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

2025-26

Teaching Recognition Programme

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



Contents

Our Context	4
Teaching Recognition Programme	4
Eligibility for AdvanceHE Fellowships	4
Fellowship Category Tool (2023 version)	5
Applying for Associate Fellowship	7
Professional Standards Framework 2023.....	7
Choice of application route.....	10
TRP Mentoring	11
Essentials of the mentoring relationship.....	12
Applying for Associate Fellowship	14
Application is based on the PSF2023.....	14
The Written Application Route	19
Written Application Process	19
Written Application Requirements.....	20
Context Statement	21
Reflective Narrative	23
Reference list.....	25
To submit your written application	25
Dialogic Application Route	26
The Dialogic Application Process	26
Dialogic Application Requirements	27
Developing Your E-Portfolio.....	27
Context Statement	28
Submission of e-Portfolio.....	30
Preparing for the Professional Dialogue	31
What to expect during the Professional Dialogue.....	31
Review of applications (Written and Dialogic)	32
Possible Review Outcomes	34
Notification of outcome and feedback.....	35
Appeals.....	35
Quality Assurance Process	36
GDPR	36
Contact the Teaching Recognition Team	37
Appendix A – Written Application Template.....	38

Appendix B – Dialogic Application Template.....	45
Appendix C – Supporting Statement Guidance/Template	50

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 Associate 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.

Associate Fellowship 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 some of the PSF 2023 Dimensions to meet the requirements of PSF 2023 Descriptor 1.

By applying to become an Associate 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

Individuals applying for Associate Fellowship may be fairly new to a role in teaching and/or support for learning or may have a limited teaching portfolio; for example, some sessional/ part time staff or early career researchers with some teaching responsibilities. They may be new or experienced staff with specific roles in supporting HE learning such as technicians, librarians, professional staff, learning technologists, careers advisors, etc. It is not role dependent; you will need to explore whether you have sufficient evidence of appropriate teaching and or/support for learning practice 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 you are eligible to apply for Associate 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 that is demonstrated through evidence of Descriptor 1.

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 Associate Fellowship (D1) 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 1 then you may wish to develop your practice further before progressing.

Either way, speak to a member of the Teaching Recognition team (TR 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.

Applying for Associate Fellowship

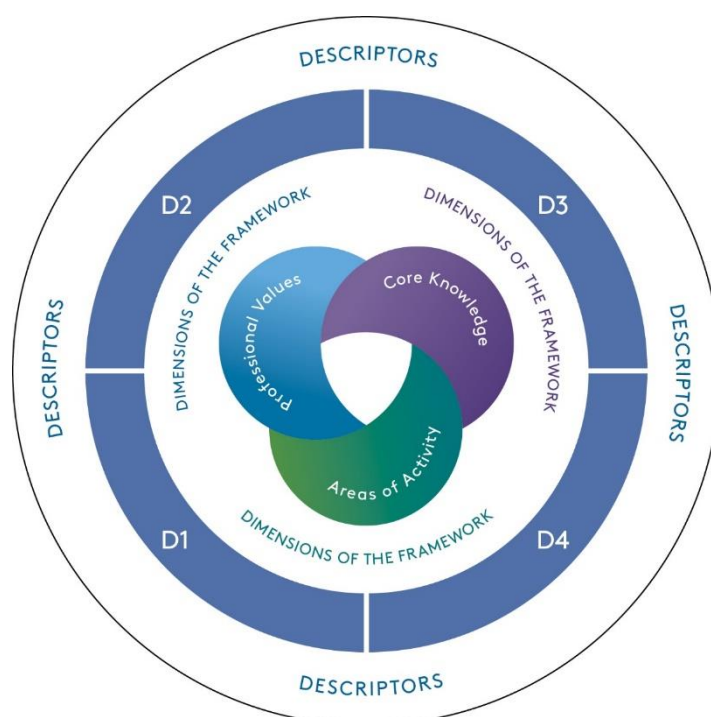
Professional Standards Framework 2023

The [Professional Standards Framework 2023](#) (PSF 2023) for teaching and supporting learning in higher education provides a comprehensive set of professional standards and guidelines for all those who are involved in teaching and supporting learning in higher education. The PSF 2023 can be used by individuals to plan their development and evidence their practice to achieve professional recognition, by institutions as a basis for initial and continuing professional development and recognition programmes, and at a national level to improve teaching quality and celebrate success.

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

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

Figure 1: Professional Standards Framework (PSF) 2023



The **PSF Descriptors** ([PSF](#)) are a set of criteria statements (referred to as Descriptor 'criteria'). These define the key characteristics of four broad categories of practice.

Incorporating the Dimensions, 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. Each Descriptor consists of an introduction and a set of three criteria statements.

The Dimensions of the Framework ([PSF 2023](#)) 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.

Advance HE operates the **fellowship scheme** and aligns its fellowships to the PSF 2023 Descriptors as follows:

- **Descriptor 1 (D1) aligns to Associate Fellow**
- Descriptor 2 (D2) aligns to Fellow
- Descriptor 3 (D3) aligns to Senior Fellow
- Descriptor 4 (D4) aligns to Principal Fellow

An individual providing teaching and/or support for learning can be recognised by Advance HE depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focused on **Associate Fellowship (Descriptor 1)**. Figure 2 below shows the Descriptor 1 (D1) criteria.



