
GUIDANCE NOTES FOR QMUL ADVANCE HE PRINCIPAL FELLOW (D4) APPLICATIONS

2024-25

Teaching Recognition Programme



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Background

Strategy and Advance HE Fellowships

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

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

These guidance notes are for individuals wishing to **apply for Principal Fellowship through the Queen Mary Teaching Recognition Programme (TRP)**, which is an Advance HE accredited programme.

This document explains the requirements for Principal Fellowship within the TRP and provides guidance to support you to develop your application. We recommend that prior to starting your application you use the free online [Fellowship Category Tool](#) (FCT) to check if Principal Fellowship category of HEA Fellowship is right for you. If you intend to make a direct application to Advance HE for Principal Fellowship, then please also refer to the Principal Fellowship guidance provided by the Advance HE which you can access by following [this web link](#).

Teaching Recognition Programme

The Teaching Recognition Programme (TRP), based within the Queen Mary Academy, is there to support all staff in the process of seeking Principal Fellowship. The TRP team at QMUL is there to provide their expertise and experience in supporting staff with teaching responsibilities to gain recognition from Advance HE.

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

- reflect on and thereby enhance the quality and effectiveness of your practice in the area of teaching and supporting learning in higher education

- support the development of good practice for other staff as you continue to provide effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond our institution, or across your discipline or profession
- increase your influence and impact by gaining national and increasingly international recognition for your contribution to teaching and the support of learning within the higher education context.

1. Introduction

These guidance notes are for individuals wishing to make an application to Advance HE for Principal Fellowship using the Professional Standards Framework (PSF 2023). This document explains Advance HE requirements for Principal Fellowship and provides guidance to support you to develop your application.

Principal Fellowship provides professional recognition for highly experienced individuals that lead and have had an extensive impact on high quality learning at a strategic level within or beyond an institution, or across a discipline or profession in higher education. Their impact is extensive.

Principal Fellows can demonstrate how they provided vision and direction and transformed practice and outcomes. They are able to show evidence that their strategic leadership has had a sustained record of effectiveness and positive impact over a period of five to seven years. Their practice will have made a positive and lasting change at a strategic level on high quality learning.

1.1 Is Principal Fellowship for me?

Principal Fellowship is not role dependent. Within your context, you will need to explore whether you have the extensive evidence of impact on high quality learning, at a strategic level, that is the basis for a successful application. For Principal Fellowship you need to be able to:

1. demonstrate a sustained record of effectiveness in strategic leadership of high-quality learning; and
2. show that your leadership has had extensive impact.

Principal Fellows are a diverse community representing the full range of strategic leadership in higher education. For example, you may work in academic departments, professional or service departments, on senior or executive leadership teams, for a professional body, as independent consultants, or in other roles with impact on learning and teaching in Higher Education.

To evidence the ‘sustained’ and ‘effective’ nature of your work you need to explain the rationale and process of your work and evidence the impact resulting from it over a period of five to seven years.

We recommend that prior to starting your application you use the free [online Fellowship Category Tool \(FCT\)](#). Answering the online questions should:

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

1.2 Higher Education and eligibility for Principal Fellowship

The PSF 2023 sets out the professional standards for higher education (HE). All the experience and evidence included in an application for Principal Fellowship must relate to strategic leadership of learning and teaching practice related to higher education provision, such as:

1. level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, or equivalent
2. level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or equivalent
3. level 5 or above of the European Qualifications Framework
4. first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA)
5. level 5 or above of the Australian Qualifications Framework (AQF) or equivalent
6. level 5 or above of the New Zealand Qualification Framework (NZQF) or equivalent
7. other equivalent higher education frameworks
8. activity focused on supporting learners within a Higher Education context, providing the learner(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above
9. delivery of some non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

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.

In defining what constitutes higher education teaching and learning within different national contexts in order to determine eligibility for fellowship, Advance HE uses UK ENIC (UK National Information Centre) for information about global education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for fellowship if they are an integral part of a programme defined as higher education within the context of the country of study.

The definition of what constitutes higher education has been further defined for staff in UK and Australasia. If you are unsure whether the examples of practice within your application meets the eligibility requirements above, please contact qma.trp@qmul.ac.uk.

1.3 Who can apply for PFHEA through Queen Mary Teaching Recognition Programme?

If you are an employee of Queen Mary and your work experience demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning, you can apply for PFHEA via the QMUL Teaching Recognition Programme (TRP).

To find out if Principal Fellowship category of HEA Fellowship is right for you, we recommend that you use the [Fellowship Category Tool](#) (FCT). The FCT has been designed to assist you in selecting the category of Fellowship that is the closest match to your current practice. It

consists of a set of statements that are aligned to the PSF and its different Descriptors and Dimensions. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education. Answering the online questions about your work within teaching and learning should:

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

The Professional Standards Framework (PSF) is central to the recognition of individuals as Principal Fellows. You will need access to, and a working knowledge of, its content in order to prepare your application.

We recommend that if you are considering applying you should also have a conversation with the Teaching Recognition Team at the outset. You can have an initial conversation during a drop-in session, which you can arrange via:

<https://outlook.office365.com/owa/calendar/TeachingRecognitionDropIn@qmulprod.onmicrosoft.com/bookings/> or by emailing: qma.trp@qmul.ac.uk.

For background information please look at the Queen Mary Academy website. You can access it via the link below: <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

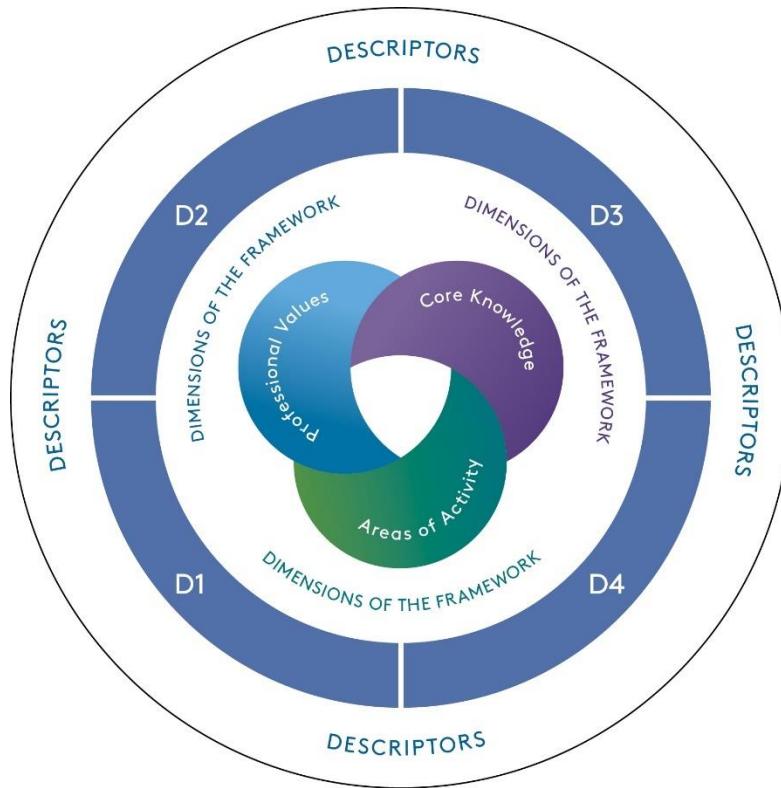
2. The Professional Standards Framework (PSF 2023)

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, p6) 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, p4) are arranged as three related sets of five Professional Values, five forms of Core Knowledge and five Areas of Activity.

Professional Values (V1-5): underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

Core Knowledge (K1-5): 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 (A1-5): 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:

1. Descriptor 1 (D1) aligns to Associate Fellow
2. Descriptor 2 (D2) aligns to Fellow
3. Descriptor 3 (D3) aligns to Senior Fellow
4. **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 focussed on Principal Fellowship (Descriptor 4).

A successful application for Principal Fellowship will demonstrate that your experience, knowledge, and approaches enables you to meet all elements of Descriptor 4:

Descriptor 4 is suitable for highly experienced individuals whose practice involves

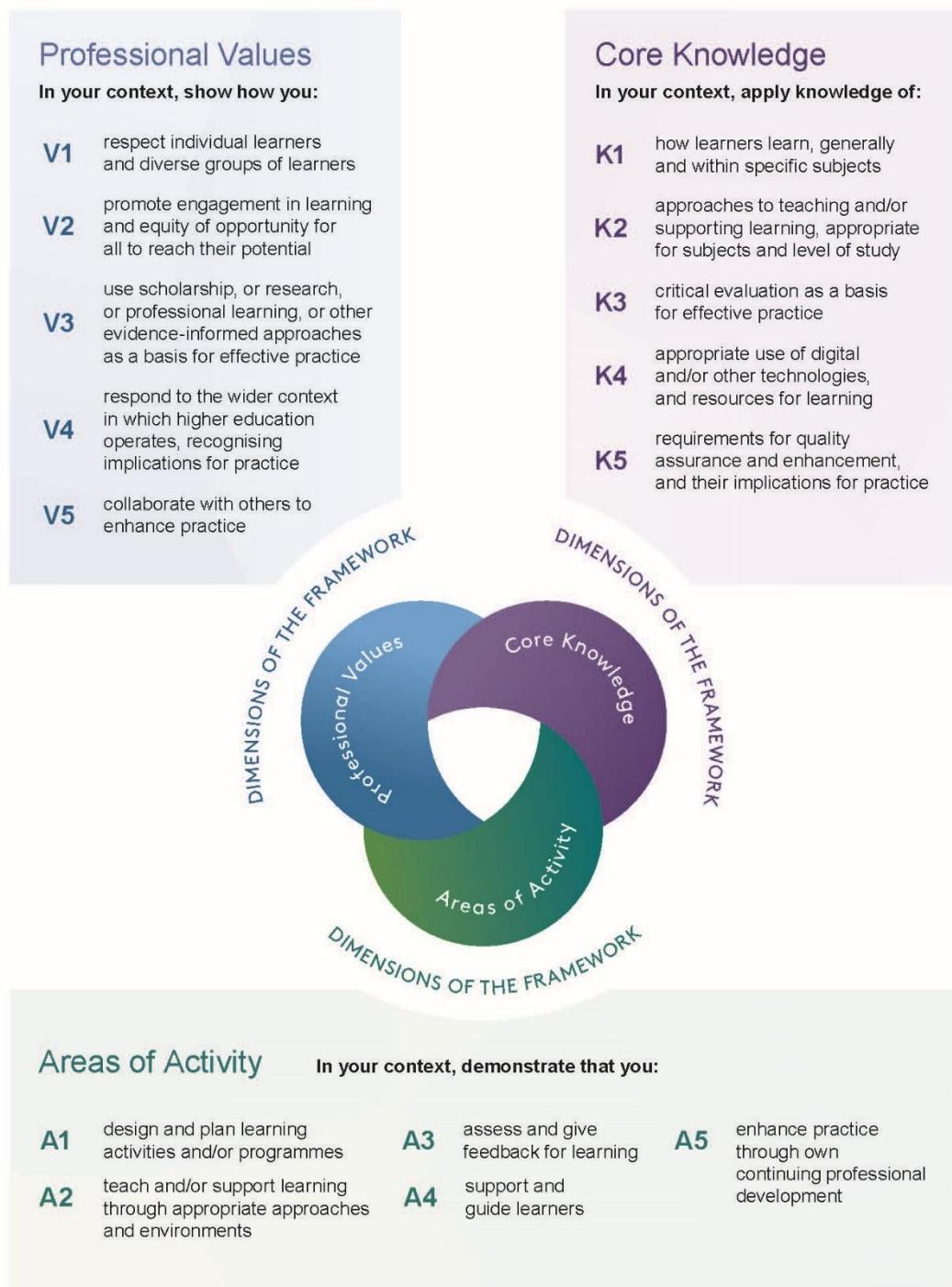
a sustained record of effectiveness in strategic leadership of high-quality learning.

