

You may also have worked with assessment which counted towards a qualification (summative assessment). You may have assessed the learning of individual learners or small or large groups, supporting the development of a range of skills, in work-based or professional practice, in a studio, lab or performance space, or in the field. Your experience of assessment may have involved marking or co-ordinating the marking of summative assessment tasks (written, oral, or practical).

As part of this process, you may have devised or applied assessment criteria.

Your assessment and feedback practice may have:

- included a range of assessment tasks and activities, for instance practical, written, online, multimedia, live or recorded, or performance-based
- taken place in a variety of settings, for instance in person or remote. Assessment could have included self- and peer assessment and involved the design of team-based assessment.

You may have devised effective varied approaches to providing students with feedback on their work (using video, sound, relating feedback to assessment criteria, working

with colleagues to create a set of shared feedback comments in a virtual learning environment/learning management system). You may use formative online quizzes and tests to enable students to keep track of their learning. You may have developed approaches to providing feedback to students that increase their confidence and enable them to reach their full potential.

In your summative assessment work, you may have contributed to a shared understanding of criteria amongst markers to achieve fair outcomes for students. You may have ensured that assessment content and tasks reflected intended learning outcomes, integrating the required skills (e.g. writing, presentation, aspects of professional practice). On quality assurance, you may have been engaged in checking summative assessments (tasks and marking schemes) against the requirements of (national) quality assurance bodies/professional and statutory regulatory bodies.

You may have taken initiatives to accommodate the diverse needs of your learners in assessment contexts, making reasonable adjustments where required. In learning support roles, you may have helped students (individually or in groups) to prepare for assessments, promoting understanding of assessment tasks and criteria and/or developing the necessary skills such as writing or presenting. You may have improved wellbeing by lessening learners' anxiety ahead of high stakes summative assessments. 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 will probably include examples of your engagement with both assessment and feedback to learners. You may have worked with a range of approaches to assessment and feedback. Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should explain the rationale for your choices and how you know your assessment and feedback practice is effective in enhancing learning. Depending on your context and role, examples to demonstrate the effectiveness of your assessment and feedback practice might include activities such as:

- developing or adapting approaches to assessment or feedback to enhance the learning of specific attributes or skills (individuals working in groups, self-reflection, critical thinking, personal learning strategies, research skills, library skills, digital literacy etc.)
- upholding academic integrity in assessment contexts
- supporting students to prepare for summative assessment including, where appropriate, offering opportunities for a practice viva, preparatory performance, etc.
- ensuring that you adhere to (national/international/professional) benchmarking of standards, for example performance standards relevant to instrumental and repertoire context, or the requirements of national quality assurance bodies/professional and statutory regulatory bodies for professional or work environments
- using a variety of assessment tasks and feedback approaches to promote effectiveness in enhancing the learning of diverse individuals and groups
- selecting approaches which are appropriate to context and type of learner
- using feedback and feed-forward approaches to improve learning and develop or adapt to increasing learner autonomy
- supporting students after assessment including, where appropriate, advising on major revisions and resubmission.

- ensuring that your approaches to assessment and/or feedback are adapted to meet the requirements of quality assurance regulations in your context; for example, where subject benchmarking and/or professional standards are in place, or in a context where timeframes or other restrictions influence the approaches you are able to use.

#### **A4: In your CONTEXT, demonstrate that you support and guide learners.**

A4 is about actions you have taken to provide students with the support and guidance they need for successful outcomes. You may have guided students to enable academic progression and/or supported them to promote their development and 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, lab or studio support. You may have facilitated group tutoring or one-to-one sessions on academic or academic-related topics such as writing, presenting, or language support for students whose first language is not the main language of your institution. You may have offered counselling to support and improve students' well-being in difficult circumstances.

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 students approach you for help in understanding an assessment task or require help with structuring a piece of writing. Perhaps you refer some students to a study support service, to pastoral support, or institutional support available for students with disabilities. Perhaps you embed aspects of study guidance within your teaching of programme content and/or provide learners with additional resources offering guidance on study skills, directly or within an online environment. You may hold a role as personal tutor where your work with students is focused on guidance and support and promoting physical and mental well-being.

Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system (K4) and/or developing such resources in partnership with others.

It is important to select examples of effective practice in supporting learners in specific contexts. Your discussion should explain the rationale for the approaches you take to ensure guidance and support for learners. In the approaches you take, you will want to demonstrate your understanding of learner needs, in light of the nature of the subject or discipline, the level of the academic programme and the nature of the learner/s. You will also want to provide examples to demonstrate how learners have benefitted from the approaches you have taken and resources you use, showing how you know these have supported student learning.

#### **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:

- making sure the students you interact with in your context are aware of the support available to them
- developing approaches which encourage students to engage positively with student services (including library services, learner support and career services for example)
- using induction and community-building activities to promote social engagement, a sense of belonging and mental well-being
- preparing new learners to study effectively by exploiting the full potential of digital technologies
- working with other professionals to support learners' use of their own devices, applications and services and ensure they have access to assistive technologies and develop digital literacies
- integrating diverse perspectives (e.g. minority or indigenous values) into programmes, pedagogies, and/or approaches to student support services + guiding students in ways which enable them to attain high-quality learning through for example interdisciplinary or professional/work-based experiences to bring aspects of professional practice into the learning environment
- adopting flexible approaches and technologies that enable equitable learner participation with support services both in person and online
- identifying and responding to underlying issues impacting individuals or groups of learners and taking initiatives to resolve these through student support
- providing support as a personal or academic tutor where relevant
- referring students who require expert support to welfare or counselling services.
- ensuring students' specific support and guidance needs are met by inviting appropriate specialist staff to engage with them (for example, academic librarians or language tutors; specialist support staff may improve student attainment by providing timely guidance, etc.)
- organising revision sessions to guide students ahead of summative assessments
- responding to student feedback
- responding to student concerns (e.g. issues with the timing and scheduling of assignments).

#### **A5: In your CONTEXT, demonstrate that you enhance practice through own continuing professional development**

A5 is about how you maintain and develop your capability in teaching and learning support and how this has resulted in effective practice and high-quality student learning. The types of professional development you discuss will depend on your context and role and may include; learning from formal professional development opportunities such as sessions or programmes on teaching and supporting learning, learning gained from the reading of literature of learning and teaching or from accessing online resources such as case studies or examples of specific teaching techniques. You might refer to skills gained through informal interaction with colleagues or mentors who provided advice on teaching or guidance, perhaps co-teaching or providing learning support in person or online. Select a range of examples to reflect the breadth and depth of your practice. Whatever the source(s) of your professional development, you should discuss how you have used your learning to

enhance your teaching and/or learner support. Ensure that you select examples which enable you to identify how learners have benefited.

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

Examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

- attending role specific training, implementing changes to your own practice and evaluating how learners respond
- using the experience of peer observation of teaching or learning support practice to reflect on and change aspects of your practice
- reading and making use of published literature or other evidence-informed approaches to inform your practice
- asking peers or mentors for advice to solve any problems you encounter in your practice
- engagement with your professional association and applying ideas and activities which have proved successful in other contexts
- finding resources to solve any problems in your practice and applying new approaches to benefit learners
- conducting a piece of action research and disseminating the findings at a conference or seminar, or via the development of a resource (virtual or physical)
- writing a research paper on the approaches to supporting learners with learning difficulties
- contributing to staff development/staff research events.

## Evidencing Professional Values

There are five Professional Values; important principles, ethics and beliefs that influence and guide the practice of those who teach and / or support learning in higher education.

For Descriptor 2.1 (Fellowship) you need to provide evidence that shows how you use all five Professional Values. For the five Professional Values listed below,

#### **In your CONTEXT, show how you:**

- **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.

## **V1: In your CONTEXT, show how you respect individual learners and diverse groups of learners**

Inclusive practice is an important aspect of HE learning and teaching practice and is highlighted in both V1 and V2. In V1 the principle of respect is key both for individuals and groups.