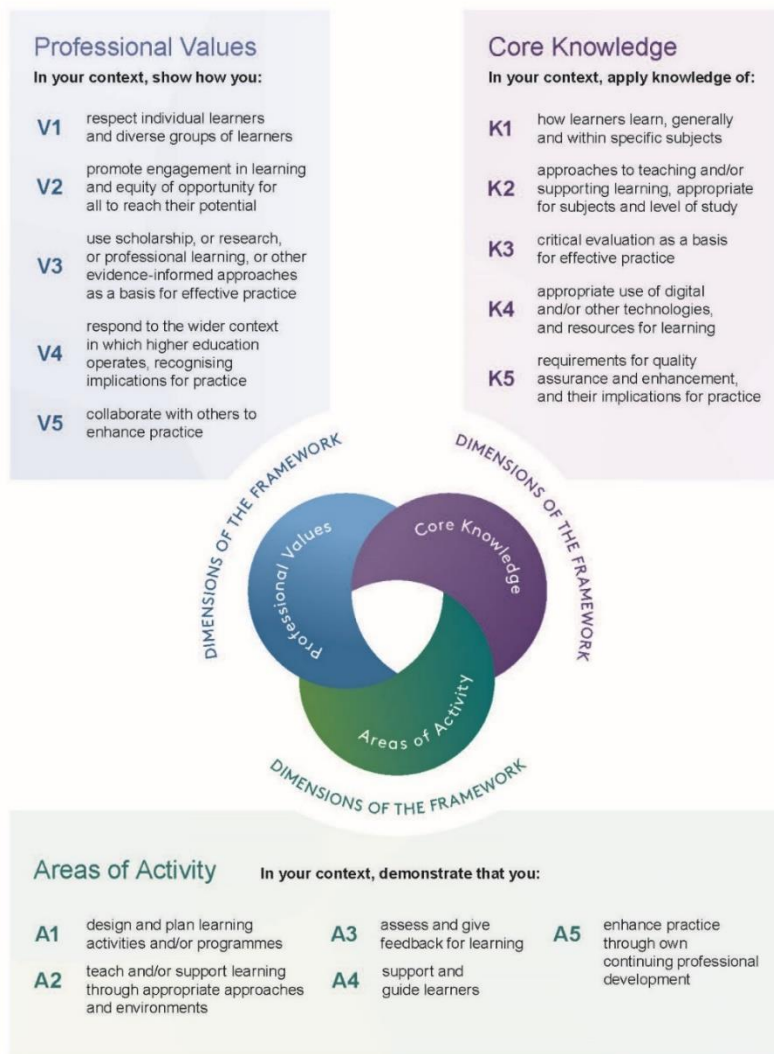
To achieve Associate Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the three **Descriptor 1 (D1)** criteria, which are as follows:

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

D1.1: use of appropriate Professional Values, including **at least V1 and V3**
D1.2: application of appropriate Core Knowledge, **including at least K1, K2 and K3**
D1.3: effective and inclusive practice in **at least two of the five Areas of Activity**

As shown above, the Descriptor 1 criteria statements incorporate specified Dimensions; the 15 PSF 2023 Dimensions are shown below in Figure 3.

Figure 3: The dimensions of the PSF2023

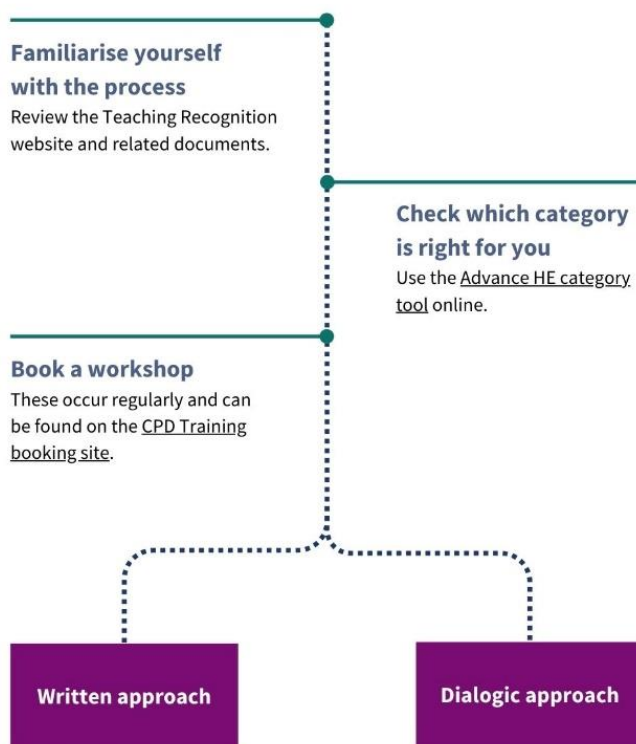


Choice of application route

Your application must be submitted in **English**. You have a choice to apply via a **Written or a Dialogic** (oral) route as illustrated below. You can find details of what each process requires on pages 21 and 27 respectively, to help you decide whether to submit a written or dialogic application.

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

Choice of application process



The table below shows the basic requirements of the written and dialogic applications.

Table 1: Summary of Written and Dialogue Routes

Category of Fellowship	Application Route	QMPlus submission/ e-Portfolio	Assessed Professional Dialogue*	Authentication of Practice	Reviewers
AFHEA	Written	Account of Professional Practice (APP), including: - Context Statement (up to 300 words) - REFLECTIVE NARRATIVE (1,400 words +/- 10%.) - References (200 words max)	n/a	One Supporting Statement Verifying that the application presents a fair and honest reflection of the participant's practice in line with PSF 2023 Descriptor 1.	Two (FHEA, SFHEA or PFHEA)
	Dialogue*	E-portfolio, including: 1. Context Statement (up to 300 words) 2. Collection of 4-6 pieces of supporting evidence (up to 150 words each) aligned to D1, with artefacts where relevant 3. Narrated presentation delivered over 10 minutes illustrating a breadth of practice (up to 5 slides max, plus 1 slide for references)	30 minutes, focused on the effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of D1.		