Their impact is extensive. Individuals are able to evidence:

- D4.1: sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession
- D4.2: development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners
- D4.3: active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices.

As shown above, the Descriptor 4.3 criteria statement incorporates all 15 PSF 2023 Dimensions; these are shown below in Figure 2.

Figure 2: PSF 2023 Dimensions of the Framework



3. Applying for Principal Fellowship

In planning and developing your application, we recommend that you access the QMUL TRP and Advance HE resources and follow the sequence of activities set out in Figures 3 and 4 below.

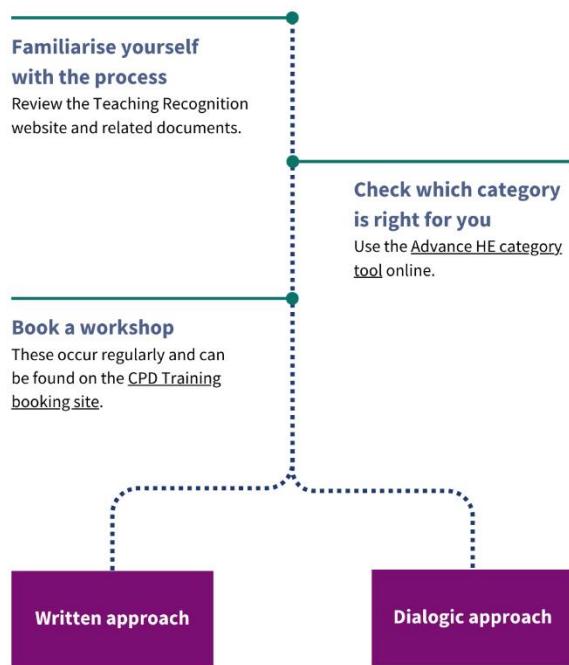
3.1 Applying for Principal Fellowship

There are two ways by which you could apply for Principal Fellowship in the Queen Mary TRP. You have a choice to apply via a written or a dialogue route.

Figure 3. Summary of the QMUL Advance HE application process in deciding application route - written or a dialogue

Choice of application process

April 2024



A description of each the processes is presented below:

Written Application – Section 4

Dialogic Application – Section 6

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

3.2 Developing your application

Figure 4 – Steps in developing your application.

Step 1

- Review the TRP website and related documents including the PSF 2023
- Complete Fellowship Category Tool
- Download Principal Fellow Application Pack

Step 2

- Read Guide to the PSF 2023 Dimensions - Principal Fellowship (D4)
- Attend TRP PFHEA Support provision
- Follow Principal Fellow applicant guidance to write/develop your application (written/dialogic) using the QMUL TRP application template to prepare your initial draft
- Request an assigned TRP mentor after sending in your initial draft (full) application to the TRP Team (qma.trp@qmul.ac.uk)
- Write/develop your application with the support of your TRP mentor to a final draft

Step 3

- Share final draft application template with your Advocates
- Submit your written/Dialogic application including three Advocate Statements

Step 1

Section 2 above explains the Professional Standards Framework (PSF) 2023. Your application will be reviewed against Descriptor 4 of this framework. Before starting to use this guide, we strongly recommend that you complete the [Advance HE Fellowship Category Tool \(PSF 2023 version\)](#).

The Fellowship Category Tool (FCT) 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 Principal Fellowship is the most appropriate category of fellowship for you. Please note that the accuracy of the tool depends on the choices you select as you work through it. As you look through the guidance and start to consider an application, if you feel that you are not yet able to provide sufficient evidence for Descriptor 4 then you can use the report generated by the tool to guide your professional development before making a successful application.

In your **Principal Fellow applicant pack**, you will have the following:

- Guide to **the PSF 2023 Dimensions** - Principal Fellowship (D4)
- Principal Fellowship Applicant Guidance (this document)
- Principal Fellowship Draft Application Template
- Guidance for Advocates and associated Advocate Statement Template
- **Professional Standards Framework (PSF) 2023**

Step 2

Guide to the PSF 2023 Dimensions - Principal Fellowship (D4)

We recommend that you start by reading the AdvanceHE '[Guide to the PSF 2023 Dimensions – Principal Fellowship \(D4\)](#)'. This guide introduces and explains the PSF 2023 and then focuses on the PSF 2023 Dimensions to support you in thinking about your strategic leadership of learning and teaching practice and identifying potential evidence appropriate to meet PSF 2023 Descriptor 4 criterion statement D4.3.

Principal Fellowship applicant guidance (this document)

Use this applicant guidance document to understand the format and requirements of the application as well as how to submit an application.

Principal Fellowship Draft Application Template (in the applicant pack you downloaded). Use this Word document template to write and finalise your draft application, prior to submitting your application.

Support

We recommend that you access support to develop your application. A Principal Fellowship application is likely to be stronger if you seek support at an early stage. Please see the [Teaching Recognition website](#) for the latest information on the support we can offer you.

Step 3

Once your draft application is finalised within the template, you need to share this with your Advocates. They will then be able to use the D4 Advocate Statement Template and the guidance provided in it.

When you have your three Advocate Statements, you can now submit them together with your finalised application via email (gma.trp@qmul.ac.uk) to the Panel.

4. The Written Application Route

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

Figure 5: Written Application Process

It highly recommended that you engage with TRP support provision before you start drafting your application.

Written Application Process

April 2024

| Route to Fellowship: Written approach | | | |
|---|--|--|--|
| Familiarise yourself with the process Review the Teaching Recognition website and related documents. | Check which category is right for you Use the Advance HE category tool online. | Book a workshop These occur regularly and can be found on the CPD course booking site . | Develop your initial full draft Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor. |
| Continue drafting with your mentor | Submit your application This is your APP plus two supporting statements. Submit by email to qma.trp@qmul.ac.uk after final agreement with your mentor. | Expect confirmed submission The team should be in touch within two days to confirm your application is being sent to the next panel. | Wait for outcome Outcome letters are sent two weeks after the panel concludes. |
| Upon completion of a successful application, your details will be registered with Advance HE, who will then issue your certificate. | | | |

There are two parts to your application for Principal Fellowship:

1. written Account of Professional Practice:

- Context and Leadership Statement (up to 500 words)
- Record of Strategic Educational Impact (up to 10 entries of up to 25 words each) and
- Case Studies – three or four Case Studies – overall word limit of 7,500 words

2. Three Advocate Statements (see Section 7)

4.1 Your Account of Professional Practice - some key terms

There are several key words in the Descriptor 4 criteria which is it useful to explore in more detail:

Sustained: evidence that impact has continued over a period of time. This would normally relate to work done within the last five to seven years,

Effective: you need to show that your leadership practice is ‘effective’ in achieving its intended outcomes and impact on high quality learning. The Guidance to the 2023 PSF Dimension for Principal Fellowship includes more information about K3 which will help to give you some examples of the types of evidence you might be able to use to demonstrate ‘effectiveness’ in your context.

Inclusive: approaches that ensure all learners and colleagues feel respected, valued and have equal opportunities to participate and succeed

Active commitment to, and integration of, all Dimensions: examples that show your strategic leadership has had impact on learning and teaching in relation to all Dimensions of the Framework. Across your Case Studies you need to have incorporated all PSF 2023 Dimensions.

Impact - strategic leadership that evidences significant influence and effectiveness. You should draw on a range of different sources of evidence, as appropriate, to demonstrate this in relation to each example of leadership. You will need to be clear about the scope of your impact – eg which departments, institutions, disciplines or professions are impacted, in what ways they have been influenced, and how extensively. You will also need to demonstrate that the impact of any leadership examples you discuss has been strategic rather than operational.

4.2 What is Strategic Leadership?

'Strategic leadership' is the focus of D4.1. In the context of the PSF 2023 and Descriptor 4, this is defined as leadership which provides vision and direction and transforms practice and outcomes. The impact of this is shown in relation to teaching and / or the support of learning. Leadership practice is more than an operational process. For D4.2 you need to show how your strategic leadership has achieved and involved the development and implementation of strategies, or policies, or procedures, or initiatives (see Section 5 below for more information).

Exercising strategic leadership and impact is not dependent on holding a particular kind of leadership role. What is important at Descriptor 4 (Principal Fellowship), is that your leadership practice should be broad enough to demonstrate all of the following:

it should be strategic in focus – ie it should provide vision and direction for practice that is distinct from the operational. It should involve the development and implementation of strategies, or policies, or procedures, or initiatives it should have demonstrable impact on practice and outcomes in learning and teaching within or beyond an institution, or across a discipline or profession if some or all of your strategic leadership takes place within an institution or organisation, it should define a vision and direction with impact This may relate to practice with impact on learning and teaching across an entire institution; or across a large Faculty; or across another group of departments.

As a strategic leader your work may involve responding to current developments in the sector; building effective relationships with multiple stakeholders; leading and influencing to support strategic change; and/or making decisions which align with organisational strategies and values.

4.3 Your Account of Professional Practice is a personal account

In order to evidence the ‘sustained’ and ‘effective’ nature of your work you need to explain its rationale, process and impact. A simple description of what you did will not be enough. You may find that your application needs to be written in a way that is new to you. The following points are important to consider and are intended to help you develop a reflective writing style:

1. Your application is a personal account and should be written in the first person using ‘I’.
Please see the examples in Section 5.3
2. You should show how you engage with evidence as a basis for your leadership practice, exploring how this demonstrates the value and benefits of your work. Where your role involved leading one element of a larger project, the evidence provided should relate clearly to this element.
3. Developing your Reflective Narrative requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on learning. You should avoid long descriptions of actions and activities and instead take a reflective stance so that it is clear.

A simple reflective model for you to use 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 learners) and what you will do in future as a result.
- **what** changes you made as a result of evaluating your effectiveness and impact.