'Groups of learners' can refer to two or more learners learning together in the same space, and/or might refer to your work with a number of separate individuals who share common characteristics.

Diversity can be defined in a number of ways:

- by location, such as campus-based learners, distance learners, work-based learners, etc.
- by personal characteristics, such as age, ethnic background, gender, disability, sexual orientation, etc.
- by cultural, political, or socio-economic factors, such as religion, political affiliation, minority status, socio-economic class, educational experience, indigenous experience, etc.

It is important to remember that many individuals live with multiple marginalising factors, therefore individuals should not be stereotyped by one or more of their most obvious characteristics or by global descriptions or stereotypes.

The evidence you provide for V1 at Descriptor 2 should:

1. demonstrate that you have got to know your learners, and that you respect and value both the individuality of the learners or staff you work with and the richness and value of diversity across groups you work with and:
2. clearly demonstrate the ways in which you personally have adapted your learning and teaching practice, assessments, programmes etc., and/or developed approaches to reflect your learners' identities, interests and needs.

### **Examples of practice relevant to V1**

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- setting clear expectations for behaviour in the learning environments on your programmes, establishing a zero tolerance for discriminatory language and actions, whether face to face or online
- respecting professional boundaries between yourself and learners, particularly when engaged in one-to-one activities, such as advising or supervision
- dealing confidently and effectively with issues that arise within teaching or support sessions, either for or between individuals or groups, particularly those who are minoritised, proactively taking supportive action when you notice difficulties arising
- reviewing your curriculum and learning materials to identify ways to make them more inclusive and representative of a variety of nationalities and cultures, including (but not limited to) those reflected in your learner group
- ensuring that reading lists and learning media explicitly include knowledge, forms of knowledge and knowledge production from diverse sources, integrated as core resources in the curriculum
- working collaboratively with learners to review language, content and imagery used in classes or resources

- bringing people with lived experience to share their perspective and knowledge, ensuring that they reflect a range of backgrounds
- taking part in projects or research linked to learner diversity and the needs of learning communities
- considering religious holidays when planning compulsory attendance, especially around assessment periods
- accommodating cultural needs, such as prayer times or spaces, availability of kosher or halal food when on field trips
- undertaking professional learning, such as intercultural communication, anti-racist practice, reducing unconscious bias or interpreting and using diversity data.

**V2: In your CONTEXT, show how you promote engagement in learning and equity of opportunity for all to reach their potential**

Inclusive practice is a key aspect of contemporary Higher Education practice and is highlighted in both V1 and V2. There are two complementary aspects to V2; promoting engagement in learning and ensuring equity of opportunity.

'Equity' refers to recognising the barriers that some individuals or groups may face and employing a combination of proactive measures to reduce barriers to learning and provide specialist support and guidance, where necessary.

The principle of equity places the focus on ways in which applying different support or approaches to meet the needs of individuals can help to overcome barriers and/or challenges, to ensure that all learners have the fair opportunity to achieve learning goals. In this way we can promote engagement in learning and enable as many learners as possible and reach their potential.

As evidence at Descriptor 2 you should demonstrate that you understand the needs of your learners and the potential, and actual, barriers to learning that particular individuals or groups (e.g. learners from minoritised ethnic backgrounds) may face and which make it harder for them to achieve to their potential.

In discussing your practice across the Areas of Activity you will want to explain actions you have taken to reduce any barriers and promote engagement in learning. It will be important to demonstrate your awareness and adherence to any relevant local legislation. For example, national legislation may require you to ensure that those with protected characteristics should be treated equally, and/or that people with disabilities should be given preferential treatment.

**Examples of practice relevant to V2**

Depending on your context and role, examples you provide might include:

- using principles and practices of Universal Design for Learning when you design and plan programmes or courses
- anticipating different learning needs when planning a session for a group of learners to reduce the need for extra support. For example, providing learning materials in advance, using lecture recordings with subtitles, transcripts for audio and video
- ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (e.g. for screen readers/change of font)

- planning learning activities that are flexible, offer learners some choice, promote engagement and active learning
- auditing the resources and websites used on your programme(s) to ensure they are accessible for learners with a specific learning disability or those working in a second language
- adapting workshops, fieldtrips, laboratory exercises, work placements and/or creative assessment to accommodate reasonable adjustments
- acting swiftly in response to complaints about excluding behaviours from other learners or colleagues
- monitoring learner engagement and attainment and following up promptly where learners are at risk of falling behind or dropping out
- designing assessment strategies that encompass formative opportunities for learners to receive feedback in order for them to reach their potential in a supported manner, and introducing flexibility and choice into the assessment process where possible
- responding to requests made for additional support, such as extra time in exams or extension deadlines
- ensuring that you include a focus on assessment literacy within your programmes, to support your learners to understand expectations within different assessment formats and tasks and empower them to achieve to their potential
- if you work in a specialist service, how this relates specifically to improving learner engagement and outcomes; e.g. Information literacy, developing employability or graduate skills, supporting learners with specific learning needs, promoting wellbeing, etc.

**V3: In your CONTEXT, show how you use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice**

Demonstrating V3 is about explaining about why you do what you do, in the way that you do it, and the sources of information, data, and evidence you use when making decisions about your learning and teaching practice.

At Descriptor 2 your evidence should show that you draw on a good range of relevant evidence and information sources to inform the decisions you make in your work. Your choice will depend on your context and role but ideally the sources of evidence you draw on should represent a broad range of knowledge, including multi-cultural and/or indigenous perspectives. The actual sources of that evidence that you point to can be varied, and will differ according to your context of work, your role, and the type of teaching and/or support of learning that you are involved in.

The key is to show that you make principled, informed and considered judgements in the work you do in teaching and supporting learning and use an evidence-base enhance your teaching or learning support activities. In your discussion of why you do what you do in the way that you do it, you should demonstrate breadth and depth of understanding of how and why the information and/or resources you use are relevant to your context and work, the implications of the information for your own work, and, where relevant, any comparison between your own experience of implementation with previously found outcomes.

Across the range of evidence base(s) you use as part of the rationale for your practice, it will be important to also show how your learners responded to the activities,

approaches or adaptations you introduced. Showing evidence of positive impact on engagement, learning and/or achievement will help demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

### **Examples of practice relevant to V3**

Depending on your context and role, examples you provide might include:

- examples showing how a range of learning and teaching literature has informed the approaches you follow in your learning and teaching practice, and the way you make decisions in designing for learning
- discussion of how you have integrated practice-based or professional experience into programme design (A1), teaching (A2) and/or assessments (A3), for example how you have adapted activities to enable learners to develop skills relevant to their future employment
- showing how you have drawn on data from learner tracking sources such as VLE learner dashboards, learner evaluation data or institutional or national survey data, to develop your programme(s) or the service(s) you provide in ways which have enhanced individual and group attainment
- ways in which you have adapted programmes and/or activities to reflect new discipline, professional or sector standards; for example, showing how you have used the Guide to the PSF 2023 Dimensions - Fellowship (D2) 32 used sector specialist resources, such as a framework for employability, to improve an aspect of a programme
- how you have used learning from research seminars, conference presentations, scholarly networks and collaborations
- enquiry you have carried out into your own teaching or support practice, including any examples where you have involved learners involved as researchers.

Across the range of evidence base(s) you use to explain the rationale for your practice, it will be important to explain:

- the information / resource / source of guidance used
- why and how you found it useful and relevant to your context or the situation you faced
- what benefits or positive impact resulted from or acting on the information - showing how your learners responded and evidence of positive impact on engagement, learning and/or achievement will help to demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

### **V4: In your CONTEXT, show how you respond to the wider context in which higher education operates, recognising implications for practice**

Higher education exists within a social, cultural, political and physical context and V4 is about recognition of the significance of the external issues that may affect learning and teaching in higher education and influence on the learning experience. The particular focus is on your understanding of, and response to, these external factors and the implications for your own practice.