* For the Professional Dialogue, the duration set for this Descriptor (1) is to allow sufficient time to get into meaningful dialogue with the participant (applicant).

More details of the specific requirements for both routes are included below.

TRP Mentoring

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

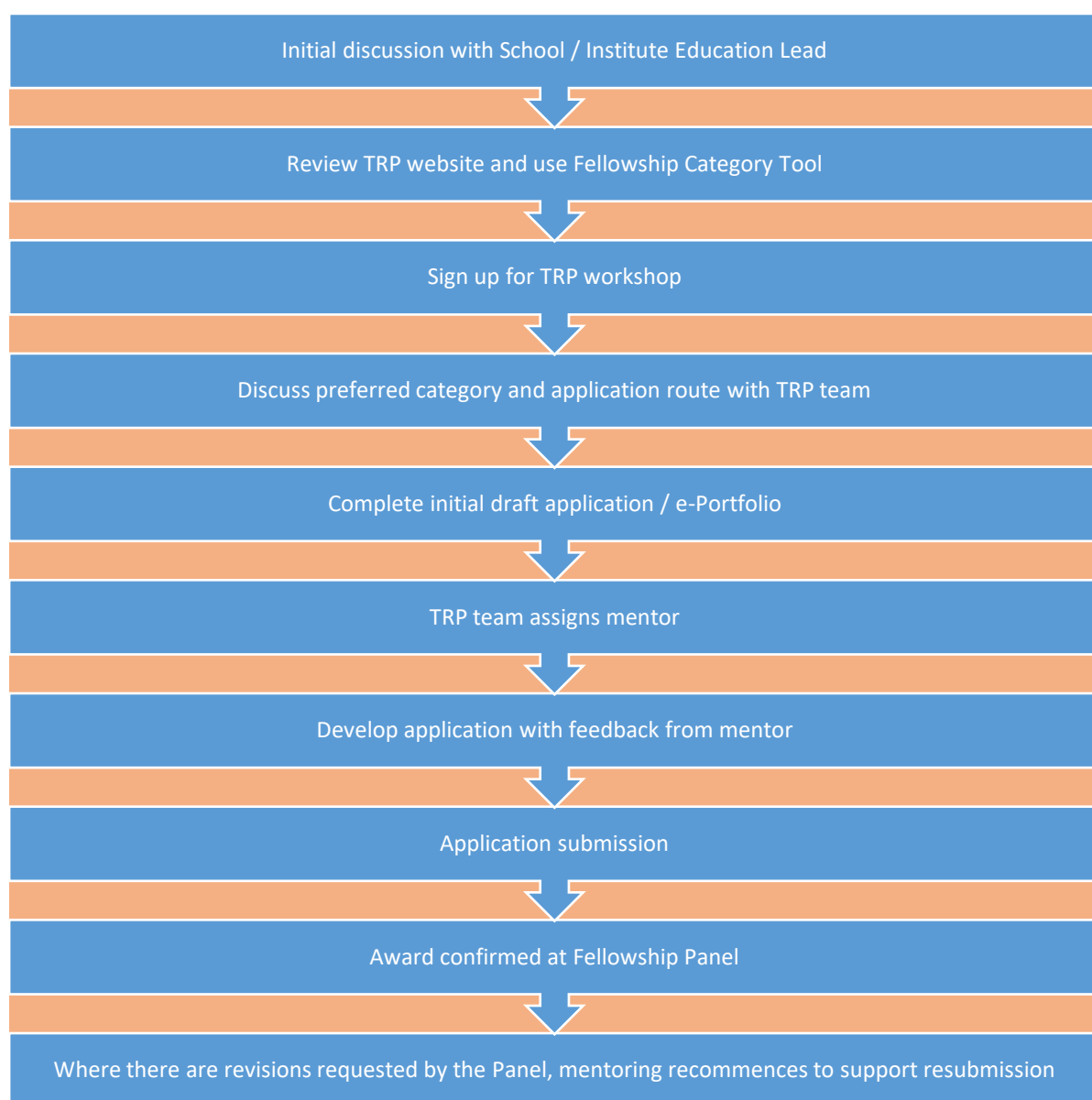
Before you begin developing your application, we strongly recommend attending one of the TRP Application Drafting Workshops or Accelerators. These sessions provide essential background information and guidance to help you create a successful application.

Designed to support your Associate 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. 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

For a comprehensive guide on mentoring, please refer to the mentor handbook. 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 Associate Fellowship

Application is based on the PSF2023

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

The next few pages provide important guidance that is relevant to all 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**.

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

Associate Fellowship is based on meeting Descriptor 1 (D1) of the PSF 2023 and the reflection of your professional practice in the written application or in the e-Portfolio is the core of your application. Your application (written/dialogic) will include a Context Statement.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **application (written/dialogic)** should provide evidence that your professional practice meets the requirements of PSF 2023 **Descriptor 1**.

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 reflection on your professional practice is personal and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice. Your Supporting Statement will verify and endorse that what you write about in your Account of Professional Practice or present in your e-Portfolio represents your practice in a genuine way.

The award of Associate 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 current and recent practice meets the requirements of Descriptor 1.

In your discussions you should include appropriate rationale for the approaches you took and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your reflections should be based around real examples from your practice and should make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**. Also, discussing '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.