Think of your application as a ‘**claim** against Descriptor 4'; your application will be reviewed by three experienced peer reviewers and you need to show these reviewers that there is a clear rationale behind the way you work, how you have carried out this work and the extensive impact that work has had on high quality learning.

Where you include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Your application must be submitted in **English**.

Please note that the QMUL TRP **written application system only accepts plain text; it will not accept diagrams, images, hyperlinks, or any other documents/appendices such as curriculum vitae/resume.**

4.4 Context and Leadership Statement (500 words)

The purpose of the Context and Leadership Statement is to provide any contextual information needed to demonstrate the scope and impact of your strategic leadership. It should briefly describe:

- your role, responsibilities and areas of work in the last five to seven years which relate to the examples of practice you explore in your case studies
- the type(s) and location(s) of institution(s) and/or organisation(s) which have formed the context for your examples of practice. You might include: Who is your organisation / institution for? Who are the students on which your strategic leadership ultimately impacts?
- any particular personal learning or other experiences which have shaped your approach(es) as a strategic leader.

As the Context and Leadership Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it **cannot** be used to provide supplementary information that would add evidence of effective practice to your ‘claim’ for Principal Fellowship in your case studies (ie it cannot be used to extend the word limit of your case studies).

The two examples below illustrate the types of information that are useful to include in the Context Statement to set the background to your practice:

Context Statement, Example 1:

Since 2002, I have been employed at X University; a dual-intensive university, equally committed to excellence in education and research, so that many of my responsibilities as Director of Research and Enterprise involve strategic leadership to enhance student learning. We have 13,000 students including 3,200 postgraduates, and 3,600 international.

Key goals in the Education Strategy include ensuring that all teaching across the institution's three campuses is research-led and that both undergraduate and postgraduate students are developed as researchers: this shapes most of my work.

My leadership is informed by the fact that I am an active researcher in my discipline. I publish regularly with colleagues and students in the sphere of international business ethics. I also mentor colleagues engaging in pedagogic research. This has supported the quality of the student learning experience across a range of programmes where the research-teaching nexus has been strengthened to ensure graduate attributes are now fit for purpose. This work is that it has developed a well-informed, distributed team, on whose knowledge on support I have often been able to draw when developing and implementing effective approaches.

Over the last three years I have developed a new Postgraduate Taught Developing your application Framework and supported its implementation across the diverse range of our postgraduate provision. My role involves pan-institutional policy formulation and implementation as Chair of the Research Ethics Panel, Secretary to the Research Management Group and deputising for the PVC (Research and Development) as Head of our Doctoral Training Centre.

I have advanced to my current role from academic positions involving postgraduate programme leadership in the University Business School I gained an MBA in 2005, a DBA in 2010 and my Senior Fellowship in 2016. My leadership approach emerged out of my MBA (2007) and subsequent DBA (2013) and has been effective in my transition to strategic leadership.

My chosen leadership approach is a democratic one. I have always maintained a commitment to collaboration and taking colleagues with me on the journey. As an extension of this, I actively seek to promote equality, diversity and inclusion across the university. Ensuring colleagues feel empowered and valued is the foundation of my strategic leadership and enables change management to be facilitated comparatively smoothly. As part of this, I argued for and subsequently drove the creation of a career development pathway for colleagues whose main focus is teaching, giving them parity of opportunity for career progression with research-focused academics.

Example 2:

As a mature learner, combining part-time online and evening degree study with full-time work, I became acutely aware of the challenges facing ‘non-traditional’ students and those with specific learning needs. I developed an interest in, and became a passionate advocate of, accessible teaching: this led to an MSc in Inclusive Practice in Online Education and subsequently to my appointment to the Student Support team in Professional Services at X University.

An urban institution with 35,000 students and diverse curricula delivered through blended modes, we have almost 7,000 students declaring disabilities and a higher-than-average number of students who report mental health issues. As an institution we are strongly committed to inclusive practice. I have held increasing responsibilities for Accessibility issues, from legislative compliance to pedagogic innovation. I am now Deputy Director of Student Services with institutional responsibility for the entire Accessibility Agenda.

My second main area of work is Student Wellbeing, particularly in the context of curriculum design across the institution and the adoption of appropriate language in communications with individuals experiencing mental health difficulties. I have developed an online tool for all students to reflect on their learning journeys and have linked this to my work in promoting student mental well-being.

I have established and led numerous action research projects across the university that have enhanced the attainment of students with disclosed learning /mental health difficulties: one of these formed the basis for my recently completed Professional Doctorate. I am recognised nationally and internationally, having disseminated my work through numerous conference presentations and publications. I am responsible for professional development and training of staff across the institution in Equality, Diversity and Inclusion. My approach to strategic leadership remains informed by Universal Design for Learning (see e.g. Houghton, 2023). I use this approach with both staff and students as it facilitates engagement, representation and ultimately action leading to change. Using this approach means that I am authentic and true to my own values,

formed through my own learning experience as a non-traditional learner.

4.5 Record of Strategic Educational Impact (RSEI) (250 words)

The Record of Strategic Educational Impact (RSEI) provides an overview of the breadth of your activities to help the reviewers understand what you have achieved, and it will additionally aid you in identifying the key relevant activities to form the basis of each of your case studies.

The RSEI is designed to be a list of **up to ten of your most significant strategic leadership activities drawn from recent practice** – normally within the last five to seven years, although earlier activities that continue to have an impact may be included.

Each entry you list in your RSEI should be an example for which you can demonstrate impact. The impact of strategic leadership often takes some time to be fully apparent. Particularly when selecting examples from the last two to three years, you should consider whether there has been time for your chosen activities to generate sufficient evidence of impact and effectiveness.

The RSEI provides a summary of the key areas of influence you have had in relation to high quality student learning within the organisation/s and beyond. These are examples of activities that you can expand upon in the case studies. For each activity you must indicate the alignment to each case study on the right-hand side of the table.

Principal Fellowship recognises the contribution you have made and your impact on high quality teaching and learning therefore, the activities you use should reflect this. Pedagogical scholarship may be included if you can evidence their impact on learning within or beyond an institution, or across a discipline or profession. You should only refer to subject research where it has impacted on the pedagogy of your subject and the student learning experience. Leadership roles and responsibilities should be included only where they are related strategically to the enhancement of teaching and supporting learning.

You should provide a very short annotation against each entry in the RSEI (25 words maximum) to indicate what you ‘have done’ rather than the title of the role you have undertaken. This provides information about what you do and therefore the link to the Descriptor 4 criteria statements (**D4.1, D4.2, etc.**) is clearer. Figure 6 below includes some example entries to illustrate how the RSEI table should be used.

Figure 6: RSEI example entries to illustrate use.

| No | Example of engagement | Period | | | | | |
|----|---|--------|---------|--------------|--------------|--------------|-------------------------|
| | | From | To | Case Study 1 | Case Study 2 | Case Study 3 | Case Study 4 (optional) |
| 1 | Government Adviser on child safeguarding leading to change in professional body standards, and curriculum change nationally | 2018 | 2020 | X | | | |
| 2 | University lead on embedding authentic assessment. Practices adopted across multiple disciplines within the university. | 2017 | 2022 | X | | X | |
| 3 | Invited member of curriculum redesign working group for professional body. Led a subgroup whose work is impacting on universities nationally | 2017 | 2020 | X | | | |
| 4 | Led development of a class recording policy, based on my pioneering practice in my school. Achieved cross-university buy-in including student services and Students' Union. | 2018 | Present | | X | | |
| 5 | Led a working group for on blended learning to design and implement an | 2020 | Present | X | | X | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | evidence-informed approach to university strategy and build understanding among senior staff | | | | | | |
|--|--|--|--|--|--|--|--|

The RSEI is designed to be a list of your most significant strategic leadership activities drawn from recent practice; normally within the last five to seven years. Each entry you list in your RSEI should be an example of strategic leadership for which you can demonstrate impact. The impact of strategic leadership often takes some time to be fully apparent. Particularly when selecting examples from the last two to three years, you need to consider whether your chosen activities give you sufficient evidence of impact.

In choosing which examples to use in your RSEI, it may be helpful to start by identifying all your leadership activities in relation to learning and teaching from the last five to seven years. To do this, it may help to discuss your work with a peer (eg colleague, mentor, etc.). Once you have drafted a list of potential RSEI entries, if you have more than ten, you can consider the questions below to help you to refine your list to no more than ten entries.

When considering the examples available to you:

- Which of these examples allow you to demonstrate the most strategic impact? What kinds of evidence can you show that it has had a positive, long-term impact on high quality learning?
- Has the combined impact of your leadership activities been **sustained** over a period of 5 years or longer?
- Is the scope of your strategic leadership broad enough, i.e. within or beyond an institution, or across a discipline or profession? If within an institution, does it meet the definition of strategic leadership in Section 4.2 above?
- Do your examples show that you can demonstrate your commitment to, and integration of all Dimensions through your strategic leadership?

It is common for there to be overlap in where your leadership activities are relevant within the application. For example, you may be leading on two closely related projects within your institution, or within your professional body. Where this is the case, it is up to you to decide whether they are best combined into one RSEI entry, or if you feel they are sufficiently substantial, to count them separately.

4.6 The Case Studies (7,500 words)

You can choose whether to write **three or four Case Studies**. The Case Studies allow you to highlight and explore examples of your educational leadership activities which have had significant impact. The Case Studies should aim to demonstrate the depth and breadth of your work and influence/impact so they would ideally focus on different perspectives of your activities at a strategic level. An individual case study might focus on a specific activity that has strategically impacted on the quality of the learning experience or it might pull together a range of activities under a particular theme and explore their collective impact. See Section 5 for examples.

You can choose how to spread the balance of the word limit across your three or four case studies. Please note that the TRP will not accept text beyond the 7,500-word limit.

4.7 Reference list

A Principal Fellowship application is a personal, reflective account of your strategic leadership practice. It is focused on your experience and is not an academic piece of work. However, the PSF 2023 is concerned with effective, evidenced-informed practice. At Descriptor 4, it is expected that you will need to draw on a range of sources of information to demonstrate this.

References should be limited to those which relate to the practice you write about in your application, ie ones you cite within the text. Whilst you may have been influenced by an extensive range of academic literature, professional learning and scholarship over the course of your career, you should focus here on what is most relevant. You should provide a Reference List (bibliography) giving details of any books, articles or other resources which have informed the approaches and achievements you select for your RSEI and explore in your case studies.

Possible reasons to include a particular reference might be:

- it has influenced your approach to strategic leadership – for example, in terms of how you communicate a vision, or how you influence, lead or collaborate with others.
- it has helped inform your values as a leader in higher education + it contributes to the knowledge base about learning, teaching, and/or the support of learning, that has influenced your decision-making as a strategic leader.
- it is a source of information about the wider context in which you are operating, which has shaped your practice as a strategic leader.