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may range from global or national developments

and agendas, with relevance and impact on institutional missions and curricula design, or they may be local social, cultural or economic factors with implications for the learner experience and/or personal and collective professional practice on the level of the day to day.

No-one is expected to cover everything, and perhaps more than any other dimension, context and role will determine what is relevant to the individual. It could be said that this is a Dimension for which the phrase 'In your context' within the stem has particular potency. Global issues, such as sustainability, the environment and the UN Sustainable Development Goals, equality, diversity and inclusion (EDI) affect different countries, and particular areas, sectors and peoples within those countries in varying ways.

Particular issues may be of especial relevance to your institution, your locality, your discipline, the profession(s) your learners will move into or come from. Examples here might include professional body requirements, and/or issues in relation to graduate employability, particular digital issues or skills or regional cultural issues.

The evidence you provide for V4 at Descriptor 2 should demonstrate your response to issues that are particularly pertinent within your work context and should show a depth of understanding of the implications for your work. You might discuss issues influencing your design of sessions or complete curricula (A1), how you have accommodated influences impacting the facilitation of learning or support activities (A2), factors impacting assessments and feedback (A3), or adjustments you make to ensure appropriate learner support and guidance (A4).

Across the range of evidence you provide, it will be important to show how your learners responded to the activities, approaches or adaptations you introduced in relation to the issues in the wider environment. Showing evidence of positive impact on learner engagement, learning and/or achievement will help demonstrate that your responses have been effective.

#### **Examples of practice relevant to V4**

Depending on your context and role, examples you provide might include:

- examples showing how you have taken the regulation and standards frameworks that apply to your area of practice into account within the planning and design for the programme(s) you teaching and/or service(s) you provide
- discussion of steps you have taken within your learning and teaching work to ensure compliance with professional body requirements and/or in response to new institutional strategic aspirations/targets
- examples demonstrating how you have adapted your teaching and assessments to meet current graduate needs and/or in response to employability issues within your sector; for example, by introducing authentic workplace tasks to enhance learner employability
- examples showing how you have responded to wider global priorities, such as the UN Sustainable Development Goals; for example, through your choice of case studies or issues for exploration and discussion by learners
- strategies you have adopted to ensure that a wide range of cultures and societies are represented within your teaching and/or your learning support work, recognising the importance of equipping learners for an increasingly diverse and interconnected world, with good understanding of issues faced by peoples different from themselves

- discussion showing how you have responded to the current demands of government legislation relevant to your work
- examples showing how you have drawn on any involvement in national / international partnerships, projects or initiatives in order to enhance learning.

### **V5: In your CONTEXT, show how you collaborate with others to enhance practice**

Collaborating and working with others is often very much a feature of higher education, and V5 is intended to focus on the ways in which collaborating with others is a positive aspect of your work in relation to teaching and/or supporting learning.

The 'others' you focus on will very much be influenced by your context and role.

At Descriptor 2 the examples you discuss might include members of your immediate team or individuals or teams beyond your own team in different roles within the same institution, e.g. sessions for programme validation or approvals, lab-work involving collaborations amongst academic and technicians, collaboration between a library team, other professional services and lecturers.

People you collaborate with may be individuals or teams external to your own local context; for example, other colleagues across the sector. You may, for example, discuss benefit you have gained from collaboration with others in similar roles but within very different institutions or contexts, perhaps through opportunities provided within a professional organisation.

The 'others' you focus on may be external to the higher education context itself, but significant to the learning and teaching programmes on offer and/or to the learning experience, for example your work may involve collaboration with employers, workplace contacts, industry experts or representatives of professional bodies. Such externals may be important to your design of programmes and activities to ensure their professional relevance, may contribute in relation to learner workplace, or work-related, learning or indeed contribute in other ways.

Collaboration with others who are external to your own context may be especially relevant if you work independently, or in isolation from easily identifiable teams and the collaboration could be electronic or virtual, for example through Twitter, online forums or other online communities.

The 'others' you focus on could be learners. Collaborating with learners can be a valuable way to enhance your own learning and teaching practice as they may indicate strengths and weaknesses in your approaches, can help you see your own practice from a different perspective, and/or they may provide you with relevant examples to include in future and this in turn can enhance the learning of other learners.

Other aspects of collaboration with learners might include examples where you have invited them to co-create learning activities, be involved in programme review and approval or to be partners in enhancement activities and/or projects. Some partnership working may focus on specialised initiatives, such as sustainability, community engagement and other ways learners can act as champions for positive change.

Whatever your focus it will be useful to explain why you collaborated with others, how you worked together, why you took the approaches you did and the evidence of

success. You should very clearly indicate your own contribution, and the effectiveness of the part you played.

#### **Examples of practice relevant to V5**

- where utilising institutional networks of people, for example the range of student support services, helped you to identify appropriate support for students
- relationships you have developed with key stakeholders (e.g. discipline leads, professional network, learning designers) and examples of learning gained and changes to your practice that resulted from the collaboration
- where you have worked as part of a team, demonstrating how you collaborate effectively in activities such as the planning of learning activities, jointly developing questions, and/or the actual 'delivery' or 'facilitation of a session or programme
- explanation of changes made to assessment guidance or rubrics through team collaboration and the positive influence on student learning and/or achievement
- enhancements to study guidance materials which have resulted through adopting a collaborative approach and working with other colleagues, each contributing different perspectives and/or expertise
- how engaging with external experts (e.g. industry, community) has had a positive impact on the programme(s) you teach on or service you provide
- instances where you have engaged in a team approach to address an identified challenge (this may be within and/or beyond the discipline or professional field) and the positive benefit that resulted from this approach
- enhancements to programmes and/or practice achieved through participating in teaching quality activities (e.g. peer review of teaching; reflecting on teaching enhancements through collaborative processes; participating in team-based moderation or calibration activities)
- working effectively with others to enhance practice through collaborative exploration of current literature and any related successful development and/or implementation of industry-engaged learning activities
- building and maintaining respectful relationships with community groups in your context, for example with minority communities and cultural groups, including indigenous people, to enhance educational practice.

## Evidencing Core Knowledge

PSF 2023 Dimensions include five forms of Core Knowledge (K1-5); information and ways of knowing, influenced by context, applied to practice in teaching and / or supporting high-quality learning in higher education, including practice-based, disciplinary, professional and indigenous forms of knowledge.

**For Descriptor 2.2** (Fellowship) you need to provide evidence that shows how you apply all five forms of Core Knowledge in your practice.

### **In your CONTEXT, apply knowledge of:**

- **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.

### **K1: In your CONTEXT, apply knowledge of how learners learn, generally and within specific subjects**

What is this Core Knowledge about? K1 is about demonstrating how your practice in higher education is informed by an understanding of how learners learn that is appropriate for the breadth and depth of your practice. It is important to give a range of specific examples to show how this knowledge has enabled you to teach and/or support learning effectively in ways that are relevant to context.

The evidence you provide should show how you have applied different forms of knowledge across the scope of your responsibilities. Possible areas of focus include:

- what you know about the diverse characteristics of your learners (such as mature students, recent school leavers or workplace learners) and the diverse contexts in which they study, and how this knowledge has influenced your effectiveness in teaching / supporting learning
- how you have sought to understand learners' perspectives about how they learn, and how your practice has taken account of this
- how you have responded to theoretical principles and approaches to learning, whether general or subject- / profession- specific; for example, person-centred, experiential, cognitive, or enquiry-based theories of learning
- how you have used theories and research evidence about the student experience in higher education
- the role of insight gained from your subject knowledge, industry or professional expertise about how students learn in specific contexts and progress to further study or employment
- the relevance of knowledge about how students become autonomous learners and how this has influenced your practice; for example, in research supervision
- where you have drawn on diverse forms of knowledge and cultural beliefs about education in your context, and where relevant, how you have recognised and indigenous people's knowledge and understanding.

