

Guidance notes for

**ADEPT Fellowship**

at QMUL

# How to write an ADEPT Direct Fellowship application with the Teaching Recognition Project (TRP) at Queen Mary.

# These guidance notes will provide you with an overview of the process required to apply for ADEPT Fellowship, which leads to Fellowship of the Higher Education Academy (HEA). They are largely based on the HEA Guidance for Fellowship applications.

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# Background

A major part of Queen Mary University’s SETLA (Student Experience, Teaching, Learning and Assessment) strategy is for 100% of staff with teaching responsibilities to have, or be working towards, a teaching qualification by 2018/19 (objective 3.1). The Teaching Recognition Project (TRP) is based in the Educational Development Team, part of the Centre for Academic and Professional Development.

The aim of the project is to achieve the College Strategy target of engaging all staff in the process of seeking Fellowship of the Higher Education Academy, mostly through a Queen Mary ADEPT Fellowship. Also staff who are not engaged in a full range of teaching activities may apply for an Associate Fellowship and senior staff may wish to apply for Senior or Principal Fellowship (currently directly to the HEA).

The appropriate teaching recognition for most University staff is a Fellowship of the Higher Education Academy (HEA) following the guidelines for Descriptor 2 (D2). Fellowship is designed for established members of one or more academic and/or academic-related teams. Typically, those likely to be at D2 (rather than Associate (D1) , Senior (D3) or Principal Fellow D4)) include: Early career academics, Academic-related and/or staff holding substantive teaching and learning responsibilities, Experienced academics relatively new to UK higher education, Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

The TRP team at QM is there to support staff with teaching responsibilities to gain recognition from the HEA through the ADEPT (Academic Development, Education and the Promotion of Teaching) scheme. By applying to become a Fellow you will have the opportunity to:

• think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;

• gain national and increasingly international recognition for your role as a teacher and/or supporter of learning within the higher education context.

# What is ADEPT?

The CAPD Academic Development, Education and the Promotion of Teaching (**ADEPT)** schemeat QMUL is a process of gaining Fellowship with the HEA through the University, and the support it provides, rather than applying directly to the HEA. The ADEPT programme is designed to support and develop staff who teach and support student learning from the earliest stages of their careers through to more experienced colleagues. There are two routes to achieving ADEPT fellowship at QM: ADEPT 100, for less experienced staff, and Adept Direct, a direct application for Fellowship without previous accreditation. The completion of ADEPT 100 will be followed with an ADEPT Direct application to gain Fellowship.

# ADEPT 100

New members of academic staff who want to apply for Fellowship but have less than three years full-time experience as a lecturer can do the ADEPT 100 programme.

The ADEPT 100 programme is an alternative to PGCAP as a requirement for probation for new staff, or as a structured route for new staff to achieve eligibility for a Queen Mary ADEPT Fellowship, leading to HEA Fellowship.

The scheme requires the achievement of a record of the equivalent to 100 hours of development of teaching. The College keeps a list of approved activities which is used to provide the basis of a development plan to achieve this development. It takes up to two years to complete. Participants doing ADEPT 100 will do the equivalent of 100 hours of approved continuous professional development activities. The activities which can contribute towards completion of the ADEPT programme have been mapped to the areas of activity, core knowledge and professional values of the UK Professional Standards Framework (UKPSF).

The Adept programme concludes with an ADEPT Direct Application.