Provide selective examples of practice in your Reflective Narrative and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity.

Examples should be drawn from current and recent practice (**within the last 3 years**) and must relate to higher education teaching and/or supporting learning. If you need to refer back to practice from more than 3 years ago, you need to ensure that you focus on how this now influences your current practice.

Your Account of Professional Practice is a personal account

Think of your application as a 'claim'; you are making a claim that your work is effective and has a positive impact on student learning. Your application will be reviewed by two experienced peer reviewers, and you need to show these reviewers that there is a clear rationale behind the way you work and the choices you make in your practice.

Use the first person (use 'I') so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about **you and your own personal practice** and will not help your personal 'claim' against Descriptor 1. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Deciding which two Areas of Activity to base your Reflective Narrative around is an important first stage in planning and developing your application.

You should use this guidance to support you to select the two Areas of Activity in one of the following ways:

- consider the guidance and prompt questions for all five Areas of Activity and then make a choice when you have mapped out your likely evidence against each one. You will then be able to decide which two Areas of Activity will make the strongest claim against Descriptor 1; or
- alternatively, it may be very clear to you immediately that your evidence is associated with two specific Areas of Activity because of your context and the nature of your practice; in which case focus your attention on the relevant sections in the guide.

Although the application (written/dialogic) for Associate Fellow applications is structured around two of the five Areas of Activity this does not mean that the Areas of Activity are more important than the Professional Values or Core Knowledge PSF 2023 Dimensions.

As well as using the [Guide to the PSF Dimensions for Associate Fellowship](#) to identify your two Areas of Activity, you should also use the guide to identify where you use Professional Values and apply Core Knowledge within your practice. You need to ensure that your evidence includes use of appropriate Professional Values **at least V1 and V3**, and application of Core Knowledge **at least K1, K2 and K3**.

You will probably have evidence of your practice that includes some other Dimensions in addition to those that are required for Descriptor 1; you can include evidence of some of these additional Dimensions in your application **where they are most relevant**.

The Dimensions are **inter-dependent and integrated** within the context of your professional practice; put simply, the Areas of Activity are what you do, you use the Professional Values to inform and underpin your work and the Core Knowledge is what

you need to apply to effectively carry out this work. In the box below is an example that illustrates how this might happen in your work:

In designing and planning a learning activity (A1) I apply my knowledge of how my learners learn within this subject (K1) and select an appropriate teaching and learning approach (K2). I consider the needs of individuals within my learner group (V1) and plan appropriately to ensure that all learners will be able to fully engage (V2). I develop appropriate resources to use and set up an online quiz to assess the learning that has taken place in this session (K4, A3).

Examples of practice for each Area of Activity

The 'Guide to the PSF 2023 Dimensions' is your key source of information about what evidence of your **effective and inclusive practice (D1.3)** you might include in your application for Associate Fellowship.

The short examples below are included to help you to understand how in an application the planning of evidence around the two Areas of Activity also incorporates use of Professional Values and application of Core Knowledge.

An example to support thinking about A1: Designing a short series of study skills workshops

Hassan recently ran a short series of study skills workshops for first year undergraduate students and decided to use this as one of his examples of evidence towards A1.

Hassan firstly explains how he used his knowledge of study skills in the design and planning of the workshops (K1). He discusses the particular needs of his first year group of undergraduate students and how he considered the diversity of their previous learning experiences and individual learning needs in planning his approach (V1, K2). He outlines the challenges that other tutors have previously encountered in delivering these workshops and discusses how he plans to overcome some of these challenges. He then explains why he felt this was the best approach to take with this group.

Hassan explains how he designed the learning activities to link with the students' particular discipline (K2), drawing on two articles he read which included research on learning in this field (V3).

Hassan evaluated the sessions by getting the students to give feedback after the final session. He then reflects on what worked well and what didn't, what he learned from the experience and how he plans to change aspects of next year's workshop series as a result (K3).

An example to support thinking about A2: Demonstrating in a practical laboratory session

Mia, an early-career researcher, has been demonstrating chemical analysis techniques to a group of second year undergraduate students and supporting them to use these techniques in a series of practical laboratory sessions. Mia uses this as part of her evidence towards A2.

Mia knows that second year students find the theoretical knowledge around her subject challenging and understands how useful practical experiments are in supporting them to develop a greater understanding of the subject. She discusses how she used her discipline knowledge (aligning with her research area in this particular case) which underpins the experiment (K2) and refers to relevant pedagogic literature on how learners develop practical skills in her discipline (V3, K1). As this practical lab series is far more advanced than basic first year lab sessions, Mia discusses how she breaks down the practical sessions into clear stages so that she can support students' engagement and their understanding of the experiment as she works with them, adapting her guidance accordingly (K2).

Mia has considered the diversity of the learning group and discusses how she ensures that all students can participate fully. Some students are mature, some came directly to university at 18, a number of students are from other countries and some of these have difficulties understanding some of the complex language of the discipline. One student has a hearing impairment (V1). Mia provides notes that are available to all students via the VLE about the experiment in advance of the session; these are particularly useful for the students who are working in a second language and the student with a hearing impairment (V2). Mia knows that providing material in advance is important for a variety of students because she attended a CPD workshop on inclusivity, which she found both interesting and useful. As a result of attending this workshop Mia is exploring ways that she can further adapt her teaching practice to ensure that all students are able to engage fully (V2 and V3).

