

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

2025-26

Teaching Recognition Programme

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

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Our Context

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

Teaching Recognition Programme

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

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

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

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education (HE);
- Gain recognition for your role as an educator and/or supporter of learning within the higher education context;
- Receive a nationally and internationally recognised award, which is being increasingly used in promotion rounds and being used to shortlist applicants for jobs in HE.

This guidance is for individuals wishing to make an application to AdvanceHE for Principal Fellowship using the Professional Standards Framework (PSF 2023). This document explains AdvanceHE 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 have 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.

Is Principal Fellowship for you?

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.

In this Guidance you will find:

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

Information on eligibility for Principal Fellowship

The [Professional Standards Framework 2023](#) (PSF 2023) for teaching and learning in HE is the basis for the award of four categories of Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an AdvanceHE Fellow. The PSF 2023 acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin HE student learning in diverse academic and/or professional settings. For further details on current eligibility for AdvanceHE Fellowship please see link below:

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

Eligibility to apply for Principal Fellow through QMUL Teaching Recognition

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).

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/>

Fellowship Category Tool

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

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 (D4) is the most appropriate category of fellowship for you. Please note that the accuracy of the tool depends on your own self-reflection and as you look through this guidance, if you feel that you are not yet able to provide sufficient evidence for Descriptor 4 then you may wish to develop your practice further before progressing.

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

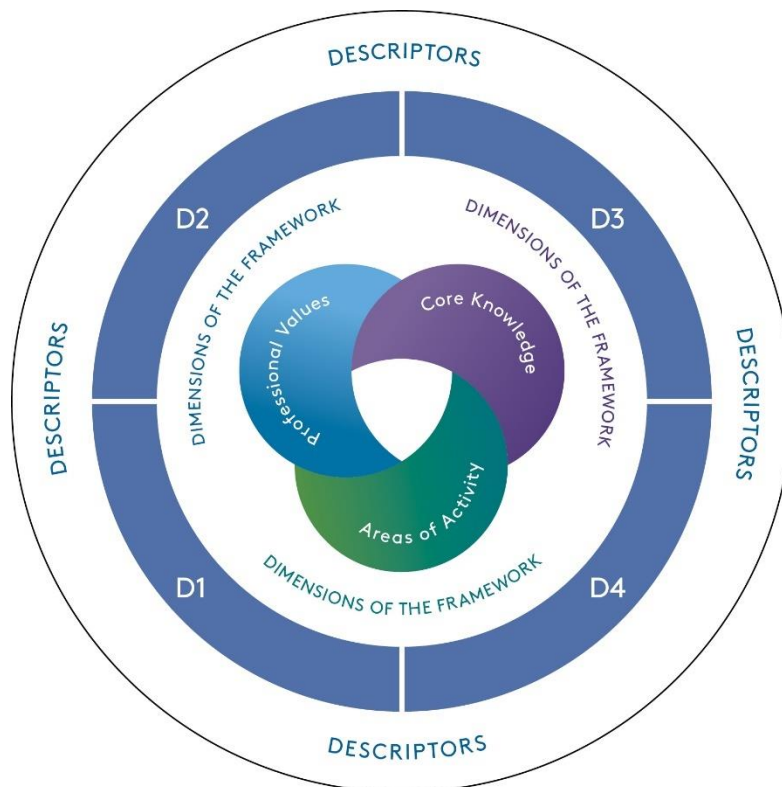
The Professional Standards Framework (PSF 2023)

[The Professional Standards Framework 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, p9) 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, p11) 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**