Although long theoretical discussions are not needed, it is important to explain and justify your rationale for the approaches you use with your learners, showing a good grasp of particular theories of learning, frameworks, models, or professional guidelines, and explain how they contribute to your effectiveness.

For example, you might describe how you used theories of learning to design an assessment or learning support initiative, explaining why your theoretical understanding was applicable to your context.

#### **Examples of practice relevant to K1**

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- applying theoretical principles to help you improve student learning, retention, or progression
- drawing on published research to improve the learning experience for commencing students
- organising a practical module or overseeing work placements in a way that reflects an understanding of learning and progression to employment in your context
- integrating authentic workplace resources and activities in teaching, showing an understanding of how learners learn in practical settings
- reflecting on your practice as a research supervisor and how it supports autonomous learning for students.

#### **K2: In your CONTEXT, apply knowledge of approaches to teaching and/or supporting learning, appropriate for subjects and level of study**

K2 is about demonstrating that that you apply to your practice a broad knowledge-base of approaches to teaching and/or supporting learning. It is important to give a range of examples to show how this knowledge-base has enabled you to teach and/or support learning effectively in ways that are relevant to context.

Possible areas of focus include:

- how you have drawn explicitly on theoretical principles or models to teach a module or take responsibility for a learning support service or initiative
- how you have effectively applied knowledge of pedagogic approaches or methods, whether general or context, subject, or profession-specific
- how a broad knowledge of professional or industry practices and requirements has helped your effective practice in teaching and/or supporting learning
- how you have enhanced your knowledge of approaches by taking part in scholarly activity and professional development, and how learners have benefited.

Although long theoretical discussions are not needed, it is important to offer a well-informed rationale for the approaches you use with your learners, showing a good grasp of particular theories, frameworks, models, or professional guidelines, and to include evidence of the impact on learning.

The examples you provide should demonstrate how your knowledge is appropriate for the breadth of your practice in relevant contexts (e.g. modules, programmes, learners' level and year of study) and where relevant, the subject or professional field.

Although the examples you describe may be collaborative, it should be clear from the evidence you present that your practice is informed by your own knowledge-base.

#### **Examples of practice relevant to K2**

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- re-working a learning support service based on a theory of pedagogic partnership with learners
- redesigning a large practical assessment using a simulation approach developed as part of a scholarly project
- using scenario-based methods when teaching in a large-class format such as a lecture
- using game principles (gamification) to design an industry-related unit or module
- reflecting on how you have refined your approach to teaching team skills in a business context over time, making adjustments according to the subject matter and level of study
- discussing how the debate about whether academic learning support should be stand-alone or embedded has influenced your practice
- reflecting on the differences in your approaches to supervising research students at Masters and PhD levels.

### **K3: In your CONTEXT, apply knowledge of critical evaluation as a basis for effective practice**

K3 is closely related to V3, as part of explaining why you do what you do, in the way that you do it. In particular, K3 is about how, and on what basis, you critically evaluate the effectiveness of the breadth of your practice in teaching and/or supporting learning. Here, the word “critically” means “in a balanced way” i.e. acknowledging both strengths or achievements and limitations or potential improvements.

For K3 It is important to show that you make evaluative judgements about your practice based on evidence. You also need to show that such evaluation is integral to your practice i.e. that you regularly take action to adjust your approaches as a result.

Evaluation is about asking how far, to what extent, or in what circumstances, the approaches you take are effective. Quality of evidence and balanced evaluation are more important than quantity.

Sources of evidence may be informal (ad-hoc peer observation of teaching) or formal (periodic programme reviews). You are encouraged to refer to a range of evidence, rather than over-relying on a single source like student surveys. However, exhaustive coverage of data is not necessary; it is more important to explain how you reached balanced judgments based on relevant evidence, and what you did in response.

You will not necessarily have published peer-reviewed research in education (either general or subject-specific) yourself, but you need to show that your evaluation has been informed by scholarship, research, or professional learning, or other evidence-informed approaches (see Professional Values, V3). You may also have contributed to scholarly activity, for example by sharing your practice at conferences or seminars or via scholarly networks.

### **Examples of practice relevant to K3**

The evidence you provide will be influenced by the context you work in and your role, but examples might include the following:

Your evidence may focus on how you evaluated:

- learners' experiences of services or initiatives related to their learning for which you have been responsible
- your design and planning and/or teaching of one or more modules
- the effectiveness of assessment and feedback in a module which you taught
- practical and work-related learning
- how you considered learners' academic progress – and any other relevant aspects of the student experience such as safety, well-being, and employability – as part of evaluation
- research training and/or research supervision.

**You should refer to a range of sources of evidence relevant to your context, for example:**

- student feedback on a teaching and/or learning support approach for insight into the effectiveness of a new activity, and critically reflecting on the results to enhance your practice
- your own observations over time
- scholarly projects related to teaching / supporting learning
- data collected or sourced from university systems
- published literature
- formal evaluations of modules, units or programmes of study
- moderation of marking
- feedback from the examiners of research theses or dissertations
- feedback from industry partners
- evidence from external evaluation, peer review of teaching and/or an integrated cyclical approach to practice incorporating planning, action, evaluation, reflection, and scholarly activity
- assessment of learners' academic progress and performance + employment outcomes
- discussing challenges encountered with other members of the team, and/or team leader, comparing experiences and identifying new strategies or activities to use.

### **K4: In your CONTEXT, apply knowledge of appropriate use of digital and/or other technologies, and resources for learning**

K4 is about knowledge of appropriate use of digital and/or other technologies, and resources for learning.

To evidence K4, you are expected to show that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning in contexts relevant to your practice. You also need to give a range of examples to show how this aspect of your knowledge base enables you to teach and/or support learning effectively. Your examples need to demonstrate an understanding of appropriate uses of technologies and resources in teaching and/or supporting learning, as opposed to simply listing tools or software.

Although you are likely to be guided by institutional policies and practices relating to technologies and resources, it should be clear from the evidence you present that your practice is informed by your own knowledgebase.

You should provide evidence of applying broad knowledge of appropriate use of technologies and/or resources for learning showing how your knowledge has informed the breadth and depth of your practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field. the role of technologies and resources in research training or supervision for which you have been responsible

#### **Examples of practice relevant to K4**

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

- how you promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
- how you incorporated different technologies and resources in your practice, based on a knowledge of their pedagogic value and limitations; e.g. synchronous interactions via webinars, videoconferencing or asynchronous learning via discussion forums, blogs etc., or using digital technologies to enhance live interactions with learners e.g. via live polls or online discussions
- how you planned effectively to ensure specialist resources were available to learners
- how you ensured the accessibility of technologies and resources for learners, including learners with disabilities
- how you have engaged with support and guidance services for learners and staff relating to technologies and resources, including enabling or promoting the use of assistive technologies by learners with disabilities
- how you took account of issues and debates relating to the use of technologies and resources in teaching and/or supporting learning, and how this contributed to your effectiveness
- how you drew on a knowledge of subject- or profession-specific applications of technology to promote learning, employability, or progression to employment – e.g. designing authentic learning opportunities using technologies / resources
- how you have utilised digital technologies to design assessment or give learners access to feedback and/or supported learners to understand the reports from text similarity detection systems and to use them developmentally
- how you have made appropriate use of e-portfolio and other recording systems as part of teaching / supporting learning, e.g. for self- assessment, reflection, review, planning or showcasing achievement
- how you have promoted collaborations that harness digital technologies as part of teaching / supporting learning, e.g. blogs, wikis, social networking environments, game-based or gamified environments or artificial intelligence tools
- contributions to organisational strategies and policies on the use of appropriate learning technologies and resources.

#### **K5: In your CONTEXT, apply knowledge of requirements for quality assurance and enhancement, and their implications for practice**

K5 is about the expectations of quality assurance and quality enhancement that apply in your context, and the implications across the broad range of your practice.