# ADEPT Direct

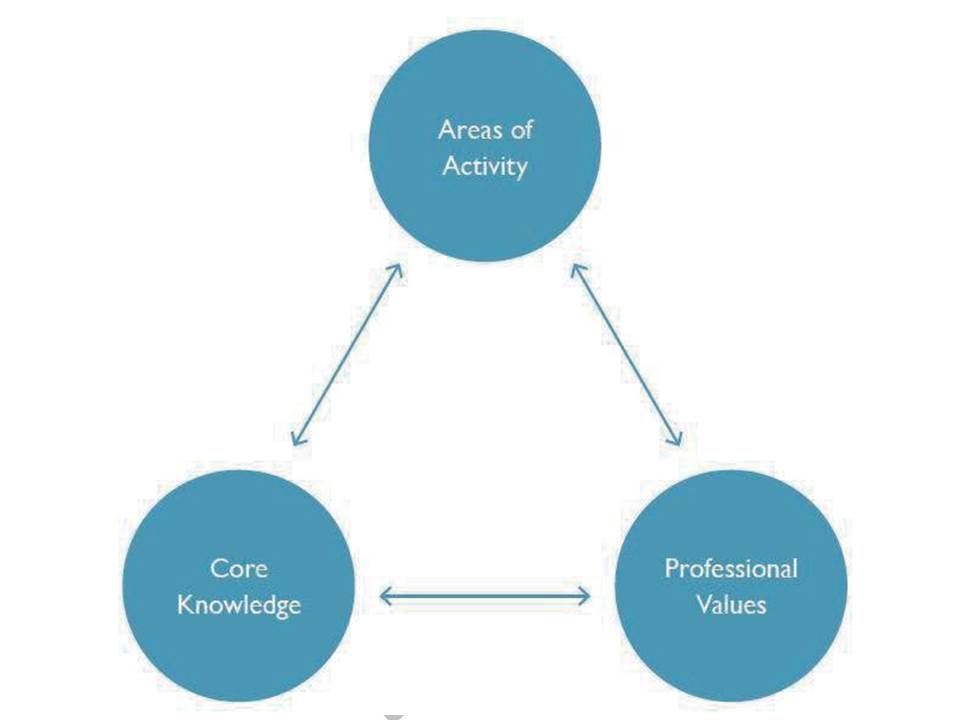
ADEPT Direct is an application which leads to Fellowship with the HEA. Participants are asked to apply for ADEPT Direct by writing a reflective **Account of Professional Practice** (APP) of around 3000 words.

## What is the APP? (Account of Professional Practice)

Your Account of Professional Practice (APP) 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 pedagogy, incorporating research, scholarship and the evaluation of professional practices. This APP must reflect the requirements for Fellowship status as outlined by the Descriptor 2 of the UK Professional Standards Framework (UKPSF). The UKPSF is a nationally-recognised framework, led by the HEA, for benchmarking success within HE teaching and learning support.

## TheUK Professional Standards Framework (UKPSF)

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

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In respect to what you have to evidence in your application (APP) these dimensions can be understood as:

* **5** Areas of Activity undertaken by teachers and supporters of learning within HE – i.e. what you need to do
* **6** aspects of Core Knowledge that are needed to carry out those activities at the appropriate level – i.e. what you need to know
* **4** Professional values that someone performing these activities should embrace and exemplify – i.e. what you need to represent

# Applying for ADEPT Direct Fellowship

## What you have to do

There are two main elements to your application:

1. An Account of Professional Practice (APP). The overall word count for the Fellow APP is 3,000 words. This is your combined evidence across the whole claim, working to about 600 words per section.
2. Supporting statements from two referees.

* One from your Head of School/Institute or equivalent
* One from someone, not your school academic development mentor, who has seen you teach.

(Guidelines for the referees are available from [adept@qmul.ac.uk](mailto:adept@qmul.ac.uk) and applications are submitted to that address.)

1. There is no additional documentation needed for the HEA Fellowship.

## Writing your APP (Account of Professional Practice)

Because your APP is meant to be a deep, reflective analysis of your teaching in HE, the APP is structured around the practical dimension of the UKPSF: the 5 Areas of Activity. The other two dimensions, **6** aspects of Core Knowledge and **4** aspects of Professional Values are covered within covering the **5** Areas of Activity. You should address each point in order and each section should be around 600 words.

The 5 Areas of Activity (according to D 2) are:

1. Design and plan learning activities and/or programmes of study
2. Teach and/or support learning
3. Assess and give feedback to learners
4. Develop effective learning environments and approaches to student support and guidance
5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

These five sections will form the outline of your APP.

## What to write in your APP

Section 1: Evidencing Area of Activity 1 (A1)

**Design and plan learning activities and/or programmes of study**

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

You might include examples of:

• designing or redesigning curricula, courses and programmes of study;

• identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes;

• participating in validation panels;

• determining learner needs;

• planning tutorials and study sessions;

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

• developing learning materials;

• preparing virtual learning environments.

Section 2 Evidencing Area of Activity 2 (A2)

**Teach and/or support learning**

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

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

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

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

Section 3: Evidencing Area of Activity 3 (A3)

**Assess and give feedback to learners**

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

You might, for example, carry out assessments such as questionnaires, surveys, interviews, observations, testing, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online.

In demonstrating the activities of assessment and feedback, ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, assessment and feedback as well as a growing ability to choose the most appropriate approach for the achievement of your learners’ aims.