We do not specify a particular referencing style. However, we ask that you stick to usual academic conventions, give the title, author(s), date, web link (where applicable), publisher and place of publication (where applicable), and any relevant page numbers. Please note that the application form will not accept footnotes. Below is an example of a citation, and how it needs to appear in a reference list.

My institutional leadership of pedagogical research has been informed by Murray's (2015) work on writing retreats. I initially considered instigating a mentoring scheme. However, focusing on fostering writing communities has had significant benefits in terms of shifting perceptions of pedagogical research within the institution. It has also meant that my work has reached a far greater number of staff. Fifty staff have engaged with the retreats, resulting in 26 publications, most of them collaborative. Three of these staff were subsequently awarded internal funding to lead strategically aligned quality enhancement projects informed by their research into first year engagement. This project work has led to greater staff engagement in blended learning approaches. Early indicators, including the last two years' student survey and attainment data, show enhanced first year student engagement.

Reference list for excerpt

Murray, R. (2015) *Writing in Social Spaces*. London and New York: Routledge.

5. The case studies

It is important to remember that here is no prescribed way of writing the case studies - It is your choice how you use them to make your 'claim' for Principal Fellowship. However, they should identify the most appropriate examples of your practice and specifically evidence the descriptor. Between them, they should cover all elements of Descriptor 4.

5.1 Choosing your case studies (7,500-word limit)

Your case studies are your chance to make your claim at Descriptor 4 by building up a picture of your experience to address the elements of the descriptor. When choosing what to include in your case studies, try to provide examples that complement each other by focusing on different aspects of your work and different examples of leadership activities.

You have a number of choices about what form they take:

- You can choose to write **three or four case studies**, depending on which number is the best 'fit' for your experience. Whether you choose three or four, the maximum word limit is 7,500.
- You should choose your case studies according to whatever will best support your claim. Your case studies may all be structured in a similar way or be quite different. For example, a case study could explore:
 - a single, major focused approach that highlights a single project or activity with strategic impact over a period of time.
 - a grouping of smaller projects or activities on a particular theme – for example, student engagement or online assessment
 - one part of a sustained strategic project or activity for which you can evidence significant standalone impact.

This might mean that a case study might focus on one of your RSEI entries or a combination of a few. Equally, some of your RSEI entries may relate to more than one case study. What is important, is that between them, the case studies make an effective application for D4 by fully addressing all three of the Descriptor 4 criteria statements.

5.2 How to evidence and demonstrate your impact in your case studies.

There should be a clear and explicit link between the entries in your RSEI and the relevant Case Study or Case Studies.

Remember that each Case Study should explore what you did; why you did it that way (your rationale); and what the impact was.

Considering and responding to the questions below will help you structure the case studies.

- What did I do and why did I choose to do it?
- How did I do it? Why did I do it this way – what was the rationale for this approach to strategic leadership? (What was your process, and why did you think this the best one to achieve your intended outcome?)
- What has happened as a result? Has it achieved the desired strategic outcome?
- What has been the strategic impact of this? What evidence is there of this impact?
- What happens now?
- What have I learned from this experience and how has this impacted on my own approach/practice/understanding in relation to leading strategically in learning and teaching?

5.3. Addressing the Descriptor in your case studies

Understanding PSF 2023 Descriptor 4 is key to identifying the most appropriate examples of practice and being able to reflect on them and provide detail related to the questions above. This section unpacks some of the detail behind the three Descriptor 4 criteria statements, which incorporate the Dimensions.

D4.1 Sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession.

At the highest level, institutional strategy may be associated with the institution's senior leadership or management group or team, or learning and teaching committee (or equivalent), with responsibility for making strategy and gaining approval for it. However, this does not mean that you need to be a very senior manager for your work to have impact at strategic level. You might be an influential colleague with expertise, influence and understanding who may be operating formally at another level, in an academic unit (eg a School or Faculty) or in a central department (e.g. the Library, Technology Enhanced Learning department), contributing as an external consultant, or working with a professional body. Strategic leadership and impact are therefore not aligned to level of appointment or grade (see 4.2 above, 'What is strategic leadership?'). In the context of Descriptor 4 you may be working on projects or activities endorsed, supported or sustained by senior leaders, groups or committees.

Work with strategic impact is likely to involve consultation, discussion, moderation of proposals, and delegation of responsibility. It is also likely to involve procedures (for example working groups, committees, project management, line management), which place you at some distance from the point of delivery. The development and implementation of strategies, policies, procedures or initiatives through leading and managing or coordinating the work of others is an essential part of strategic leadership.

As leaders undertake a lot of their work with teams, you may find it difficult to claim direct responsibility for your activities and their impact. It is also unlikely that you will be able to make an exclusive and sole claim to developing and implementing a strategy or policy. To identify your personal contribution, it is important to highlight how you have (for example) supported and/or developed the ideas of others, resolved conflicts in strategy, sought advice from elsewhere in the global higher education sector, and followed examples of evidence-informed practice.

Relevant activities might include:

- leading the enhancement of aspects of learning, teaching and/or assessment
- meeting institutional objectives and mission statements relating to enhancing student learning and/or the quality of teaching
- leading projects and/or change initiatives that have enhanced higher education teaching and learning within a discipline or profession.

In all cases, the activity must have resulted in a sustained change at a strategic level, the positive impact of which you are able to evidence.

Continuing professional development at this level is not just about personal skills and abilities but should be vitally concerned with the contexts of policy, institutional developments and priorities, international developments in learning and teaching and the pursuit of new knowledge.

Questions to support your thinking for D4.1:

Looking at my RSEI, are there examples of activities where:

- my strategic leadership role is clear, and I am able to identify how and why I have used the leadership approaches that I did?
- the nature of the strategic change is clear, including its benefits to learners and other practitioners?
- there is demonstrable evidence that what I have done has been effective (ie met its intended outcomes)?
- my impact on high quality learning within or beyond an institution, or across a discipline or profession, is clear? Where my examples are of impact within an institution, these extend beyond my immediate department, programme, or other area of operational involvement? (See Section 4.2 above)

D4.2. Development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners

This Descriptor criterion asks you to demonstrate that you have achieved strategic impact through developing and implementing approaches to strategic change. This means more than simply putting others' ideas into practice. You need to demonstrate that you have influenced the quality of teaching and/or support for learning through developing and implementing policies or strategies or procedures or initiatives. You should be able to **evidence the value, reach and impact of this work**.

The context in which you work will determine how you are able to evidence this. For example, you may be responsible for the implementation of external/national policy in an institution (or organisation) where you may not have had any involvement in developing the actual policy. In your case studies, you should identify how you have worked to develop the policy so that it aligns to the new context, and how you then implemented this; i.e. how you have provided a framework internally that is best fit for organisation/institution. You may have led on the development and implementation of a procedure or initiative to meet a strategic objective of a university or professional body.

Your case studies should specifically demonstrate the subsequent impact of your developments and implementation. You may have led the consultation on and writing of an organisational policy or strategy with impact on learning and teaching. Once again, your case studies must demonstrate how you successfully achieved this. For example, you will need to provide relevant context for the policy. This might include how you influenced and engaged stakeholders with the process of embedding it. You may also show how you have developed and implemented procedures and initiatives to address strategic goals, perhaps by leading or co-ordinating a project team; or acting as an external consultant.

Questions to support your thinking for D4.2:

For each activity in your RSEI, it may be useful to ask yourself:

- What involvement have I had in developing and implementing strategies, policies, procedures or initiatives?
- Do these strategies, policies, procedures or initiatives have impact within or beyond an institution, or across a discipline or profession?
- How do I know these strategies, policies, procedures or initiatives, and my contribution to them, have been effective?
- How do I know the impact of my work has contributed to aspects of inclusiveness?

D4.3 Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices

D4.3 requires you to demonstrate how all the PSF 2023 Dimensions of the Framework (Figure 2 above) are integrated into your strategic leadership activities. The strategic nature of D4 means that the way you do this is distinct from other categories of fellowship. At D4, you are not expected to be engaging directly with learners – if you do still plan courses, teach or assess students, etc. this is **not appropriate evidence** to include in your application for Principal Fellowship. Instead, you should demonstrate that the examples of strategic leadership you choose for your case studies have impact across the all the Dimensions. To do this, you should refer to the **Dimensions of the 2023 PSF for Principal Fellowship (D4)** in full. However below is a **brief overview** to help you start to think about addressing the Dimensions specifically in the context of Principal Fellowship.

For each activity in your RSEI, it may be useful to ask yourself:

- What is the impact of my strategic leadership?
- Which of the Professional Values, Core Knowledge and Areas of Activity fall within the scope of this impact?

This reflection should be part of your process in developing your application. However, mapping to the individual Dimensions throughout your case studies is not appropriate at D4. Instead, when you submit, you are required to list relevant Dimensions at the top of each case study. Your case studies therefore need to articulate clearly between them how your impact extends across all **PSF 2023 Dimensions**.

Starting to engage with the Dimensions for D4.3

Professional Values (V1-5)

Between them, do my examples in the RSEI:

- demonstrate my leadership has been undertaken in a way which has had shown respect for diversity? (V1)
- show that the impact of my leadership positively contributes to promoting engagement in learning, and equity of opportunity (V2)
- demonstrate that I use evidence-informed approaches in my leadership, to achieve their intended outcomes? (V3)
- show how my leadership is responsive to the wider context in which higher education operates? (V4)
- explore how I collaborate with others, as a leader, to achieve my strategic goals? (V5)

Core Knowledge (K1-5)

Between them, do my chosen activities:

- show how my strategic leadership draws on my own knowledge of how learners learn, and that of others as appropriate, to determine strategic vision and direction in my context? (K1)
- show how I use my knowledge of how learners learn to enhance practice and outcomes for learners? (K1)
- demonstrate that my knowledge of a range of approaches to teaching and/or supporting learning informs my decisions and work as a strategic leader in my context? (K2)
- show that I critically evaluate practices in teaching and supporting learning, and/or approaches to educational leadership, to ensure effective practice? (K3)
- evidence that my knowledge of digital and/or other technologies, and resources for learning, is a consideration in my strategic leadership activities? (K4)
- show how I draw on my knowledge of requirements for quality assurance and enhancement, and their implications for practice, in my strategic leadership? (K5)

As a strategic leader, you may be drawing on the knowledge of others as well as your own to ensure impact on high-quality learning.

Areas of Activity (A1-5)

At D4, you do not need to show that you have – for example – worked directly with students to design and plan classes or assess their work. Evidence needs to demonstrate that all five Areas of Activity come within the scope of your leadership and its impact.

A1-A4

For A1, A2, A3 and A4, it is useful at D4 to think in terms of how your strategic leadership impacts on others' engagement with learners, and the design, planning and support of learning. For example, what policies, strategies, procedures and initiatives have you developed and implemented; and what is the impact of these on the work of others, in relation to high quality learning?