An example to support thinking about A3: Assessing students in a blended learning context

Anton is a post-doctoral researcher with some teaching responsibilities. He is supporting a group of students on a module that is part of a blended learning programme in Art and Design. One of the key aspects of his role is assessing students' work, particularly formatively, and providing feedback to help them prepare for their summative assessment which ends with a 'show'. Most of the study on the programme is online, with students attending campus for a one block of learning on a termly basis. Anton uses this as part of his evidence towards A3.

Anton sets the context for his assessment practice and explains the approach he takes to providing formative feedback on the students' work, relating this to the requirements of the module and the end of year summative 'show' (K2). In doing this, he refers to pedagogic literature he has read on assessment and providing appropriate feedback (V3). He discusses the importance of his work in providing timely and supportive formative feedback to enable students to develop their work prior to the final summative assessment.

Anton explains how he works with the challenges and advantages of an online environment to provide his students with appropriate support and guidance (K2, K4). He refers to an interesting article he read about online feedback and explains how this has influenced the way that he now works with students at a distance (V3). This flexible approach to study has attracted some part-time mature students and Anton

provides some specific examples of how he has supported the needs of part-time mature students, newly back into study (V1).

Anton then discusses his role in the summative assessment at the end of year show and the way in which he works as part of a team to make assessment judgements on the students' work (V5). He has taken part in a team development workshop for all tutors on this programme; he identifies what he learned at this session and explains how he now applies this learning when doing the summative assessment at the end of year show (A5). He also discusses some things he intends to do differently next year, based on student progress and mid-module feedback, and why he thinks these changes will enhance learning on the programme (K3).

An example to support thinking about A4: Work-place mentoring

Chen is in a professional role in a clinical setting but is also employed by a university to provide mentoring for undergraduate students in practice. She decides to choose A4 as one of her two Areas of Activity for her application, focussing on her support for a small number of students in a placement setting to translate the learning from their coursework into practice with clients/patients.

Chen discusses her role in mentoring students. She refers to literature on evidence-based practice that underpins both her own clinical work and the students' work-based learning (V3). She also discusses the training for mentors she attends at the university and explains how she is using some of the examples from those training sessions (V3, A5) to help her provide guidance for some final year students in the clinical setting. Chen discusses the guidance she has created and how this has helped students to apply the learning from their coursework and timely support to prepare for their placement (V2).

Chen demonstrates her understanding of the learning outcomes students are required to fulfil to pass this particular placement (K1) and explains how she and other placement mentors have worked with the module tutor at the university to align the academic elements with the practice context (V5). She provides examples of the kinds of prompt questions she uses with the students to help them think critically about their clinical practice (K1, K2). Chen also encourages students to take histories from patients and then present these so that she can give them some verbal feedback on how they could improve on this and make it more effective (A3).

Chen also considers the particular learning needs of this group of students in comparison to first year students she has mentored in a different setting previously (K1). She discusses the relevance of this particular experience to the students' future employability and how she ensures that they are clear about how the Professional Body requirements apply to their work in this clinical context (V4).

An example to support thinking about A5: part-time tutor working within industry and as part of a programme team

Alex is a part time tutor on a postgraduate programme in Film Production. She also works within the industry. She discusses the impact of both her (i) industry-related and

(ii) teaching-related professional development on the learning experience she provides for her students.

Industry-related example:

Alex discusses how her continuing professional development in industry supports her role as a tutor on the programme; she remains up to date with current trends in equipment and software through reading professional journals, attending professional development events and working with other professionals. As well as being expert on her own specialist area, Alex explains how her work on film sets across the world enables her to collaborate with other professionals and how she uses the knowledge and insight gained to help her teach from a wider industry-based perspective (K2, V3). She discusses how this impacts on her students' learning experience and their readiness to work in the global industry (V4).

Teaching-related example:

Alex discusses her commitment to teaching and learning-related continuing professional development. All members of the programme team actively engage in peer-review of teaching and Alex provides several examples of how observing her colleagues and being observed by experienced peers has influenced her approach to her own teaching practice (V3). As a result of these experiences, she has also started to read more about how students learn in her discipline and is drawing on this new knowledge in her teaching practice (K1, K2).

The programme team hold regular meetings, and Alex explains how these help her to understand where her sessions fit into the rest of the module and programme (K1). Alex explains what she has learnt about the effectiveness of different methods of teaching from her colleagues' discussions at the meetings. Together with feedback provided by the student representatives who attend the meetings, and the responses from her module evaluations, Alex has changed some approaches to her teaching and learning practice to enhance some elements of the module (K3).