Section 4 Evidencing Area of Activity 4 (A4)

**Develop effective learning environments and approaches to student support and guidance**

The definition of ‘learning environments’ has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning or online learning environments. They take into account the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures and are able to distinguish between academic and pastoral interventions. Applicants also take the range of environments available to learners into account as well as how they are enabled to access, understand and utilise them

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

• utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;

• work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

Section 5 Evidencing Area of Activity 5 (A5):

**Engage in continuing professional development - in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

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

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

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

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

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

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

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

• regular departmental meetings where the discussion is about HE learning and teaching issues;

• effective dialogue about learning and teaching;

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

• implementing new approaches to higher education learning and teaching;

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

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

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

• visits to other institutions/organisations;

• evaluating one’s own professional practices;

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

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

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

When writing each section your account should aim to include, point out, evaluate or thematise the different aspects of the UKPSF dimensions of Core Knowledge and Professional Values. By referring to all aspects of these dimensions you demonstrate your level of teaching and learning in HE. A helpful way of doing so is to indicate, after you have made a point, which of these aspects it is in reference of by following the sentence with the corresponding indicator in brackets. E.g. (K1, V2) The specific aspects of each UKPSF dimension to be covered are:

#### Core Knowledge

K1 The subject material

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/ disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

#### Professional Values

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

# What is meant by the Dimensions of ‘Core Knowledge’ and Professional ‘Values’?

## ADEPT – Application for Fellowship

## What is meant by the UKPSF Dimension ‘Core Knowledge’?

The UKPSF describes with *Core Knowledge* that what you need to know for a HEA Fellowship and how it corresponds with the other two Dimensions that need to be covered in in your application; *Areas of Activity* (what you need to do) and *Professional Values* (standards of professional principles that should be upheld). The concept of *Core Knowledge* covers 6 specific areas (K1-K6):

* First of all *Core Knowledge* means your ‘knowledge of your own subject material’ and how it is relevant to your stated learning outcomes for the students. What is the nature of your subject and what does it require to be learned by the students and, in turn, to be taught by you?

(This is the area referred to as K1)

* *Core Knowledge* also describes ‘your knowledge of teaching methods’, such as group work, quizzes or lectures, including knowledge of suitable assessment methods, and a greater understanding of why and how they would be relevant for certain situations and learning goals.

(This is the area referred to as K2)

* The third area refers to your ‘knowledge of how students learn’ (your knowledge of pedagogical approaches) and, respectively, how you are able to accommodate different teaching scenarios such as teaching big groups or a class of international students.

(This is the area referred to as K3)

* The fourth area concerns your knowledge of ‘learning technologies’, that means your use of tools in the classroom ranging from forms of presentation such as PowerPoint to blackboards, to forms of interactions such as online forums, and assessment tools such as Turnitin. You should give reasons why you are using certain tools in terms of teaching as well as learning, and you should demonstrate that know the purpose and implications for using the tools that you employ for teaching.

(This is the area referred to as K4)

* In the fifth area of *Core Knowledge* you should demonstrate you ‘knowledge of how to evaluate the effectiveness of (your) teaching’. By explaining how to gather and evaluate data about the impact your teaching is having, by e.g. looking at stated learning outcomes, you should be able to show if your teaching methods have the desired effectiveness.

(This is the area referred to as K5)

* The final area is concerned with your ‘knowledge of the implications of quality assurance’. What this means is that you should demonstrate that you are able to review and subsequently enhance you own teaching practice. You should show how to gain different Quality Assurance processes (QAs) of methods of how to monitor learning e.g. Student feedback, external examiners, and the impact they have.

(This is the area referred to as K6)

## ADEPT – Application for Fellowship

## What is meant by the UKPSF Dimension ‘Professional Values’?

The UKPSF describes with *Professional Values* the expected standards of professional principles that should be upheld when teaching in Higher Education (HE). The dimension of *Professional Values* is best understood as an objective measure of understanding the integrity of one’s teaching, the upholding of standards of education and learning befitting HE. Because many of these concepts are not only valued and interpreted differently amongst practitioners and across disciplines, but are also in constant flux due to the demands and changes within higher education, this is likely to be the most personal aspect of your application. Far from making sure to simply cover HEA phraseology (from diversity to equality) it is important that you describe in your application what these concepts mean to you and how and why these feed into and correspond with the other two Dimensions that need to be covered in in your application; *Areas of Activity* (what you need to do) and concept of *Core Knowledge* (what you need to know) For your application the concept of Professional Values should cover 4 specific areas (V1 – V4):

* The first point describes how you should ‘respect individual learners and diverse learning communities’. Here you should demonstrate how you tailor your teaching to accommodate your students’ background. This can mean many different things depending on your subject matter, level of teaching, set learning outcomes and level of personal involvement; make clear how these variants affect your response to your students’ background. What matters is that you show awareness to limitations students might experience that are outside their scholarly capabilities, and how you help to overcome these. This could be about e.g. different ways of providing access to information, communication, technology or even the building itself.