A5 enhance practice through your own continuing professional development

A5 relates to your own professional development. At D4, you need to show how this has informed your strategic leadership of policies, strategies, procedures and initiatives, and enhanced its positive impact on student learning.

For example, leading a strategic working group on inclusive assessment **might** address each Area of Activity in **one or more** of the following ways:

- your research into current evidence-informed practice for formative assessment, leads to you being invited to develop new guidance on curriculum design with impact across the university (A1, A5)
- you lead the revision of institutional guidelines for the approval of new programmes, in line with new policy on inclusive assessment. This supports staff to become familiar with the new guidance quickly, contributing to impact (A1)
- the outcomes of your working group include recommendations for supporting students with their assessment, including the availability of drop-in sessions, and a Quick Question and Answer service. This is created, and features a designated web page, with links to resources on the university's Virtual Learning Environment. Students report greater confidence in relation to assessment, and attainment improves on key programmes which had issues (A2, A4).

When selecting evidence of the reach, value and scope of your achievements, the following are examples that may be appropriate and relevant, depending on your context:

- institutional student feedback and evaluation data which demonstrates change
- data on student progression, achievement, retention, engagement, which supports your effectiveness and impact
- feedback and other data from colleagues, on the effectiveness and impact of new strategies, policies, procedures and initiatives you have developed and implemented
- collaborations or partnerships with external organisations, other institutions, professional bodies, etc. resulting from your strategic leadership practice
- accreditations or successful funding awards which are outcomes of your strategic leadership
- quantitative data which shows the scale and extent of your impact
- data which shows the value and significance of your work by situating it in a wider or comparative context.

It is usually more effective to seek evidence of different kinds, and from a range of sources. However, you should also consider quality over quantity, and ensure that any evidence selected is meaningful and convincing in your context.

Example case study excerpts

Case Study excerpt 1

Title: Strategic leadership – employability in the curriculum

Which RSEI entry or entries does this case study relate to?

Please list here e.g. 1, 3 etc.:

2,5,6

Dimensions contributing towards D4.3. Please list here using abbreviations

e.g. A2, 3, 4: K1, 2, 6; V2, 4, etc.):

A2 A3 A5 V4 V3 V5 K1 K2 K3 K5

Excerpt from beginning of case study:

The University of X is committed to developing graduates that are highly employable and who move quickly into local and national employment. During 2016/17 the employment statistics dipped significantly. I was asked to research the reasons behind this by the PVC Academic. As Head of the Business School we have experienced significant downturn in the employability of our students so this was particularly interesting piece of work for me. The research drew together senior people from within the institution and personnel from companies in the region who have historically employed our graduates and companies new to the region. The research revealed that employers were preferring graduates from competitor regional institutions. This was due to the fact students were considered to be better prepared, coping with the transition into employment rather more successfully than our students as well as displaying characteristics such as being independent thinkers and entrepreneurial. At the strategic planning meeting, the Senior Management Team declared that the employability of students was a strategic priority and I was invited to co-lead the task group with specific responsibility to lead curriculum revision and employer engagement. This would focus primarily on the development of teaching and learning approaches and assessment to support learning in real world environments, entrepreneurship and internationalisation. Leading developments of this scale is always challenging so one of my first tasks was to convince academic leaders that employability was actually an issue and to explore ways we might jointly move this agenda forward (Povill 2000). I used theories of change (Bennett 1999) to underpin the ways that I worked – establishing facts and scenarios, getting buy-in and facilitating ways to develop the skills of staff to enable them to effectively redevelop and revise curriculum. I effectively applied much of my learning from the Aurora programme which had given me confidence to face the challenges.

Excerpt from end of case study:

The impact of the revision of the curriculum has seen an overall 30% increase in the number of students obtaining graduate level jobs, more in some disciplines. The approach taken has been shared at national conferences, both discipline-based ones and those focused on general learning and teaching. As a result, I have been asked to be an external adviser at two institutions in different areas of the country. These are not seen as competitor institutions. My learning and development on the Aurora programme enabled me to have the confidence to take on these new roles.

Case Study excerpt 2

Title: Discipline focused strategic leadership

Which RSEI entry or entries does this case study relate to? Please list

here eg. 1, 3 etc:

3, 4

Dimensions contributing towards D4.3. Please list here using abbreviations

eg. A2, 3, 4: K1, 2, 6; V2, 4, etc).

V3 V5

K1 K2 K4

A1 A2

My evidence-informed approach to designing and planning programmes and learning environments has proved to be highly effective in several different scenarios and has subsequently been successfully adopted in HE institutions, training hospitals and private providers. As a senior medical practitioner, I have, over time, adapted and rethought my personal philosophy to learning and I have always aimed to create learning environments and opportunities that encourage students to actively engage in their own learning and develop and express their own ideas.

I have created pedagogical approaches grounded in the ‘cognitive load approach’ (Paas, 1992) based on using problem solving and fostering the mastery of skills, both of which are key to the context of medicine and health care. Research in 2000 (Tymil P.) clearly identified the importance of medical practitioners being practiced in the ‘softer skills’ associated with patient wellbeing in the clinical environment and how this needs to be developed in students at the earliest opportunity. In the context of learning in a clinical based environment I have creatively used technology to provide real world learning situations by recreating clinical situations and problems.

To create this real-world solution, I used a scientific approach based on the work of Wight and Passover (2002) in the US but have also involved educationalists and technology specialists from within the hospital and our HE Partner institutions both here in the UK and Holland and Sweden. The scientific and medical perspectives needed to be carefully balanced with the patient perspective and it was also important to take into account the educational experience of students working within the context of a wider programme of HE study. Thus, it was important to involve the Academy of Medical Sciences and the Association of Clinical Anatomists who have both done some experimental work in this area of training in their specialist courses and who were keen to forge links with an institution in developing creative learning approaches.

It was a significant challenge for me to bring all these people together, so careful consideration of how to engage and motivate people resulted in me producing a document outlining a reasonably detailed proposal and a summary pulling together the work carried out by others previously. This both acknowledged existing contributions and findings relevant to us and provided a clear vision of the purpose, implications and benefits of the developments for all providers and students in the field. This led onto...

Case Study excerpt 3

Title: Organisational policy – student support

Which RSEI entry or entries does this case study relate to? Please list here eg 1, 3 etc.:

Dimensions contributing towards D4.3. Please list here using abbreviations

e.g. A2, 3, 4: K1, 2, 6; V2, 4, etc.).

A2 A4 V1 V2 V5 K3 K4

As the Chief Librarian in a large university, I led the development and embedding of a cross-institutional policy which originated from a problem that we encountered in Library Services. My team of frontline staff were being overwhelmed at certain points in the academic year with students seeking support regarding referencing in their academic work. Students were requesting support in accessing appropriate references, how to use them in assignments and the wider protocols of referencing in different disciplines. The demand on the staff was such that I had to do something about this, I therefore brought together a team to work on a solution.

I know my staff well and recognise the experience and expertise they have. I let them access whoever they needed to and gave them freedom to devise their own solution. Their solution was an app, an interactive referencing tool that was accessible by students anytime, from anywhere, via a range of devices. My team piloted this and reported the findings through the University academic quality committees to the wider university. This gave rise to interest from almost all university departments and faculties, and I was asked to work with Academic Support to refresh the university policy on students support to include a new section specifically focusing on academic protocols including referencing.

Writing the policy in collaboration with Departments, the Office of Research and the Academic Development Centre was relatively straight forward, as we had evaluative information and research from several places to inform the process and I had access to initiatives in a number of universities through my work with the National Librarians Partnership. The process of embedding the policy across the institution proved to be more difficult and involved. An initial high-profile launch, with executive level support, failed in getting the necessary engagement from staff. I then worked more closely with research leaders around the university to establish how the policy would most support the needs of different parts of the institution. Their support in promoting the changes was critical. Subsequently, there were around 50% fewer requests from students for support, and the requests they had were often more specific and informed.

However, the evaluation of the app showed that this addressed the immediate needs of students in a manner which was accessible to most students but not all. Under my guidance, staff are now focusing attention on those who were less confident using mobile technology and working with specialists to ensure that the app addresses neurodiversity within the student population.

I have also been approached by libraries at two other universities, and am acting as an external consultant to both, to advise on the embedding of similar policies, and the adaptation of our app to suit their contexts.

6. Dialogue Application Route

6.1 Dialogue - Application Process

Figure 7: A step-by-step description of the participant process for dialogic application:

Dialogic Application process

April 2024

| Route to Fellowship: Dialogic approach | | | |
|--|--|---|---|
| Familiarise yourself with the process Review the Teaching Recognition website and related documents. | Check which category is right for you Use the Advance HE category tool online. | Book a workshop These occur regularly and can be found on the CPD course booking site . | Develop your e-portfolio Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor. |
| Submit your e-portfolio Once this is done, email the link to your portfolio to qma.trp@qmul.ac.uk . | Guidance and preparation for professional conversation | Professional conversation This will take place with our assessors, who will then report back to the TRP team. | Wait for outcome Outcome letters are sent two weeks after the panel concludes. |
| Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate. | | | |

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

Preparing for the Professional Dialogue:

1. Ensure that you are familiar with the requirements for the Principal Fellowship, particularly the Descriptor 4 of the PSF against which the application is to be assessed.
2. You will be provided support by the Teaching Recognition team to set up and manage the e-Portfolio as well as to gather the evidence that needs to be provided as part of your e-Portfolio ensuring that your evidence is presented in an appropriate manner.

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

| Descriptor or | Examples | Comments |
|---------------|--|---|
| D4 | <p>Document(s) demonstrating your leadership contribution to: for example</p> <ol style="list-style-type: none"> 1. A national framework for the establishment of the Physician Associates Programmes across UK universities with medical schools. 2. University Guidance for development and operation of apprenticeships. 3. An institution-wide framework for evaluation tool for academic programmes to appraise and improve graduate outcomes at QMUL. 4. University-wide protocols and code of practice on Oral Assessments at QMUL. 5. Developing, Championing E-learning resources for medical, dental and healthcare educators, including open access resources for Health Education England and UK and Commonwealth Universities. | <ul style="list-style-type: none"> • Experience over past 5-7 years. • Focussed sustained record of effectiveness in strategic leadership of high-quality learning. • Their impact is extensive. |

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

6.2 What to expect during the Professional Dialogue

1. Expect the Reviewers to ask questions about the evidence you have provided as part of their e-Portfolio. It will be about the evidence of your impact on high quality learning, at a strategic level, that is the basis for a successful application. The questions will focus on evidence already provided in the e-portfolio.
2. The Reviewers will explore the relevant dimensions holistically - the discussion of individual artefacts will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
3. The Reviewers may also explore the extent to which your professional practice aligns to the Queen Mary University of London Values.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and

appropriate/relevant dimensions of the PSF for the category of Principal Fellowship for which you are applying.