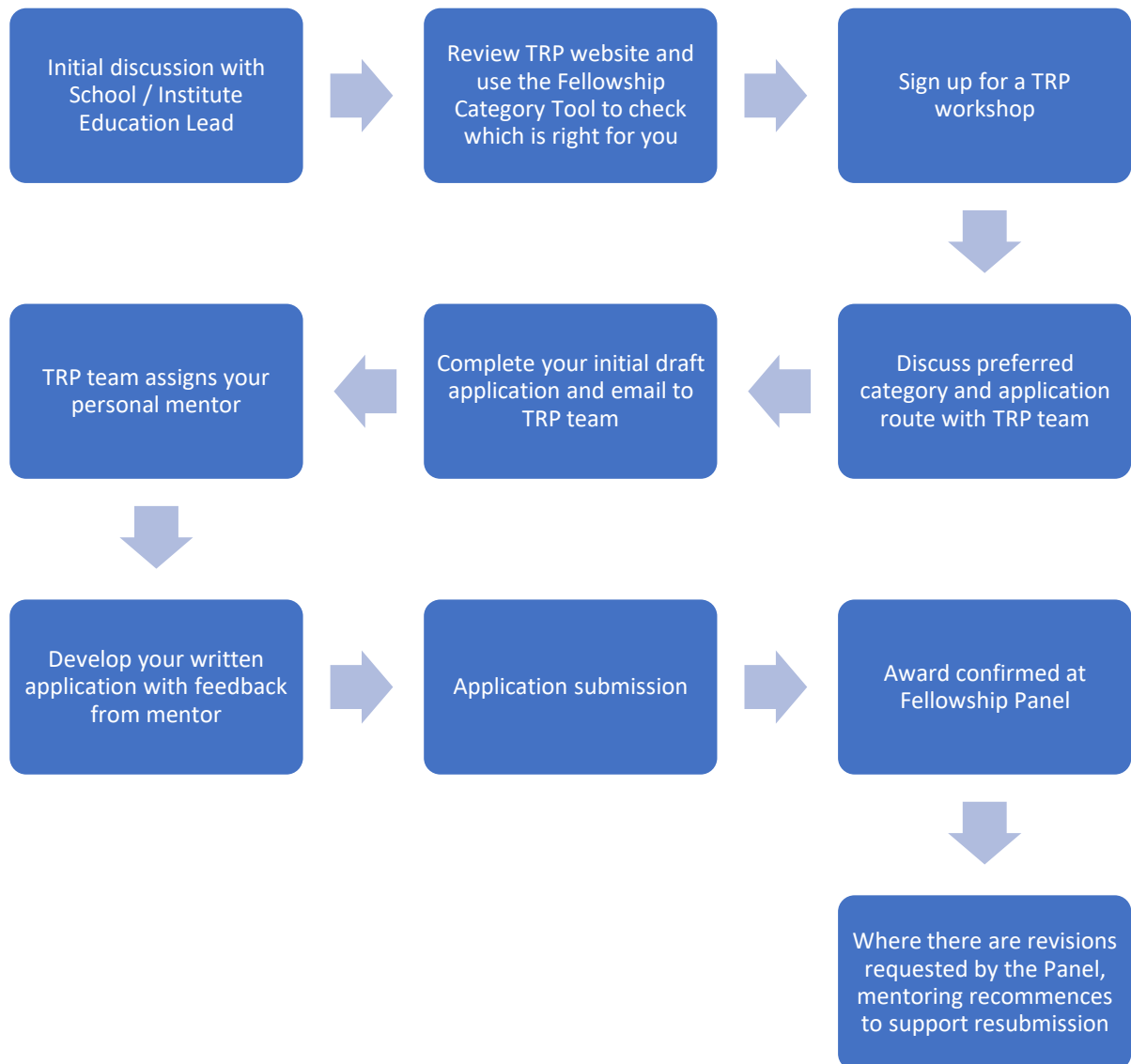
The Written Application Route

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 Associate Fellowship (D1):

- **Account of Professional Practice (APP)**
 - A Context Statement (up to 300 words, which is not included in your overall word count)
 - A Reflective Narrative. This must be written in the current QMUL HEA Associate Fellow D1 application form – in Word format.
The overall word count for the Associate Fellow Reflective Narrative is 1,400 words +/- 10% (excluding titles, sub-headings and references). This is your combined evidence across the whole claim, working to about 700 words per each of the two sections (excluding references).

- Word limit for the references list (up to 200 words).

- **Supporting Statements**

The purpose of the Supporting Statement 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 1.

You are required to submit one supporting statement verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor1, from an experienced educator. Your application is incomplete without this.

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

- **Table 2: Table summarising the requirements for Associate Fellowship (D1) Written Application**

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
AFHEA	Account of Professional Practice (APP) , including: <ul style="list-style-type: none"> - Context Statement (up to 300 words) - Reflective narrative (1400 words +/- 10%.) - References (200 words max) 	One Supporting Statement	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 1**.

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 1.

For Descriptor 1, 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 1; this section provides the background to your Reflective Narrative and is not 'assessed' against Descriptor 1.

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 Associate Fellowship is based on your higher education practice; if you also work in other teaching or learning roles outside of higher education you should not include this in your application. For further details on current eligibility for AdvanceHE Fellowship Associate please see link below: <https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

Reflective Narrative

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

Your Reflective Narrative must first reflect the requirements for Associate Fellowship status as outlined by the Descriptor 1 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 Associate Fellowship and make a strong case against Descriptor 1. 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 one Supporting Statement (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 1 and appropriate/relevant dimensions of the PSF2023 for the category of Associate Fellowship.

Dialogic Application Requirements

Table 3: A summary of the requirements for Associate Fellowship (D1) Dialogic Application

Category of Fellowship	e-Portfolio	Assessed Professional Dialogue	Authentication of Practice	Reviewers
AFHEA	E-portfolio, including: 1. Context Statement (up to 300 words) 2. Narrated presentation delivered over 10 minutes illustrating a breadth of practice (up to 5 slides max, plus 1 slide for references) 3. Collection of 4-6 pieces of supporting evidence (up to 150 words each) aligned to D1, with artefacts where relevant	30 minutes	One Supporting Statement	Two (FHEA, SFHEA or PFHEA)

Having attended a briefing session and decided to apply at the Associate Fellowship category (D1). You must attend a writing workshop/retreat that supports you to develop an e-Portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 1 of the ([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.

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 (5 slides max, plus up to 1 slide for references)
- Collection of 4-6max pieces of supporting evidence of about 150 words each aligned to D1 (where relevant you may also include artefacts).
- One Supporting Statement.

