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

**Education Academy (Advance HE)**

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| **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 2023 and your drafting process, shared a draft to get feedback.** | **Yes No**  **Name of mentor (if applicable)** |
| **Do you already hold fellowship of the HEA in either of these categories?** | **Associate Fellow Yes No**  **Fellow Yes No**  **Senior Fellow Yes☐ No ☐** |
| **Queen Mary email address:**  **(e.g., mail to:** [**xyz@qmul.ac.uk**](about:blank)**)** |  |
| **University username: (e.g., abc123)** |  |
| **Are you an employee of:** |  |
| 1. **QMUL** |  |
| 1. **NHS** |  |
| 1. **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 No** |
| **Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?** | **Yes No** |
| **Are you happy for your name to be included on our website if your application is successful?** | **Yes No** |
| **Would you like your feedback letter to be copied to your mentor?** | **Yes☐ No ☐** |

**Queen Mary Principal Fellowship Application**

**Guidance**

**For Principal Fellowship you should complete all sections below:** [**Fellowship Category Tool**](https://www.advance-he.ac.uk/form/fellowship-decision-tool-2023) **(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**](https://www.advance-he.ac.uk/form/fellowship-decision-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**](https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0) 2023 (PSF 2023) – 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**](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Guide%20to%20the%20PSF%202023%20Dimensions%20-%20Senior%20Fellowship%20February%202023_1683716349.pdf) and,
* The **Guidance for Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF 2023** 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 2023**. 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 [qma.trp@qmul.ac.uk](mailto:qma.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 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)* |

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| --- |
| **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)* |

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

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| **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 |