A common definition of quality assurance is that it involves taking deliberate steps to adhere to regulations or standards, to ensure the quality of the learner experience is

appropriate for learners. In a similar way, quality enhancement is often defined as making continuous improvements that extend and improve practice and the learner experience. Understandings of, and approaches to, quality assurance and quality enhancement vary in different national contexts.

Relevant quality assurance and quality enhancement procedures in your subject, professional field or institution may include programme validation or accreditation, assessment moderation, results confirmation, policy development, and periodic programme review.

To evidence K5, you need to demonstrate an understanding of how requirements for quality assurance and quality enhancement are relevant to your practice, and why they are important for the learner experience and the broader context of higher education.

The quality assurance and quality enhancement requirements that apply in your context may be both formal and informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory / clinic safety, and marking moderation, alongside more formal processes.

When generating evidence for K5, you may also draw on evidence for Professional Value V4 (responding to the wider context in which higher education operates and the implications for practice).

#### **Examples of practice relevant to K5**

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

- your responsibilities for maintaining safety for learners (e.g. in a laboratory or clinical context)
- the implications for your role of institutional or institutional partner frameworks, policies, standards, or benchmarks
- how you have engaged in regulations, procedures and standards to maintain and improve effectiveness in your context
- how you have ensured that learning activities and/or assessments are aligned with the intended learning outcomes of a module or programme or with professional body requirements
- your role in ensuring adherence to subject or professional standards, including how you ensure that learners' work meets standards expected and that academic integrity guidelines are followed
- how procedures to ensure consistency, fairness and integrity in assessment are important for your role
- your broader contribution to the development of quality procedures, showing clearly the outcomes of your influence
- examples showing how you have used feedback from external review or other quality assurance and enhancement activities or processes to improve your practice and the student learning experience
- discussion of your involvement in and/or application of quality assurance of curriculum and learning resources to ensure they support teaching effectively

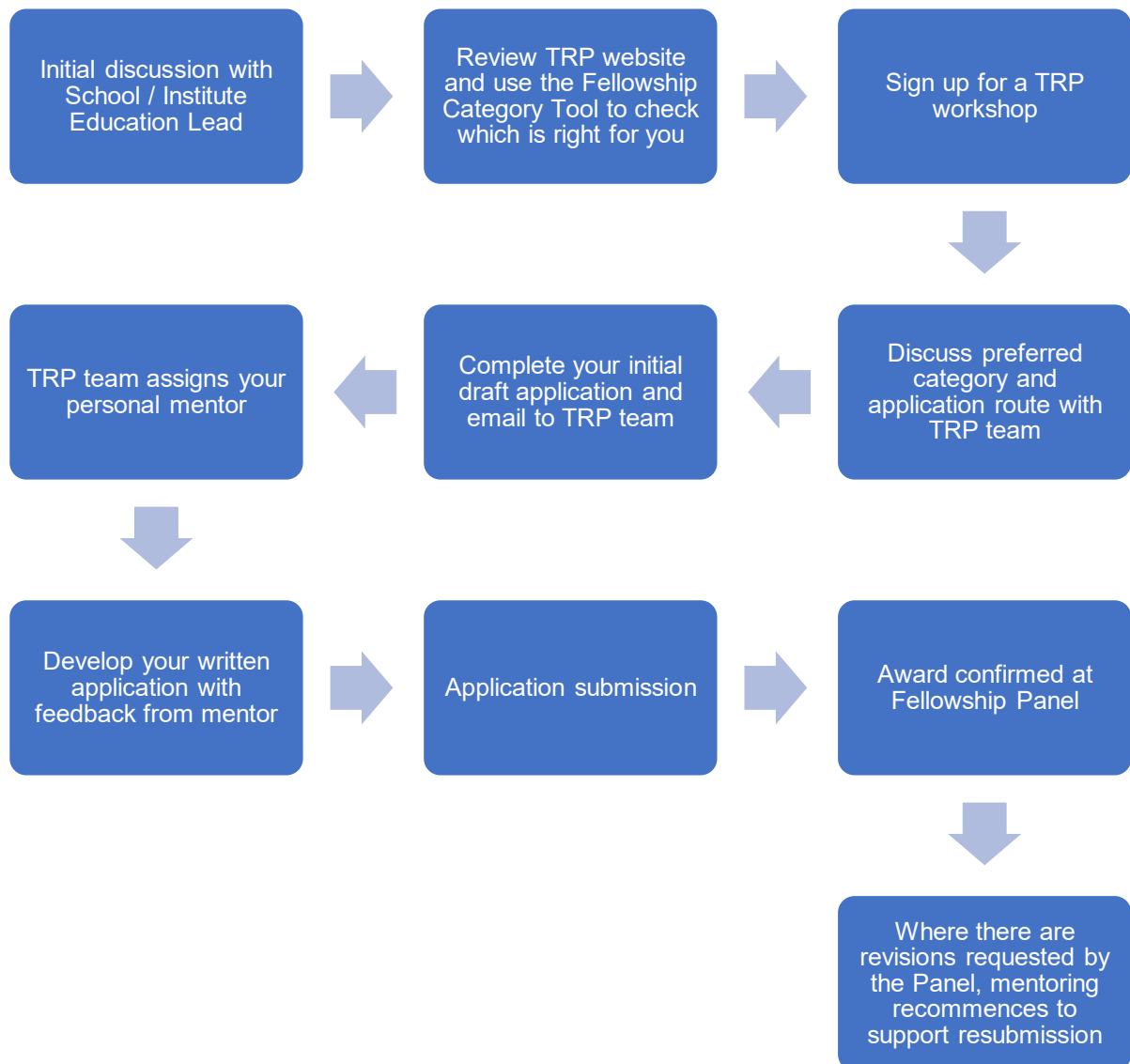
## The Written Application Route

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

### Written Application Process

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

**Figure 6: The Written Application Process**



## Written Application Requirements

There are two main elements to your application for Fellowship (D2):

### 1. Account of Professional Practice (APP)

- A Context Statement (up to 300 words, which is not included in your overall word count)
- A Reflective Narrative. This must be written in the current QMUL HEA Fellow D2 application form – in Word format.

The overall word count for the Fellow Reflective Narrative 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 references).

- Word limit for the references list (up to 500 words).

### 2. Supporting Statements

The purpose of the Supporting Statements is to verify and endorse that you have represented your practice in a fair and genuine way throughout the application, in line with the requirements of AdvanceHE ([PSF 2023](#)) Descriptor 2.

You are required to submit two supporting statements verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 2, one from your Head of School/Institute or their nominee, and one from an experienced educator. Your application is incomplete without these.

See Appendix C – Supporting Statement Guidance/Template for details.

- **Table 1: Table summarising the requirements for Fellowship (D2) Written Application**

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
FHEA	<b>Account of Professional Practice (APP), including:</b> <ul style="list-style-type: none"> <li>- Context Statement (up to 300 words)</li> <li>- Reflective narrative (3000 words +/- 10%.)</li> <li>- References (500 words max)</li> </ul>	Two Supporting Statements	Two (FHEA, SFHEA or PFHEA)

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Narrative** should provide evidence that your professional practice meets the requirements of PSF 2023 **Descriptor 2**.

The award of Fellowship is based on **evidence of your effective and inclusive practice**; you might briefly mention future plans as part of identifying what has worked well and any changes you plan to make in future, however, your application will be

judged on whether your evidence of recent practice (3 years) meets the requirements of Descriptor 2.

For Descriptor 2, the examples you select to write about need to demonstrate how your practice supports high quality learning.

## 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 Narrative against the PSF Descriptor 2; this section provides the background to your Reflective Narrative 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 Reflective Narrative;
- 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. For further details on current eligibility for AdvanceHE Fellowship please see link below: <https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

## Reflective Narrative

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

Your Reflective Narrative must first reflect the requirements for Fellowship status as outlined by the Descriptor 2 of the [Professional Standards Framework 2023](#) (PSF 2023). See detailed guidance on Developing your application above and the Appendix A for a copy of the Application template.