5. You are encouraged not to answer with a simple yes/no answer – the Reviewers will require you to expand on issues in more depth.
6. Reviewers will consider not only what you have done (evidence provided in the e-Portfolio) but also what has influenced your practice, how this has impacted on your practice and any areas of further interest that this evoked.
7. You need to be prepared to mention people/events/research/CPD opportunities that have influenced your professional practice. For example, you may have changed your practice in response to attending a workshop – why/how did this influence your practice and what has been the impact of the change?
8. The reviewers will judge the e-portfolio and professional dialogue elements together, and then make a final judgement.
9. The dialogue is recorded for quality assurance purposes and in accordance with current GDPR requirements.

6.3 Dialogic Application Requirements

Table summarising the requirements for Principal Fellow (D4) Dialogue Application

| Category of Fellowship | e-Portfolio (MS Teams) | Assessed Professional Dialogue | Authentication of Practice | Reviewers |
|------------------------|---|--|---|---|
| PFHEA | <ul style="list-style-type: none"> • E-portfolio, including: <ul style="list-style-type: none"> - Record of Strategic Educational Impact (RSEI) - Reflective account of practice outline for each Case Study of Strategic Leadership (not exceeding 1000 words max for each case study.) - Supporting evidence (12-15 pieces max) - Narrated presentation (max. 12 slides, delivered over 45 minutes) | <p>45 minutes</p> <p>focussed sustained record of effectiveness in strategic leadership of high-quality learning.</p> <p>-Their impact is extensive.</p> | <ul style="list-style-type: none"> • Advocate statements from three referees (Section 7). <p>Between your three Advocates they should meet the following criteria:</p> <ul style="list-style-type: none"> • At least one should be able to comment on the ways in which you have directly influenced their own practice. • At least one should be external to your institution (if you are employed as opposed to self-employed). • At least one should be from a higher education provider. | <p>Three (PFHEA) – one to be external</p> |

Having attended a briefing session and decided to apply at the Principal Fellowship category (D4). The participant will then attend a writing workshop/retreat that supports them to develop a presentation narrating their experience aligned to Descriptor 4 of the PSF and develop an e-portfolio of a collection of teaching and learning related activities and evidence aligned to Descriptor 4 of the PSF. These activities should illustrate a breadth of practice (teaching and/or support of learning) over the period of five to seven years demonstrating the successful sustained record of effectiveness in strategic leadership of high-quality learning.

The portfolio should include:

- E-portfolio, including:
 - Record of Strategic Educational Impact (RSEI)
 - Reflective account of practice outline for each Case Study of Strategic Leadership (not exceeding 1000 words max for each case study.)
 - Supporting evidence (12-15 pieces max)
 - Narrated presentation (max. 12 slides, delivered over 45 minutes) and,
- Three (3) Advocate Statements

The reviewers will judge the e-portfolio and professional dialogue elements together, and then make a final judgement.

6.4 Record of Strategic Educational Impact (RSEI)

Similar to the written application, you will need to provide a written **Record of Strategic Educational Impact (RSEI)** – 250 words max is recommended (See Section 4.5 for details). It is a summary of the key areas of influence you have had in relation to high quality student learning within the organisation and beyond, that are relevant to your application for Principal Fellowship and which you might expand upon in the reflective account.

Reflective Account of Practice (RAP)

You need to develop an e-portfolio covering all the Case Studies of your RAP. The outline of each Case Study of Strategic Leadership should not exceed 1000 words max.

Presentation

The presentation will comprise twelve (12) PowerPoint slides organised to evidence their experience in relation to Descriptor 4 of the **PSF** to be delivered over a maximum of 45 minutes.

The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue. The e-Portfolio including the narrated PowerPoint presentation together with three Advocate Statements must be submitted by submission deadline (see [TRP website](#)) for review (assessment).

The e-Portfolio including **Record of Strategic Educational Impact (RSEI)**, Reflective account of practice outline, supporting evidence together with a list of them and narrated PowerPoint presentation as well as Advocate statements from three referees must be submitted via email (qma.trp@qmul.ac.uk) to the Panel by submission deadline (see [TRP website](#)) for review (assessment).

6.5 Developing Your E-Portfolio

Record of Strategic Educational Impact (RSEI)

Use the space provided in Principal Fellow (D4) application template to write your **Record of Strategic Educational Impact (RSEI)** – 250 words max is recommended.

Reflective account of practice outline

Use the space provided in the Principal Fellow (D4) application template to write your Reflective account of practice outline (four sections). You are required to provide an outline of your **Reflective account of practice for each Case Study of Strategic Leadership (not exceeding 1000 words max for each case study)**. This should demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You are required to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings.

Supporting evidence (12-15 pieces max)

Each supporting evidence must be a document that indicates a specific aspect of learning and teaching provision that you have contributed to or experienced within the **past 5-7 years** in

terms of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning institutionally, nationally, or internationally. You also may include relevant references to literature in this section. Provide a map that clearly shows how your evidence supports the appropriate/relevant dimensions of Principal Fellowship (D4).

Narrated presentation (max. 12 slides, delivered over 45 minutes)

Prepare 12 PowerPoint slides covering all sections of your application. Your presentation must align with the outlines you have provided in your application form. Where appropriate, consider including relevant extracts from your outlines as footnotes the slides. Your presentation must highlight situations where you have demonstrated a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning institutionally, nationally, or internationally.

Where appropriate, your presentation must indicate the rationale for your practice, the evidence of your practice, and a reflection on the impact of your professional practice. 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. Each slide must have a narration of about 3.5 minutes max. Ensure that your slides are suitably designed and well formatted. The volume, pace and speed of narration must be at an appropriate level throughout your PowerPoint presentation.

Besides the cover slide, we recommend:

- One introductory slide.
- Two/three slides on each of the four/three Case Studies of Strategic Leadership.
- You may include one additional slide to any Case Study if necessary.
- One concluding slide.

Advocate statements from three referees

You need to provide Advocate statements from three referees. The three Advocate statements should authenticate your practice in relation to your strategic leadership. Your application is incomplete without these. Please see Section 7 and the D4 (PFHEA) Advocate Statement template for further guidance.

6.6 Assessed Professional Dialogue

The Professional Dialogue (PD) is a reviewing process (assessment) designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers (assessors) can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for Principal Fellowship (D4).

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

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

Figure 8: Below is a diagram that summarises the Professional Dialogue process

Professional Dialogue process

April 2024



In all cases, a carefully worded outcome letter is written by the Chair of the panel to the applicant that includes appropriate feedback from the panel meeting.

7. Advocate Statements

Your application must be supported with Advocate Statements from three Advocates.

The **Advocate Statements endorse** your claim and are used by the reviewers to confirm that your application presents a fair and accurate reflection of your higher education practice. They are not used by reviewers to fill any gaps in the evidence you provide towards the Descriptor.

The reviewers will need to see sufficient evidence of effective practice across your APP to meet Descriptor 4 for them to award Principal Fellowship. The Advocates should be people with knowledge and understanding of your work, who are therefore able to validate your application for Principal Fellow by making specific reference to your practice.

Between your three Advocates they should meet the following criteria:

- At least one should be able to comment on the ways in which you have directly influenced their own practice.
- At least one should be external to your institution (if you are employed as opposed to self-employed).
- At least one should be from a higher education provider.

Your Advocate should have first-hand knowledge of your practice so that they are able to comment on and endorse your application. Please note that the choice of Advocate should reflect a professional relationship, ie not be from a family member or based on a personal friendship.

Advocates need to have current or recent experience of working in higher education and to be familiar with the PSF 2023 - for example, as a holder of one of the four categories of Fellowship, although this is not essential. You may be asked to provide an alternative Advocate Statement for a variety of reasons when reviewers of your application judge that the statement does not endorse the evidence in your application.

7.1 Guidance for Advocates

All Advocates should refer to the Descriptor 4 criteria, as a guide. Please provide your Advocates with a copy of the **Advocate Guidance** and the **Advocate Statement template**.

Both documents can be found in the applicant pack you downloaded. Your Advocates will be asked to confirm that they have written their Advocate Statement themselves and that the information they provide has been written specifically for your application. Please ask your Advocates to save their Advocate Statement as a pdf file and to send it to you so that you can submit them together with your application as attachment to your email.

TRP may contact your Advocate for clarification so please ensure that all three Advocate Statements share verifiable contact details (eg. name, job title, email address, institution) on the Advocate Statement template. As part of ongoing quality assurance, TRP routinely checks references for individual authenticity by means of textual review in Turnitin.com or similar tool. In addition, some Advocates will be contacted to confirm that the Advocate Statement submitted by the applicant is the same one that they have prepared and completed. If the professional integrity of the Advocate Statement is in question, the statement will not be accepted which may result in the application being failed.

8. Submitting your Principal Fellowship application via email to qma.trp@qmul.ac.uk

Once you have finalised your Principal Fellowship application using the QMUL TRP Application template and you have your three Advocate Statements, you are ready to submit your application.

To submit your application

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

How will your application be reviewed?

Your application will be reviewed by three independent reviewers as part of a peer review process; all reviewers will be Principal Fellows, one of which is external to QMUL. Reviewers are selected for their experience of external review and their understanding of PSF, as well as for their knowledge and experience of learning and teaching in higher education, including in international settings. The QMUL Advance HE reviewer pool includes education specialists and practitioners from across the faculties and the higher education sector.

The reviewers will look for evidence that your approach to strategic leadership is grounded in an understanding of how learners develop knowledge and practice within your discipline and role. Your evidence should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and accreditors will seek evidence from across your application.

QMUL Advance HE reviewers undertake an annual cycle of professional development and regular standardisation activities to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the **PSF** and Principal Fellowship (D4).

How do the reviewers reach their judgement?

The application is reviewed against the Descriptor 4 criteria, and the Advocate Statements will be used to confirm the details of the application. All applications are reviewed by reviewers with the appropriate Fellowship (Principal Fellowship). Guidance notes and review grids for our reviewers are provided, explaining how they are expected to make professional judgements on Principal Fellowship applications.

Each reviewer will review (assess) your application and will apply the Descriptor 4 criteria to reach an initial independent judgement. The reviewers will be looking for evidence that your practice meets the requirements of Descriptor 4 and will check that the three Advocate Statements provide appropriate endorsement for your application. They will review your application against each of the Descriptor 4 criteria.