These should be organised to evidence your experience in relation to Descriptor 1 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 (D1) 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 Associate Fellow (D1) 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 Reflective Narrative against the PSF Descriptor 1; this section provides the background to your Reflective Narrative and is not 'assessed' against Descriptor 1.

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 Associate Fellowship is based on your higher education practice; if you also work in other teaching or learning roles outside of higher education you should not include this in your application. 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. 5 slides, delivered over 10 minutes)

Prepare 5 PowerPoint slides covering all sections of your application. Your presentation should be organised to evidence your experience in relation to two out 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 two sections (A1-A5) of the Associate Fellow (D1) application form.
- You may include one additional slide for any one of the two sections, if necessary.
- A concluding slide.
- You can include 1 slide for references.

Supporting evidence 4-6 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 1 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
D1	In academic year 2024/25 I was responsible for marking and providing feedback to students on Module XX. In previous years students had complained about the lack of feedback and so the lecturer asked me to make sure I did a thorough job, and ensured the feedback was useful for students and provided on time. I spoke to the lecturer to	<ul style="list-style-type: none">• Example of feedback provided to a student• Module evaluation report with student comments• Email testimonial from a student commenting on feedback

	ask for advice on the best way to structure my feedback so it was feasible to provide this for the large student cohort. We agreed I would provide each student with details of 3 things they had done well and 3 things they could improve. I developed a bank of comments and combined these with personal touches such as using their name. Overall students were highly satisfied with the feedback and said it was clear and helpful for developing their work.	<ul style="list-style-type: none"> Email testimonial from the lecturer commenting on quality of feedback
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These should be organised to evidence your experience in relation to two out of the five Areas of Activity (A1-A5). You also may include relevant references to education and/or subject-specific literature in this section. Provide a map that clearly shows how your evidence supports the appropriate/relevant dimensions of Associate Fellowship (D1).

One Supporting Statement

You are required to submit one supporting statement verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 1, one from your Head of School/Institute or their nominee, and one from an experienced educator. Your application is incomplete without this.

The purpose of the Supporting Statement 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 1.

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 one 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 (D1).

You must attend a Professional Dialogue with two Reviewers, approximately 3 weeks after submission deadline (arranged by TRP) to assess your application during a 30-minutes meeting (in-person or online).

1. Ensure that you are familiar with the requirements for Associate Fellowship, particularly the Descriptor 1 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 Associate 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 Associate 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 1 and appropriate/relevant dimensions of the PSF2023 for Associate 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 Associate Fellowship (D1).

How do the Reviewers reach their judgement?

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

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

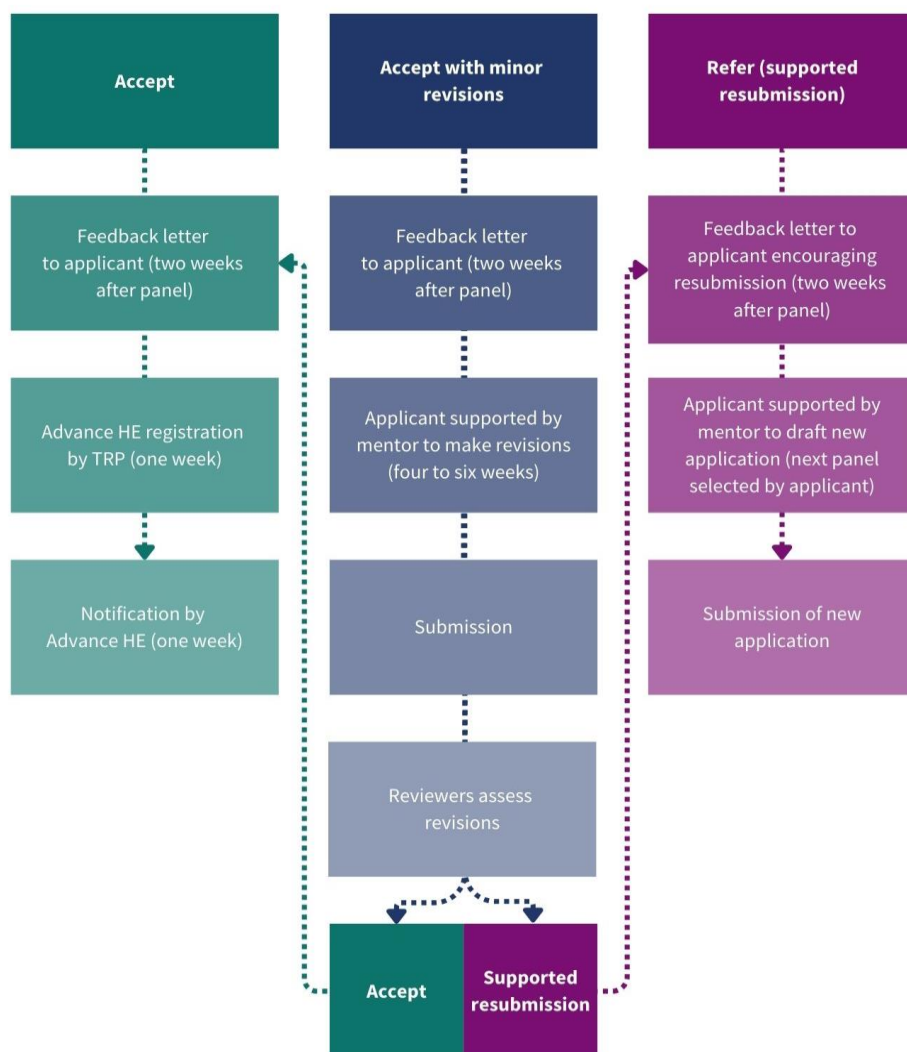
If two Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application, and a majority will be taken as is the judgement of the

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 8: 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 1 then you will be awarded Associate 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 Associate Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal AFHEA.