(This is the area referred to as V1)

* The second area of *Professional Values* says that you should show how you ‘promote participation in higher education and equality of opportunity for learners’. This area often feeds into V1, taking the above described area and expanding it to how your teaching encourages all your students to learn the values of academic study as outlined by QM. The emphasis is on how you ensure that all your students benefit from HE, highlighting where you had to make special accommodations to ensure equal opportunities for the learners in your group.

(This is the area referred to as V2)

* The third area of *Professional Values* V3 calls for a reference to how you use ‘evidence-informed approaches and the outcomes from research, scholarship and continuing professional development’. Rather than a listing of measures taken that display a continuing engagement with improvement and analysis of your teaching, you should directly draw on your own research around current approaches to evidence the effect of your teaching. These range from subject specific didactics to general writings and research around all aspects of education in HE.

(This is the area referred to as V3)

* Finally you should communicate in your application how you ‘acknowledge the wider context in which higher education operates recognising the implications for professional practice’. In your application you should indicate that you are aware of QM mission statements (from the statements of graduate attributes to the Disability Discrimination Act etc.) and describe how these influence your teaching practice. Also you should acknowledge how and why you engage with other practitioners in ways that lead to a change in practice. (This is the area referred to as V4)

# Please remember when writing your APP

When preparing your APP, it may be helpful to consider the following general principles: Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.

* Provide selective examples of practice in your APP and ensure they have direct relevance to your claim for Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others’ professional practice and on the wider learning and teaching context.
* There will be considerable variation in applications, reflecting differences in individuals’ experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
* Your application is a claim for Fellowship and as such should include:

An analysis of the aims of your teaching which includes discussion of the needs of your students and the nature of the teaching of your subject.

Analysis of your teaching methods, should contain evidence that your approach to teaching is informed by a familiarity with some literature that relates to their forms of teaching and the teaching of your subject together with discussion of teaching issues with colleagues in your discipline.

Evidence of the impact of your teaching practice on student learning, through data from your direct experience, teaching observations, student evaluation and comments, and other measures relevant to your teaching aims

* Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. 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 expectations of the institution in which you work.
* Your application is centred round a process of continuing professional development which demonstrates your broad understanding of effective approaches to teaching and/or learning support.
* It is important you address all the Dimensions of the UKPSF – see appendix. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Refer to our guidance notes on the Dimensions of the UKPSF to help support your understanding of the Dimensions.
* Your APP should make clear how you apply the Core Knowledge and Professional Values to all of the Dimensions of Practice in the UKPSF and the examples of evidence across your APP. Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the UKPSF is essential.
* The overall word count for the Fellow APP is 3,000 words. This is your combined evidence across the whole claim, working to about 600 words per section. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description.
* Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

* All your experience and evidence included in the APP must relate to HE provision

# Contact

## Teaching Recognition Project (TRP) CAPD Team

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David manages the project in liaison with the Deans for Teaching and Heads of Schools and Institutes.

David continues to provide support for colleagues doing the ADEPT 100 scheme for staff on probation.

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Max works with the Faculties of Science and Engineering and Medicine and Dentistry, and supports individuals in those faculties making applications for Fellowship.

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Amy Mccullough - Educational Development Support Administrator TRP

Amy provides administrative support for the project and manages the records of those applying for Fellowship.

Email [amy.mccullough@qmul.ac.uk](mailto:amy.mccullough@qmul.ac.uk) (Wed-Friday)

# Appendix – the dimensions of the UKPSF

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| **Areas of Activity**  (A1) Design and plan learning activities and/or programmes of study  (A2) Teach and/or support learning  (A3) Assess and give feedback to learners  (A4) Develop effective learning environments and approaches to student support and guidance  (A5) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices | **Core Knowledge**  (K1) The subject material  (K2) Appropriate methods for teaching, learning and assessment in the subject area and at the level of the academic programme  (K3) How students learn, both generally and within their subject/disciplinary area(s)  (K4) The use and value of appropriate learning technologies  (K5) Methods for evaluating the effectiveness of teaching  (K6) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | **Professional Values**  (V1) Respect individual learners and diverse learning communities  (V2) Promote participation in higher education and equality of opportunity for learners  (V3) Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development  (V4) Acknowledge the wider context in which higher education operates, recognising the implications for professional practice |