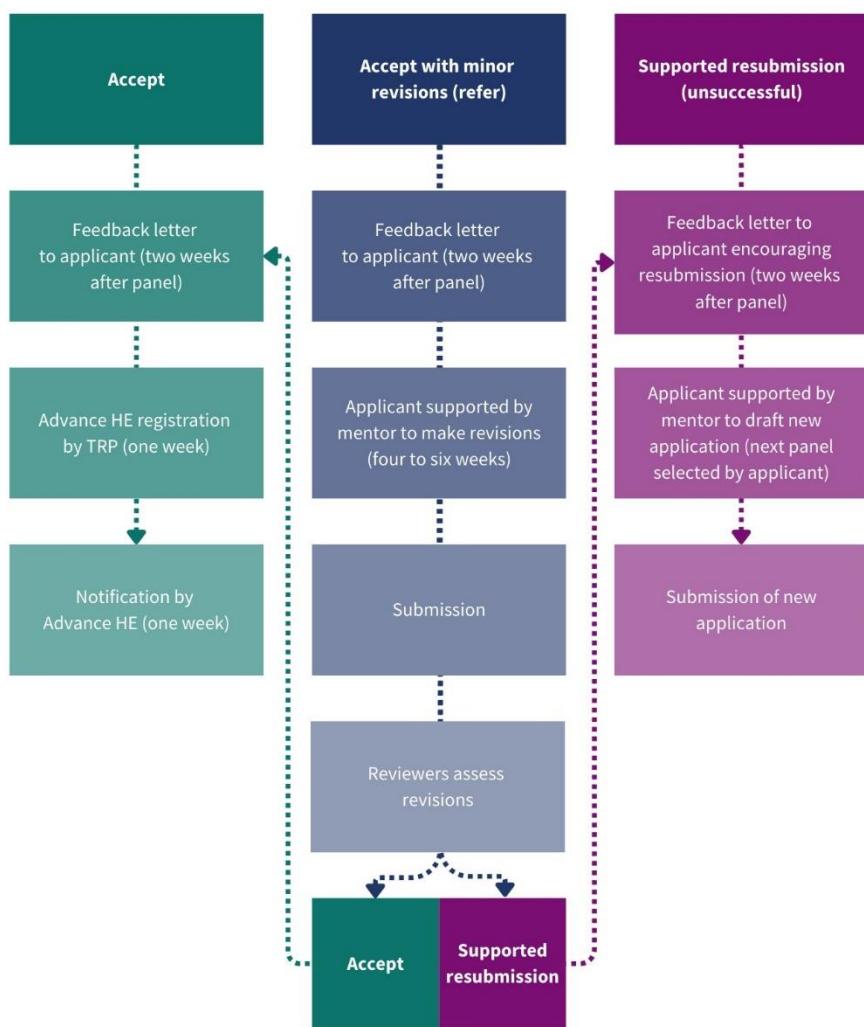
The three Reviewers, one of whom is the External Reviewer, will subsequently discuss their judgement and then reach a combined award decision by consensus. If reviewers cannot agree, or are uncertain, a majority will be taken as is the judgement of PFHEA application.

The External Reviewer moderates all the award decisions (D1-D4) prior to their presentation to the Panel Meetings, where they are ratified after discussion by the panel.

Possible review outcomes

Assessment outcomes and timelines

April 2024



Award

If the reviewer panel's judgement is that your application meets the requirements of Descriptor 4 then you will be awarded Principal Fellowship. You will receive a congratulatory email. After that you will also receive an email from Advance HE after the TRP has registered you. This email from Advance HE will explain how to download your Principal Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal PFHEA.

Accept with minor revisions (Refer)

Should your application be judged as providing insufficient evidence for meeting Descriptor 4, then you will be provided with feedback from the reviewers as an **Accept with minor revisions**. This feedback will indicate which of the five Descriptor 4 criteria your application has been met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 4 criteria.

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

Supported Resubmission (Unsuccessful)

If the reviewers judge that the application does not fully meet the requirements of Descriptor 4 then the judgement is 'unsuccessful' leading to **Supported Resubmission**. In this instance also, feedback will be provided that explain the 'unsuccessful' judgement. You will be offered the opportunity to redraft an application and resubmit a new application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP.

Notification of outcome and feedback

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

If the decision is Award subject to minor revisions, the applicant will be asked to submit amendments to the panel. The amendments are reviewed by the reviewers of the original application who advise the TRP accordingly. The Chair of Panel then awards (chair's action) upon advice of the TRP of a successful review. If the panel decision is Supported resubmission the applicant is encouraged to resubmit a new application to a future panel.

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

It is the applicant who is ultimately the owner of, and responsible for, their application. The mentoring relationship is generally concluded when the applicant has been awarded Principal Fellow. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

Appeals

Appeals cannot be made in terms of the decision about recognition but can be made if the applicant feels there is an issue with the process. If the appeal is against the first submission two members of the pool of staff eligible to be on the panel will review this and make a recommendation to the panel. If, however, the appeal follows a Supported Resubmission, the applicant will be advised to submit the appeal via email (gma.trp@qmul.ac.uk) to the Chair of Panel stating the grounds for the appeal. The Chair of Panel will consider the appeal and respond to the applicant stating how they intend to proceed with the appeal within two weeks of the date of receiving the appeal.

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

Quality Assurance Process

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

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

GDPR

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their Myacademy database.

Advance HE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision. By submitting your RAP/portfolio you are confirming you agree to this data sharing.

9. Mentoring

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

Deciding Fellowship Category and Application Route

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

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

Further mentoring support

You will be provided further mentoring support by the TRP team working with pool of trained mentors after the applicants completes the initial draft of their application. Please send your draft by emailing it to qma.trp@qmul.ac.uk to facilitate this process. You are encouraged to arrange the initial meeting with your mentor soon after you are assigned one. After a couple of weeks if nothing is heard from the applicant, the mentor may wish to prompt the applicant to assure them they are available to help.

Mentoring and 1-2-1 support for be provided by Trained Mentors (PFHEA) from the Queen Mary Academy (QMA) and Mentors selected from the QMUL pool of PFHEA Mentors. Applicants will be provided both 1-2-1 and through group mentoring led by the QMA PFHEA Mentors. The Director of QMA (PFHEA) leads regular workshops and writing retreats for all PFHEA applicants each year.

The Mentors are trained through the Annual Standardisation and Calibration arranged with Advance HE approved consultants as well as through CPD events organised in QMUL. Besides the initial mandatory training provided by TRP for new Mentors, the TRP team continues to share resources and approaches to best practice through continuous engagement and online resources to enable the Mentors to maintain their interest and currency in their practice. An area has been developed within MS Teams via the [TRP website](#) to provide further guidance and support for the Mentors.

The TRP team runs at least one PFHEA Mentor Training/ Refresher session a year to ensure that Mentors remain current in their understanding of the requirements of Principal Fellowship. All Mentors are also encouraged to participate in relevant Advance HE CPD event and networks organised each year.

Essentials of the mentoring relationship

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 expectations of how they will work together, e.g. when a first draft is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, agree how long the mentor may need to comment on drafts, whether they will meet in-person/online or communicate via email.
3. We suggest that the mentor helps the applicant to select a feasible submission deadline to aim for.
4. The mentor can advise on the gathering of supporting reference letters, and the completion of the submission process.
5. It is especially valuable if the mentor can review and give comprehensive feedback on a near-to-final draft of the application, providing advice on how ready the application is for submission.
6. Applicants are required to submit their full application via email (gma.trp@qmul.ac.uk) by the submission deadline. For the submission deadlines and other background information as well as the current templates for the Account of Professional Practice (APP) and supporting statements please see the TRP website via the link provided below:
<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>
7. If the application is not successful, the mentor would normally continue to provide the mentee with support in addressing the reviewers’ feedback, whether making minor amendments or more major changes.

Of course, it is the applicant who is ultimately the owner of, and responsible for, their application. The mentoring relationship is generally concluded when the applicant has been awarded Fellowship. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

10. Contact the Teaching Recognition Programme Team

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

Roxana Trusca

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: r.trusca@qmul.ac.uk

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

Dr Maxwell Addo

Teaching Recognition Programme Manager

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

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

For background information including submission deadlines and the current templates for the APP and supporting statements (which can be downloaded) please see website via the link provided below: <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

Appendix A – Written Approach Step-by-Step

Written Application Process

April 2024

| Route to Fellowship: Written approach | | | |
|---|--|--|--|
| Familiarise yourself with the process Review the Teaching Recognition website and related documents. | Check which category is right for you Use the Advance HE category tool online. | Book a workshop These occur regularly and can be found on the CPD course booking site . | Develop your initial full draft Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor. |
| Continue drafting with your mentor | Submit your application This is your APP plus two supporting statements. Submit by email to qma.trp@qmul.ac.uk after final agreement with your mentor. | Expect confirmed submission The team should be in touch within two days to confirm your application is being sent to the next panel. | Wait for outcome Outcome letters are sent two weeks after the panel concludes. |
| Upon completion of a successful application, your details will be registered with Advance HE, who will then issue your certificate. | | | |

Appendix B – Dialogic Approach Step-by-Step

Dialogic Application process

April 2024

| Route to Fellowship: Dialogic approach | | | |
|---|--|---|---|
| Familiarise yourself with the process Review the Teaching Recognition website and related documents. | Check which category is right for you Use the Advance HE category tool online. | Book a workshop These occur regularly and can be found on the CPD course booking site . | Develop your e-portfolio Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor. |
| Submit your e-portfolio Once this is done, email the link to your portfolio to qma.trp@qmul.ac.uk . | Guidance and preparation for professional conversation | Professional conversation This will take place with our assessors, who will then report back to the TRP team. | Wait for outcome Outcome letters are sent two weeks after the panel concludes. |
| Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate. | | | |

Appendix C – Written Application Template

Queen Mary Academy HEA Teaching Recognition Programme Application for Principal Fellowship (D4) of the Higher Education Academy (Advance HE)

| 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 PSF and your drafting process, shared a draft to get feedback. | Yes <input type="checkbox"/> | No <input type="checkbox"/> Name of mentor (if applicable) |
| Do you already hold fellowship of the HEA in either of these categories? | Associate Fellow Fellow Senior Fellow | Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk) | | |
| University username: (e.g., abc123) | | |
| Are you an employee of: | | |
| a. QMUL | | |
| b. NHS | | |
| c. Other (please specify): | | |
| Please confirm that the application is within the +/- 10% margin of the 7500-word limit. The word limit does not include references. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship? | Yes <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? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|------------------------------|-----------------------------|

Queen Mary Principal Fellowship Application

Guidance

For Principal Fellowship you should complete all sections below: [Fellowship Category Tool \(FCT\)](#) and a Reflective Account of Practice (RAP).

The application requires a 'sustained and effective record of impact at a strategic level in relation to teaching and learning' to be evidenced throughout. This means that you need to be able to draw on a range of activities that illustrate scale (the extent and longevity), scope (breadth and coverage) and success (positive nature of the result) for each of the descriptor elements.

Your application for Fellowship consists of **a 7,500 word (+/- 10% margin) Record of Strategic Educational Impact (RSEI) and a Reflective Account of Practice (RAP)**. Each section of your RAP is limited to a maximum of 2,000 words. It is left to your discretion how you wish to distribute your words across the four sections. In addition, you will be given 250 words per section of your RAP for references and citations pertaining to that section. This will not contribute to your overall word count. These word-limits are only a guide, and the quality of the reflection is far more important than quantity

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.