Accept with minor revisions

Should your application be judged as providing insufficient clarity of evidence for meeting Descriptor 1, then you will be provided with feedback from the Reviewers as an Accept with minor revisions. This feedback will indicate which of the Descriptor 1 criteria your application has 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 Associate 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 1 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 can request a review of a panel decision through our appeal process, outlined below. Please note that disagreement with the judgement of reviewers and panel decision is not valid ground for appeal. Appeals can only be considered when made on grounds of a procedural error. You are strongly advised to talk to the Teaching Recognition Programme Manager before submitting a formal appeal.

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

If the applicant is not satisfied with the outcome, the matter will be referred to the Director of Governance and Legal Services who will undertake a final review of the case. Once a final decision has been reached, there will not be grounds for further appeals 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 with general enquires and to submit your application.

Roxana Jilcu

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: 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.

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 Associate Fellowship (D1)

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

Queen Mary Fellowship Application

Guidance

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

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

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application. Please list any citations to publications, journals, books, websites included in the application after the last section (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 Associate Fellowship (Descriptor 1) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework](#) (PSF2023) – the award of Associate Fellow is based on the criteria of Descriptor 1 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 PSF Descriptor 1.

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

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

Further guidance on applying for Associate Fellowship can be obtained by contacting gma.trp@qmul.ac.uk

Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. Focus on your current or recent practice, which should be within the last 3 years. The Reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Associate 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 (200 words total) here:

The criteria for Descriptor 1

- D1.1 Use of appropriate Professional Values, including at least V1 and V3
- D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3
- D1.3 Effective and inclusive practice in at least two of the five Areas of activity

The Dimensions of the Professional Standards Framework

Professional Values In your context, show how you:	Core Knowledge In your context, apply knowledge of:	Areas of Activity In your context, demonstrate that you:
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 Associate Fellowship (D1)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of Mentor (if applicable)
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Do you have a QMUL contract (eligibility requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that you have provided one supporting statement. Your application is incomplete without this.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that your e-portfolio complies with the published requirements, i.e. 1. Context statement (no more than 300 words) 2. Supporting evidence (no more than 6 entries, with no more than 150 words per entry) 3. Narrated presentation (no more than 10 minutes, and no more than 5 slides + 1 slides for references)	Yes <input type="checkbox"/> No <input type="checkbox"/>
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?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your Mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Fellowship Application

Guidance

Your application for Associate Fellowship consists of an e-Portfolio that includes a Context Statement, Narrated presentation, Collection of up to 4-6 Supporting evidence (artefacts) and one Supporting Statement.

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

1. Context Statement (up to 300 words)
2. Collection of 4-6max supporting evidence (each must be an entry of 150 words max) aligned to D1. Where relevant, include an artefact relating to the supporting evidence.
3. You are required to submit your narrated presentation that is delivered over 10 minutes illustrating a breadth of practice (up to 5 slides max, plus 1 slide 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 Associate Fellowship (Descriptor 1) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework](#) (PSF2023) – the award of Associate Fellow is based on the criteria of Descriptor 1 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 PSF Descriptor 1.

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

A Context Statement (up to 300 words) is the first part of your application 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 background information; it is not ‘assessed’ against Descriptor 1 and does not contribute to your word count.**

Further guidance on applying for Associate Fellowship can be obtained by contacting gma.trp@qmul.ac.uk

1. Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. Focus on your current or recent practice, which should be within the last 3 years. The Reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Associate Fellowship in your e-Portfolio (i.e. it cannot be used to extend the word limit of your APP).

Write your Context statement here:

2. Supporting Evidence

List 4-6 pieces of supporting evidence. Each piece of supporting evidence must be an entry of up to 150 words aligned to D1. 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.		

3. Narrated Presentation

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

References

Enter your citations/references (200 words total) here:

The criteria for Descriptor 1

- D1.1 Use of appropriate Professional Values, including at least V1 and V3
- D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3
- D1.3 Effective and inclusive practice in at least two of the five Areas of activity

The Dimensions of the Professional Standards Framework

Professional Values	Core Knowledge	Areas of Activity
In your context, show how you:	In your context, apply knowledge of:	In your context, demonstrate that you:
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 Advance HE Teaching Recognition Programme: Supporting Statement for Associate Fellowship (D1) Application

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

What is the function of the supporting statement?

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

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

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

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

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

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

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

What is required of the applicant?

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

One Supporting Statement verifying that the application presents a fair and honest reflection of the participant's practice in line PSF 2023 Descriptor 1, from an experienced educator.

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

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

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

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

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

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

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

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

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

Format of the supporting statement

A template is provided below for you to complete your supporting statement. There is no specified format for the statement, and we are not expecting it to be long (we suggest approx. 400 words). Its main purpose is to confirm and support the application.

It would be helpful if you could link your comments to aspects of the PSF2023 in your supporting statement. In addition, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent (within the past three years) Higher Education (HE) practice
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their discipline as appropriate

- your perspective on the practical examples provided within the application to illustrate the requirements of Associate Fellow.

After completing your supporting statement

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

Quality Assurance Process

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

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

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

Supporting Statement Template – Associate Fellow

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

Supporting Statement

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

Contact us:

Queen Mary Academy

Queen Mary University of London

Mile End Road

E1 4NS

Email: gma.trp@qmul.ac.uk

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