Within your Reflective Narrative provide **selective** examples of your practice and ensure they have direct relevance to your claim for Fellowship and make a strong case against Descriptor 2. The quality of the examples of evidence is much more important than the quantity.

### Reflect on your practice

Developing your Reflective Narrative requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on high quality student learning through your teaching/support of learning. You should include appropriate rationale for the approaches you took and evidence the effectiveness of your practice; use examples from your practice to make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**.

You should avoid long descriptions of what you 'did' and take a **reflective** stance so that it is clear what you did, how/why you did it that way, how you know this was effective and what you will do in future as a result.

Writing about the 'why you did it that way' will enable you to provide **evidence for V3**: use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.

A **simple reflective model** for you to use throughout your Reflective Narrative could be to clearly explain:

- **what** you did (be selective with the examples you choose to include)
- **why** you did it in this way; clearly explain your approach and justify your choices and decisions (e.g. use of an appropriate evidence-informed approach to suit your context, etc.)
- **how** you carried out this approach (e.g. including any specific challenges or practical issues you had to overcome)
- how you **evaluated the effectiveness** of what you did (explain the kinds of 'information' you used to review and evaluate your work, including the impact this had on student learning)

**what changes** you made as a result of evaluating your effectiveness; for example, developing your evidence-base (V3) or engaging in professional development (A5), etc. and applying learning from this to enhance your practice (use examples to illustrate).

In addition, your narrative 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.

Early in the Reflective Narrative, 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 AdvanceHE 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 narrative 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? 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.

Developing your Reflective Narrative 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 Reflective Narrative, 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 Reflective Narrative 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).

## Reference list

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 narrative, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your Reflective Narrative. 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 narrative, you need to include the full reference in a list at the end of the relevant section of your Reflective Narrative, or in the *References* section of the application form.

## To submit your written application

Use the current Written application form, and Supporting Statement template which can be downloaded from the [TRP website](#), where the submission deadlines are also published.

**Submit your full application** (using the current forms) ie. your written Account of Professional Practice (APP) together with two Supporting Statements (using the current form) [via the Microsoft Form](#) to the **Panel** by the submission deadline.

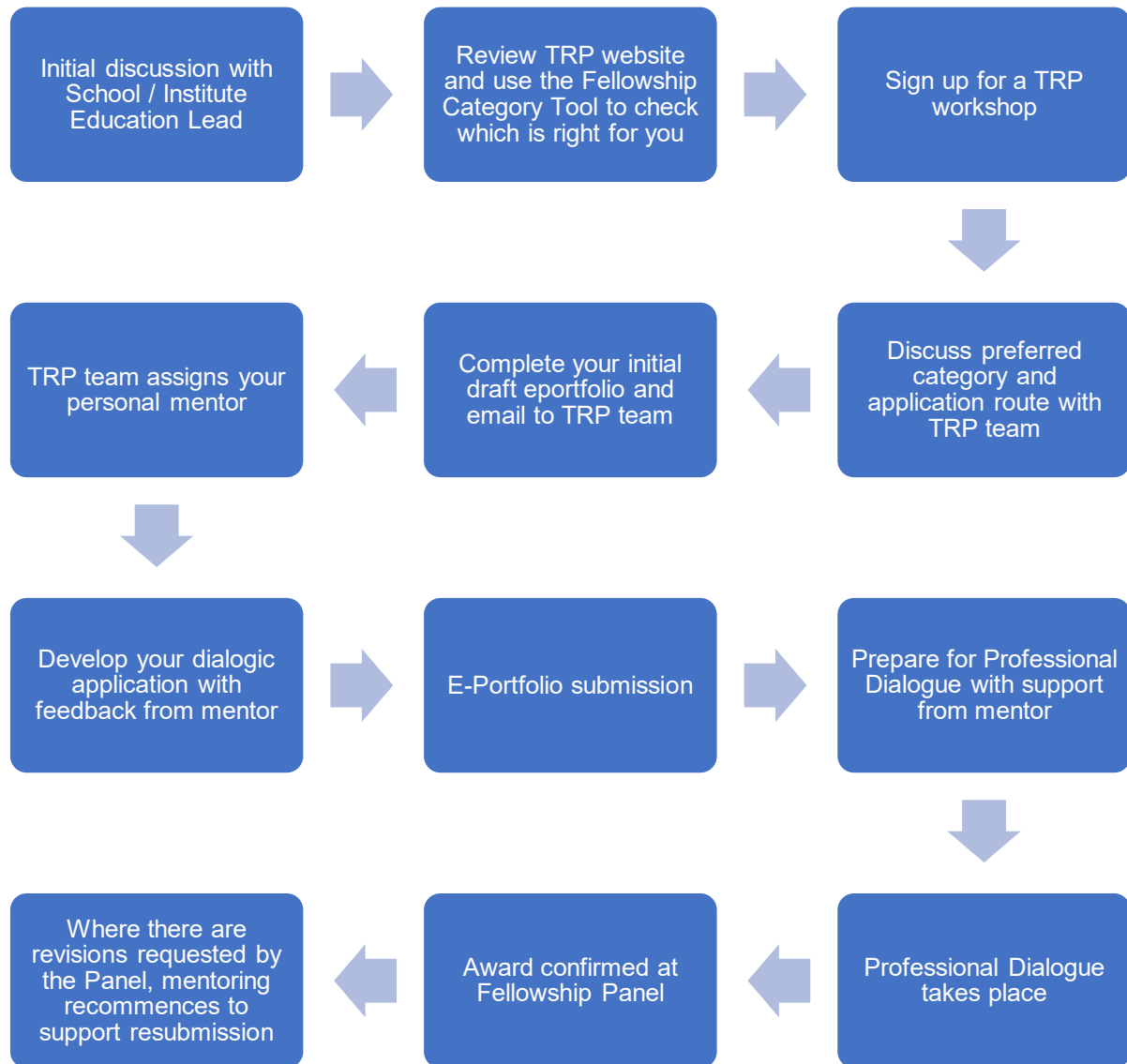
Extensions of submission deadlines are normally not possible. Instead, we recommend that applicants submit at the next available deadline as published on our website. Submissions received after a deadline will normally be considered at the next panel.

# Dialogic Application Route

## The Dialogic Application Process

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

**Figure 7: The Dialogic Application Process**



The dialogic 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 2 and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship.

## Dialogic Application Requirements

**Table 3: A summary of the requirements for Fellowship (D2) Dialogic Application**

Category of Fellowship	e-Portfolio	Assessed Professional Dialogue	Authentication of Practice	Reviewers
FHEA	E-portfolio, including: 1. Context Statement (up to 300 words) 2. Collection of 6-8 pieces of supporting evidence (up to 150 words each) aligned to D2, with artefacts where relevant 3. Narrated presentation delivered over 10 minutes illustrating a breadth of practice (up to 8 slides max, plus up to 2 slides for references)	45 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 ([PSF 2023](#)) and to develop a presentation narrating their experience. These activities should illustrate a breadth of practice (teaching and/or support of learning) over the past three years.

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

- Context Statement (up to 300 words)
- Narrated presentation delivered over 10 minutes and illustrating a breadth of practice (8 slides max, plus up to 2 slides for references)
- Collection of 6-8max pieces of supporting evidence of about 150 words each aligned to D2 (where relevant you may also include artefacts).
- Two Supporting Statements.

These should be organised to evidence your experience in relation to Descriptor 2 of the PSF 2023. The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

## Developing Your E-Portfolio

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

- Context Statement (up to 300 words)
- Narrated presentation delivered over 10 minutes and illustrating a breadth of practice (8 slides max, plus up to 2 slides for references)
- Collection of 6-8max pieces of supporting evidence of about 150 words each aligned to D2 (where relevant you may also include artefacts).
- Two Supporting Statements.