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

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Principal Fellowship (Descriptor 4) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework \(PSF\)](#) – the award of HEA Fellowship is based on the criteria of Descriptor 4 (PSF, 2023, p.10) 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/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF** as you draft your application to ensure that you are writing to meet the requirements of **PSF Descriptor 4**.

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

A Context Statement (up to 500 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 APP and is not 'assessed' against Descriptor 4 and does not contribute to your word count.**

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

Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the **PSF**. Focus on your current or recent practice, which should be within the last 5-7 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 Principal Fellowship in your APP (i.e. it cannot be used to extend the word limit of your case studies).

Write your Context statement here:

Part One: Record of Strategic Educational Impact (RSEI) (250 words)

The Record of Strategic Educational Impact (RSEI) provides an overview of the breadth of your activities to help the reviewers understand what you have achieved, and it will additionally aid you in identifying the key relevant activities to form the basis of each of your case studies.

The RSEI is designed to be a list of up to ten of your most significant strategic leadership activities drawn from recent practice – normally within the last five to seven years, although earlier activities that continue to have an impact may be included.

Each entry you list in your RSEI should be an example for which you can demonstrate impact. The impact of strategic leadership often takes some time to be fully apparent. Particularly when selecting examples from the last two to three years, you should consider whether there has been time for your chosen activities to generate sufficient evidence of impact and effectiveness.

The RSEI provides a summary of the key areas of influence you have had in relation to high quality student learning within the organisation/s and beyond. These are examples of activities that you can expand upon in the case studies. For each activity you must indicate the alignment to each case study on the right-hand side of the table.

Principal Fellowship recognises the contribution you have made and your impact on high quality teaching and learning therefore, the activities you use should reflect this. Pedagogical scholarship may be included if you can evidence their impact on learning within or beyond an institution, or across a discipline or profession. You should only refer to subject research where it has impacted on the pedagogy of your subject and the student learning experience. Leadership roles and responsibilities should be included only where they are related strategically to the enhancement of teaching and supporting learning.

You should provide a very short annotation against each entry in the RSEI (25 words maximum) to indicate what you 'have done' rather than the title of the role you have undertaken. This provides information about what you do and therefore the link to the Descriptor 4 criteria statements (D4.1, D4.2, etc.) is clearer.

Figure 6 below includes some example entries to illustrate how the RSEI table should be used.

Please refer closely to the guidance for **Principal Fellow applicants** as you develop your application.

Use the table below to complete your RSEI

| No | Example of engagement | Period | From | To | Case Study 1 | Case Study 2 | Case Study 3 | Case Study 4 (optional) |
|----|-----------------------|--------|------|----|--------------|--------------|--------------|-------------------------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |

Part Two: The Case Studies (7,500 words)

You can choose whether to write **three or four Case Studies**. The Case Studies allow you to highlight and explore examples of your educational leadership activities which have had significant impact. The Case Studies should aim to demonstrate the depth and breadth of your work and influence/impact so they would ideally focus on different perspectives of your activities at a strategic level. An individual case study might focus on a specific activity that has strategically impacted on the quality of the learning experience or it might pull together a range of activities under a particular theme and explore their collective impact.

You can choose how to spread the balance of the word limit across your three or four case studies. Please note that the TRP will not accept text beyond the 7,500-word limit.

Your case studies are your chance to make your claim at Descriptor 4 by building up a picture of your experience to address the elements of the descriptor. When choosing what to include in your case studies, try to provide examples that complement each other by focusing on different aspects of your work and different examples of leadership activities.

You have a number of choices about what form they take:

- You can choose to write **three or four case studies**, depending on which number is the best 'fit' for your experience. Whether you choose three or four, the maximum word limit is 7,500.
- You should choose your case studies according to whatever will best support your claim. Your case studies may all be structured in a similar way or be quite different. For example, a case study could explore:
 - a single, major focused approach that highlights a single project or activity with strategic impact over a period of time.
 - a grouping of smaller projects or activities on a particular theme – for example, student engagement or online assessment
 - one part of a sustained strategic project or activity for which you can evidence significant standalone impact.

Case Study 1

Title:

Which RSEI entry or entries does this case study relate to?

Dimensions contributing towards D4.3. Please list here using abbreviations

Write your case study here:

(Maximum word count for this section is 2,500 - overall RAP word count should not exceed 7,500)

Enter your references/citations here:

(Up to 150 words out of 500 words total)

Case Study 2

Title:

Which RSEI entry or entries does this case study relate to?

Dimensions contributing towards D4.3. Please list here using abbreviations

Write your case study here:

(Maximum word count for this section is 2,500 - overall RAP word count should not exceed 7,500)

Enter your citations/references here:

(Up to 150 words out of 500 words total)

Case Study 3**Title:****Which RSEI entry or entries does this case study relate to?****Dimensions contributing towards D4.3.** Please list here using abbreviations

Write your case study here:

(Maximum word count for this section is 2,500 - overall RAP word count should not exceed 7,500)

Enter your citations/references here:

*(Up to 150 words out of 500 words total)***Case Study 4****Title:****Which RSEI entry or entries does this case study relate to?****Dimensions contributing towards D4.3.** Please list here using abbreviations

Write your case study here:

(Maximum word count for this section is 2,500 - overall RAP word count should not exceed 7,500)

Enter your citations/references here:
(Up to 150 words out of 500 words total)

The criteria for Descriptor 4

- D4.1: sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession
- D4.2: development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners
- D4.3: active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices.

The Dimensions of the Professional Standards Framework

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

Appendix D – Advocate Statement Guidance/Template

Queen Mary Academy HEA Teaching Recognition Programme Advocate Statement for Principal Fellowship (D4) Application

Thank you for agreeing to provide an Advocate statement for a colleague who is applying for recognition of the quality of their teaching and/or support of learning against the criteria of the [Professional Standards Framework \(PSF\)](#) at Principal Fellowship category. This guidance and the associated template have been designed to help you structure your Advocate 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 Advocate statement.

What is the function of the advocate?

We are looking for evidence of commitment to and effectiveness of sustained leadership and impact at strategic level rather than general academic achievement.

Comment on the applicant's most recent roles and responsibilities and use your knowledge and awareness of their work to provide examples in your recommendation. Provide practical examples of how their work has supported, influenced and impacted you directly and/or that of others. Your recommendation should primarily refer to the applicant's experience and achievements in learning and teaching. Base your recommendation on how the applicant meets the dimensions of the PSF at Descriptor 4, using your knowledge of his/her work, experience in effective strategic leadership and academic development within the context in which the applicant works.

You should refer to the applicant's experience and achievements in their strategic teaching and learning responsibilities. Similarly, please comment on any evidence of effective organisational policies and/or strategies for supporting and promoting others and/or contribution to developments in learning and teaching at an institutional level. You may also comment on the applicant's contribution to national initiatives in developing approaches to learning and teaching. You should refer to the national or international context in which the applicant has worked. Comment on any evidence of strategic leadership impact and influence in relation to learning and teaching that extends beyond the applicant's own institution.

The Advocate Statements endorse your claim and are used by the reviewers to confirm that your application presents a fair and accurate reflection of your higher education practice. They are not used by reviewers to fill any gaps in the evidence you provide towards the Descriptor.

The reviewers will need to see sufficient evidence of effective practice across your APP to meet Descriptor 4 for them to award Principal Fellowship. The Advocates should be people with knowledge and understanding of your work, who are therefore able to validate your application for Principal Fellow by making specific reference to your practice.

Are you the right person to provide an Advocate statement for the applicant?

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 4 criteria of the **Professional Standards Framework (PSF)**.

The application for Principal Fellowship (PFHEA) is based on current and recent HE practice (usually within **the last 5-7 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.

What is required of the applicant?

The applicant needs to provide three Advocate statements together with their Account of Professional Practice (APP) which you should have read.

Between the three Advocates they should meet the following criteria:

- At least one should be able to comment on the ways in which you have directly influenced their own practice.
- At least one should be external to your institution (if you are employed as opposed to self-employed).
- At least one should be from a higher education provider.

The role of an Advocate is to have first-hand knowledge of the applicant's practice so that you are able to comment on and endorse their application. Please note that the choice of Advocate should reflect a professional relationship, ie not be from a family member or based on a personal friendship.

Advocates need to have current or recent experience of working in higher education and to be familiar with the PSF 2023 - for example, as a holder of one of the four categories of Fellowship, although this is not essential. You may be asked to provide an alternative Advocate Statement for a variety of reasons when reviewers of your application judge that the statement does not endorse the evidence in your application.

The TRP reserves the right to contact Advocates for clarification so please ensure that your Advocate Statements include verifiable contact details (e.g. name, job title, email address, institution). As part of TRP's ongoing quality assurance process, TRP may check Advocate Statements for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some Advocates may be contacted to confirm that the Advocate Statement submitted by the applicant application is the same statement that they have prepared and completed. If the professional integrity of the Advocate Statement is in question, the statement will not be accepted which may result in the application being failed.

Requirements of Descriptor 4 (Principal Fellowship) of the Professional Standards Framework

An applicant for Principal Fellowship of the Advance HE should demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.

A successful application for Principal Fellowship will demonstrate Descriptor 4: highly experienced individual whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:

- D4.1: sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning: within or beyond an institution, or across a discipline or profession
- D4.2: development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners
- D4.3: active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices.

Format of the Advocate statement

All Advocates should refer to the Descriptor 4 criteria, as a guide. A template is provided below for you to complete your Advocate statement. There is no fixed word limit for your comments, but we would suggest around 400 - 500 words as a typical length. Its main purpose is to confirm and support the application.

We are looking for evidence of commitment to and effectiveness of sustained leadership and impact at strategic level rather than general academic achievement. Consider the following when writing your statement:

- Comment on the applicant's most recent roles and responsibilities and use your knowledge and awareness of their work to provide examples in your recommendation.
- Provide practical examples of how their work has supported, influenced and impacted you directly and/or that of others.
- Your recommendation should primarily refer to the applicant's experience and achievements in learning and teaching.
- Base your recommendation on how the applicant meets the dimensions of the UKPSF at Descriptor 4, using your knowledge of his/her work, experience in effective strategic leadership and academic development within the context in which the applicant works.

After completing your Advocate statement

Once you have completed the Advocate statement template, please save it as a pdf file and return it to the applicant. The applicant will submit the three Advocate statements together with the rest of their application.

Quality Assurance Process

As part of the process, you will be asked to confirm that you have written the Advocate 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 Advocate statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the Advocate statement is in question, the statement will not be accepted.

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

Advocate Statement Template – Principal 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 Advocate 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 Advocate 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> |

Advocate Statement

Please provide your statement to support the applicant's submission for Principal Fellowship of the HEA in the following section. We suggest approximately 400-500 words. One side of A4 will normally be sufficient for this category of Fellowship.

Contact us

Teaching Recognition Programme

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/>