These should be organised to evidence your experience in relation to Descriptor 2 of the PSF 2023. The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The Narrated presentation is a pitch against the Descriptor (D2) and the pieces of Supporting evidence are examples provided as evidence of your effective and inclusive practice. The Professional Dialogue is anchored in the list of Supporting evidence that are used and pitched in the Narrated presentation. Please see illustration in the figure below:

**Figure showing how the elements of evidence within the portfolio articulate**



## Context Statement

Use the space provided in the Fellow (D2) application template to write your Context Statement (up to 300 words).

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 e-Portfolio against the PSF Descriptor 2; this section provides the background to your e-Portfolio 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 e-Portfolio;
- 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. For further details on current eligibility for AdvanceHE Fellowship please see link below: <https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

### **Narrated presentation (max. 8 slides, delivered over 10 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). It must pitch against the broad category requirements and your context.

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. A narration of about 1 minutes per slide is recommended. The volume, pace and speed of narration must be at an appropriate level throughout your 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.
- You can include up to 2 slides for references.

### **Supporting evidence 6-8 pieces max.**

Each supporting evidence will be a document (entry of 150 each) that indicates a specific aspect of learning and teaching provision that you have contributed to or carried out within the past 3 years. Each entry will provide a record and evidence of an activity. This entry may be supported or not by an artefact. Your supporting evidence must indicate how you have taught or supported learning in HE aligned to Descriptor 2 of the ([PSF 2023](#)), why you took that approach and the impact (what happened).

**Table 4: Examples of supporting evidence that can be include in e-Portfolio**

Descriptor	Supporting evidence (entry)	Example of artefacts
D2	<p>I taught on a PGT distance learning course with an international student cohort during the last academic year. I identified that students may feel less engaged when studying online, and was aware of the importance of creating a sense of belonging. In webinars I invited students to turn on their cameras where they felt comfortable so that they could see each other. I included small group work using breakout rooms to engage students and encourage them to work together in small groups.</p> <p>Because of the specific context in which I was teaching and some students' reticence to engage online, I ensured that my approach to delivery was inclusive and took into account my diverse student learning needs. This resulted in increased student engagement during webinars and good attendance across the semester. In the module evaluation the students report that they felt engaged and had good opportunities to work with peers.</p>	<ol style="list-style-type: none"> <li>1. Module student experience survey report</li> <li>2. Quotes from students</li> </ol>

Your supporting evidence must indicate how you have taught or supported learning in HE aligned to Descriptor 2 of the ([PSF 2023](#)). 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).

### Two Supporting Statements

You are required to submit two supporting statements verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 2, one from your Head of School/Institute or their nominee, and one from an experienced educator. Your application is incomplete without these.

The purpose of the Supporting Statements is to verify and endorse that you have represented your practice in a fair and genuine way throughout the application, in line with the requirements of AdvanceHE ([PSF 2023](#)) Descriptor 2.

See Appendix C – Supporting Statement Guidance/Template for details.

### Submission of e-Portfolio

Use the current Dialogic application form and supporting statement form which can be downloaded from the [TRP website](#), where the submission deadlines are also published.

The link to your **e-Portfolio (MS Teams Folder)** including the Context Statement, list of supporting evidence (and artefacts) and narrated presentation together with your two Supporting Statements must be submitted [via the Microsoft Form](#) to the **Panel** by the submission deadline.

Extensions of submission deadlines are normally not possible. Instead, we recommend that applicants submit at the next available deadline as published on our website. Submissions received after a deadline will normally be considered at the next panel.

## Preparing for the Professional Dialogue

The Professional Dialogue (PD) is a reviewing process designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for Fellowship (D2).

You must attend a Professional Dialogue with two Reviewers, approximately 3 weeks after submission deadline (arranged by TRP) to assess your application during a 45-minute meeting (in-person or online).

1. Ensure that you are familiar with the requirements for fellowship, particularly the Descriptor 2 of the [PSF 2023](#) against which the application is to be assessed.
2. Ensure that you are familiar with the evidence that you have provided as part of your e-Portfolio. (This should clearly show how your evidence supports your claim for Fellowship).
3. Ensure that the relevant information and materials including supporting evidence and narrated presentation meet the word / time length limits. These materials provide an overview of your practice. As part of the review process, Reviewers will listen to the presentation to orientate themselves regarding the content of the e-Portfolio.
4. The TRP Administrator will invite you to attend the Professional Dialogue, which is the final part of the review (assessment) process.

## What to expect during the Professional Dialogue

1. The PD will begin with introductions. Reviewers will then begin to ask you open questions based on the requirements for Fellowship.
2. Expect the Reviewers to ask questions about the evidence you have provided as part of your e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
3. The Reviewers will explore the relevant dimensions holistically - the discussion of the e-Portfolio 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.
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 2 and appropriate/relevant dimensions of the PSF2023 for Fellowship.
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.
10. You will not be told the outcome of the application during the PD, but this will be communicated in writing to you within two weeks of the Panel meeting (as published on the [TRP website](#)).

## Review of applications (Written and Dialogic)

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 AdvanceHE Reviewer pool includes education specialists and practitioners from across the faculties and the higher education sector.

The Reviewers will look for evidence of 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 AdvanceHE 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.

In the case of written applications, the two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. For dialogic applications, after independent review of the e-Portfolio and the Professional Dialogue, Reviewers will subsequently reach a combined award decision by consensus.

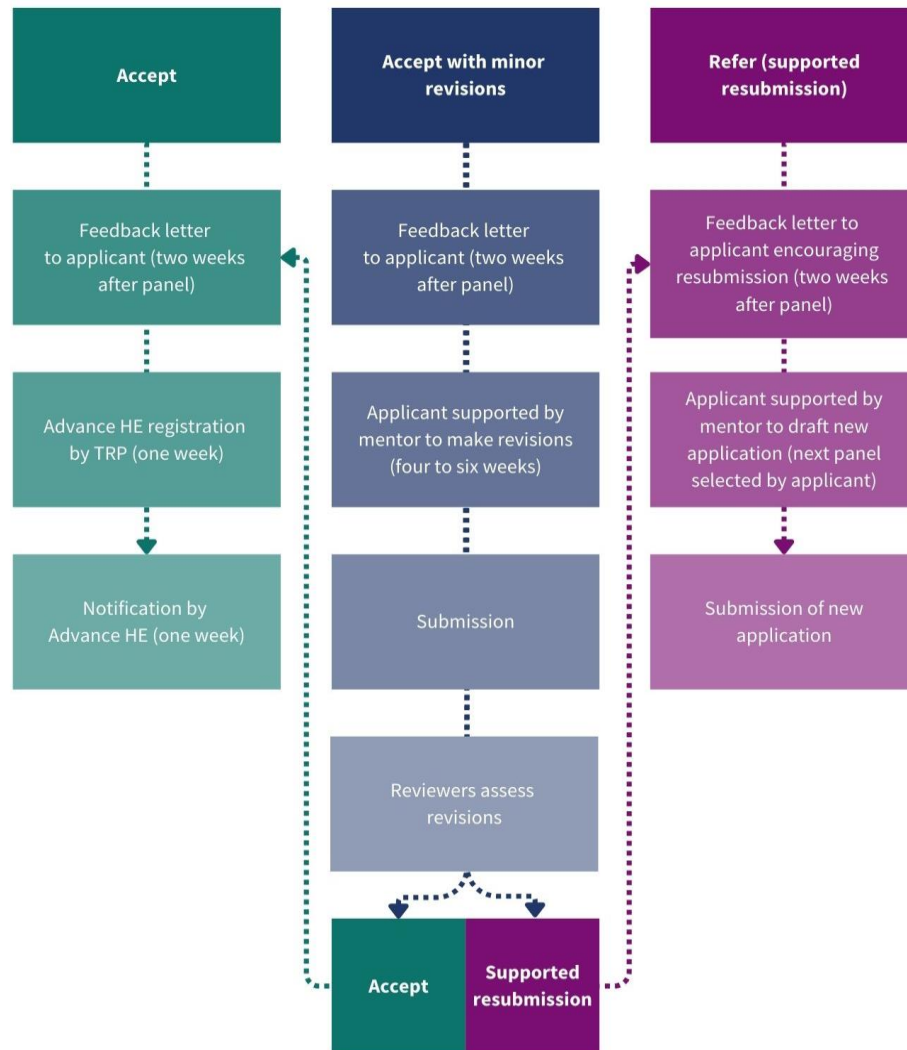
If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application, and a majority will be taken as is the judgement of the application. The External Reviewer moderates a sample of the award decisions prior to

their presentation to the Panel Meetings, where they are ratified after discussion by the Panel.

## Possible Review Outcomes

Figure 9: A summary of the possible outcomes of review (assessment) and timelines

### Assessment outcomes and timelines



### Award

If the Reviewer panel's judgement is that your application meets the requirements of Descriptor 2 then you will be awarded Fellow. You will receive a congratulatory email. After that you will also receive an email from AdvanceHE after the TRP has registered you. This email from AdvanceHE 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**

Should your application be judged as providing insufficient clarity of 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 clear evidence of the remaining Descriptor 2 criteria. This applies similarly to the Reflective Narrative (Written Route) and the e-Portfolio (Dialogic Route). In the case of the Dialogic Route, revisions would be a short piece of written narrative (up to 200 words) clarifying the evidence for meeting Descriptor.

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.

## **Refer (Supported resubmission)**

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 2 then the judgement is Refer leading to supported resubmission. In this instance also, feedback will be provided that explain the Refer judgement and a suggestion of supported resubmission. 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. If your application is referred again you will be provided with support to re-apply at a future date, normally after at least 6 months from the latest submission.

## **Notification of outcome and feedback**

Normally applicants will be notified of the decision within 10 working days after the panel meeting date. You will receive a carefully worded outcome letter written by the Chair of the panel that includes appropriate feedback from the panel meeting. Applicants receive further support from the TRP in making the amendments requested by the panel. The TRP team will be available to provide you with further support in making any amendments requested by the panel, if needed.

## **Appeals**

Applicants (participants) can request a review of a panel decision through our appeal process, outlined below. Please note that disagreement with the judgment of reviewers and the panel decision is not a 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 Education Enhancement and Innovation ([gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk)) stating the grounds for appeal. The Head of Education Enhancement and Innovation 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 in the submission.

## Quality Assurance Process

TRP will normally maintain an archive of written applications/ oral recordings, outcomes and feedback to applicants for a minimum period of three years.

As part of the quality assurance process, referees are asked to confirm that they (referees) have written the supporting statement themselves and that the information they have provided has been written specifically for this applicant. The TRP may check references for individual authenticity by means of review using Turnitin software. Individuals may be contacted to confirm the authenticity of their supporting statement if there is any doubt. In alignment with AdvanceHE policy all supporting statements should be dated within 6 months of the submission date.

In addition, the TRP team may check applications for authenticity using Turnitin software if there are any indicators of plagiarism or unauthorized text use / manipulation. You can make ethical use of generative AI to assist you in developing your application for example, for revising your notes, undertaking research or preparing drafts. However, please note that all final submissions must be your own original work.

If you choose to use generative AI to support the preparation of your application, you must provide a written acknowledge of its use, detailing how its use has contributed to the development of your application.

## GDPR

To facilitate sampling for internal and external review and moderation, applications are stored online within a secure Microsoft SharePoint Site, accessible only to TR Team members and Reviewers as needed. Following the implementation of GDPR and the Data Protection Act 2019, 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 AdvanceHE. 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>

AdvanceHE 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 Reflective Narrative/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 [gma.trp@qmul.ac.uk](mailto:gma.trp@qmul.ac.uk) with general enquires and to submit your application.

### **Roxana Jilcu**

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

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

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

<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>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Name of Mentor (if applicable)</b>
<b>Do you already hold Associate Fellowship of the HEA?</b>	<b>Associate Fellow</b> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)</b>	
<b>University username: (e.g., abc123)</b>	
<b>Do you have a QMUL contract (eligibility requirement)</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Please confirm that you have provided two supporting statements. Your application is incomplete without this.</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Please confirm that the application is within the +/- 10% margin of the 3000-word limit. The word limit does not include references or context statement.</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Are you happy for your anonymised 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>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Are you happy for your name to be included on our website if your application is successful?</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Would you like your feedback letter to be copied to your Mentor?</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>

## 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 AdvanceHE [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 Reflective Narrative 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](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 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 Reflective Narrative (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 ...

## References

Enter your citations/references (500 words total) 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

<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 B – Dialogic Application Template

### Queen Mary Academy Teaching Recognition Programme

### Dialogic Application for Advance HE Fellowship (D2)

<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>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Name of Mentor (if applicable)</b>
<b>Do you already hold Associate Fellowship of the HEA?</b>	<b>Associate Fellow</b> <b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)</b>	
<b>University username: (e.g., abc123)</b>	
<b>Do you have a QMUL contract (eligibility requirement)</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Please confirm that you have provided two supporting statements. Your application is incomplete without this.</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Please confirm that your e-portfolio complies with the published requirements, i.e.</b> 1. Context statement (no more than 300 words) 2. Supporting evidence (no more than 8 entries, with no more than 150 words per entry) 3. Narrated presentation (no more than 10 minutes, and no more than 8 slides + 2 slides for references)	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Are you happy for your anonymised 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>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Are you happy for your name to be included on our website if your application is successful?</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Would you like your feedback letter to be copied to your Mentor?</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>

# Queen Mary Fellowship Application

## Guidance

Your application for Fellowship consists of an e-Portfolio that includes a Context Statement, Narrated presentation, Collection of up to 6-8 Supporting evidence (artefacts) and two Supporting Statements.

This Word document is provided for you to compose part of your application:

### **Context Statement (up to 300 words)**

**Collection of 6-8max supporting evidence (each must be an entry of 150 words max) aligned to D2. Where relevant, include an artefact relating to the supporting evidence.**

You are required to submit your narrated presentation that is delivered over 15 minutes illustrating a breadth of practice (up to 8 slides max, plus 2 slides for references) in a separate document.

**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 AdvanceHE [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 e-Portfolio and is not 'assessed' against Descriptor 2 and does not contribute to your word count.**

## 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 e-Portfolio (i.e. it cannot be used to extend the word limit of your e-Portfolio).

Write your Context statement here:
------------------------------------

## 2. Supporting Evidence

List 6-8 pieces of supporting evidence. Each piece of supporting evidence must be an entry of up to 150 words aligned to D2. Where relevant you may also wish to include artefacts relating to the supporting evidence. Each entry must indicate a specific aspect of your effective and inclusive practice within the past 3 years.

No.	Evidence (150 words per entry maximum)	Artefact attached (this is optional)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

## Narrated Presentation

Please add your narrated presentation to your e-portfolio (MS Teams Folder)

## References

Enter your citations/references (500 words total) 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

<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 C – 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. The two Supporting Statements should verify that the application presents a fair and honest reflection of the participant's practice in line with PSF 2023 Descriptor 2.

### **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](#) (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 written application (written route), or their portfolio of evidence (dialogic route) which you should have reviewed.

The two supporting statements should verify that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 2. The applicant needs to supply one statement from the Head of School/Institute or nominee, and one from an experienced educator.

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

**Descriptor 2** is the basis for the award of **Fellowship**.

Descriptor 2 requires evidence of **effective and inclusive practice** for all 15 [PSF](#) 2023 Dimensions.

**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

Therefore, for the award of Fellow, the applicant must demonstrate that their HE practice evidences all Professional Values, aspects of Core Knowledge and Areas of Activity of the PSF 2023.

### 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 Fellow.

### After completing your supporting statement

Once you have completed the supporting statement template, please return it (pdf version) to the applicant. The applicant will submit the supporting statement together with their application.

### **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

<b>Name of applicant</b>	
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

**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/>