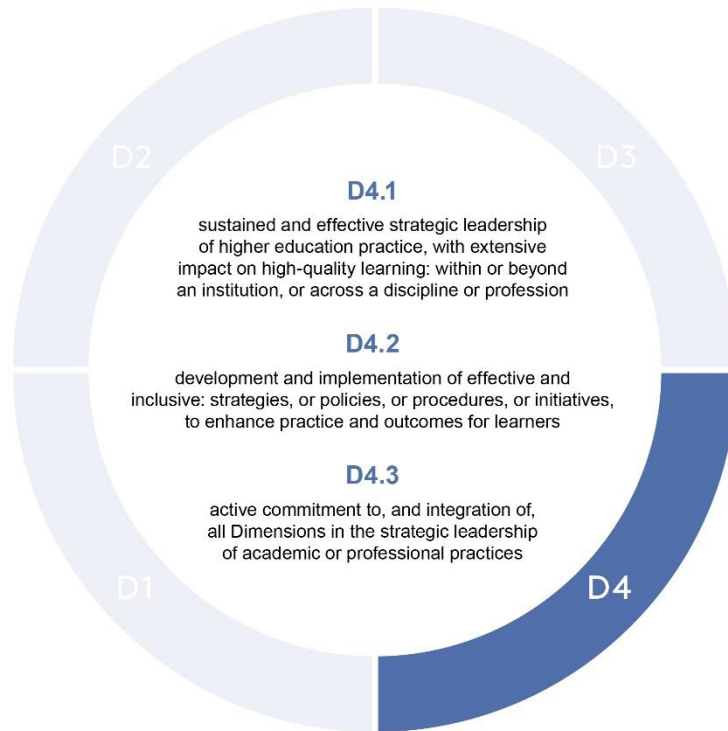
An individual providing teaching and/or support for learning can be recognised by AdvanceHE depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focussed on Principal Fellowship (Descriptor 4). A successful application for Principal Fellowship will demonstrate that your experience, knowledge, and approaches enable you to meet all elements of Descriptor 4.

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.

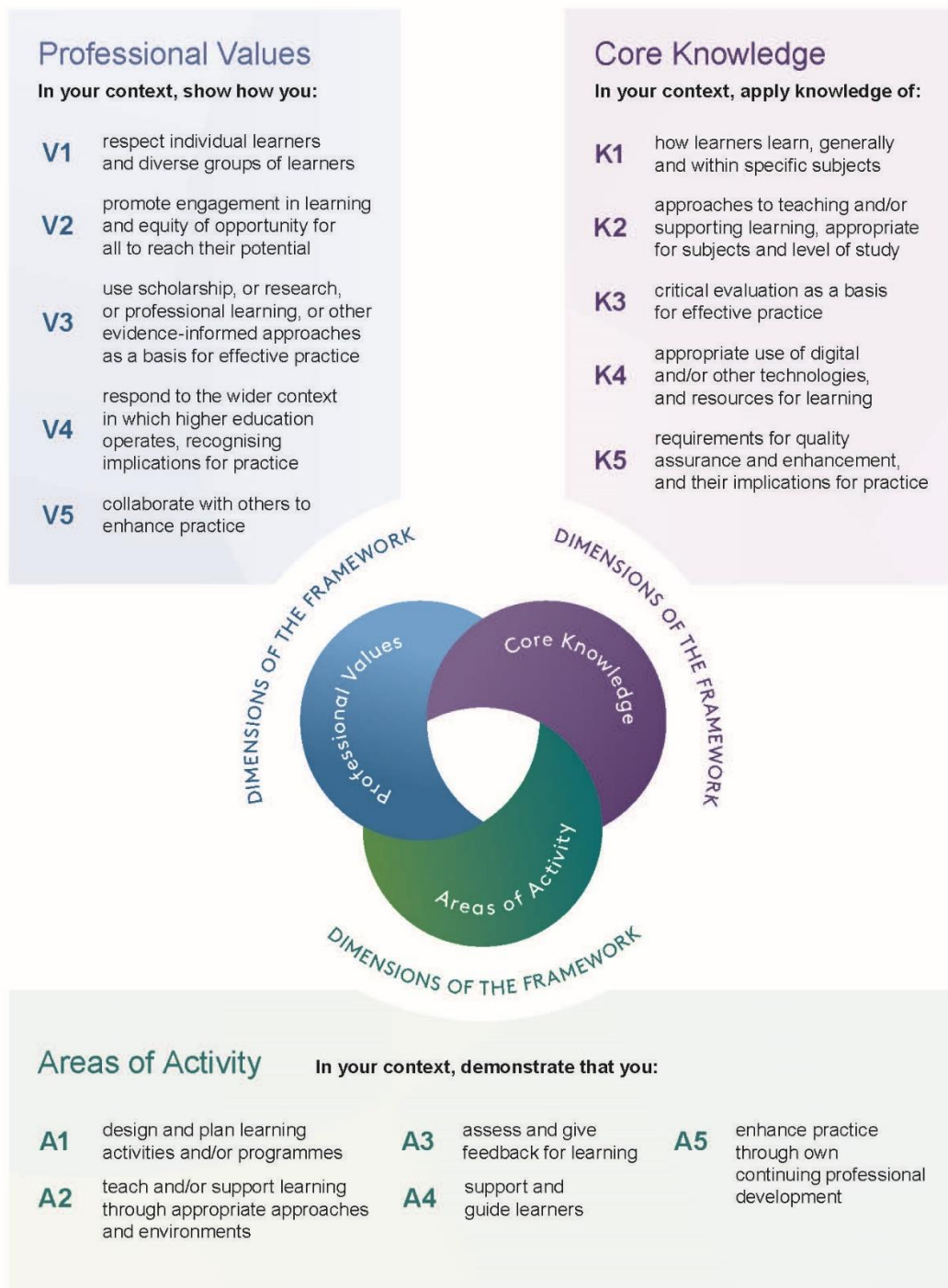
Descriptor 4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:

Figure 2: Descriptor 4 Criteria



As shown above, the Descriptor 4.3 criteria statement incorporates all 15 PSF 2023 Dimensions; these are shown below in Figure 3.

Figure 3: PSF 2023 Dimensions of the Framework

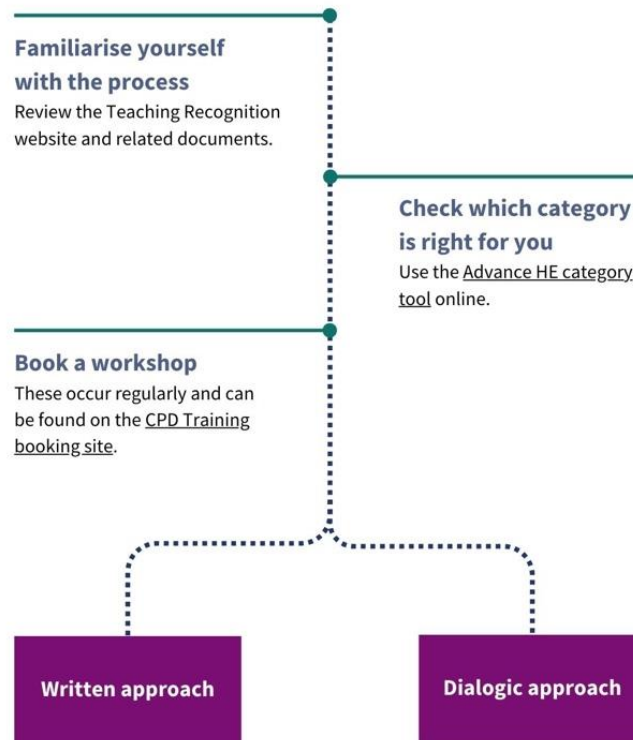


Choice of application route

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

Figure 4: Choosing your application route

Choice of application process



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

Table 1: Summary of Written and Dialogic Routes

Category of Fellowship	Application Route	Submission/ e-Portfolio	Assessed Professional Dialogue*	Authentication of Practice	Reviewers
PFHEA	Written	Context statement (500 words, non-assessed) Account of Professional Practice (APP), including: - Record of Educational Impact (RSEI) - Case Studies (Reflective Narratives) Overall word count for the Case Studies: 7,000 word-limit (+/- 10%) across all three/four Case Study narratives. - References (500 words max)	n/a	Advocate statements from two referees Between the two Advocate Statements recommending the applicant for Principal Fellowship: <ul style="list-style-type: none"> One statement must comment on how the applicant has influenced the Advocate's practice and One statement must be from an Advocate external to the applicant's institution. 	Three (PFHEA) – one to be external
	Dialogue	E-portfolio, including: 1. Context and Leadership statement (500 words, non-assessed) 2. Collection of 10-12 pieces of Evidence of Strategic Educational Impact (ESEI) (up to 150 words each) aligned to D4, with supporting artefacts where relevant. 3. Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 12 slides, plus up to 2 slides for references).	60 minutes, focussed on sustained record of effective strategic leadership of learning & teaching and evidence of inclusivity and impact.		

* For the Professional Dialogue, the duration set for this Descriptor (4) is to allow sufficient time to get into meaningful dialogue with the participant (applicant).

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

TRP Mentoring

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

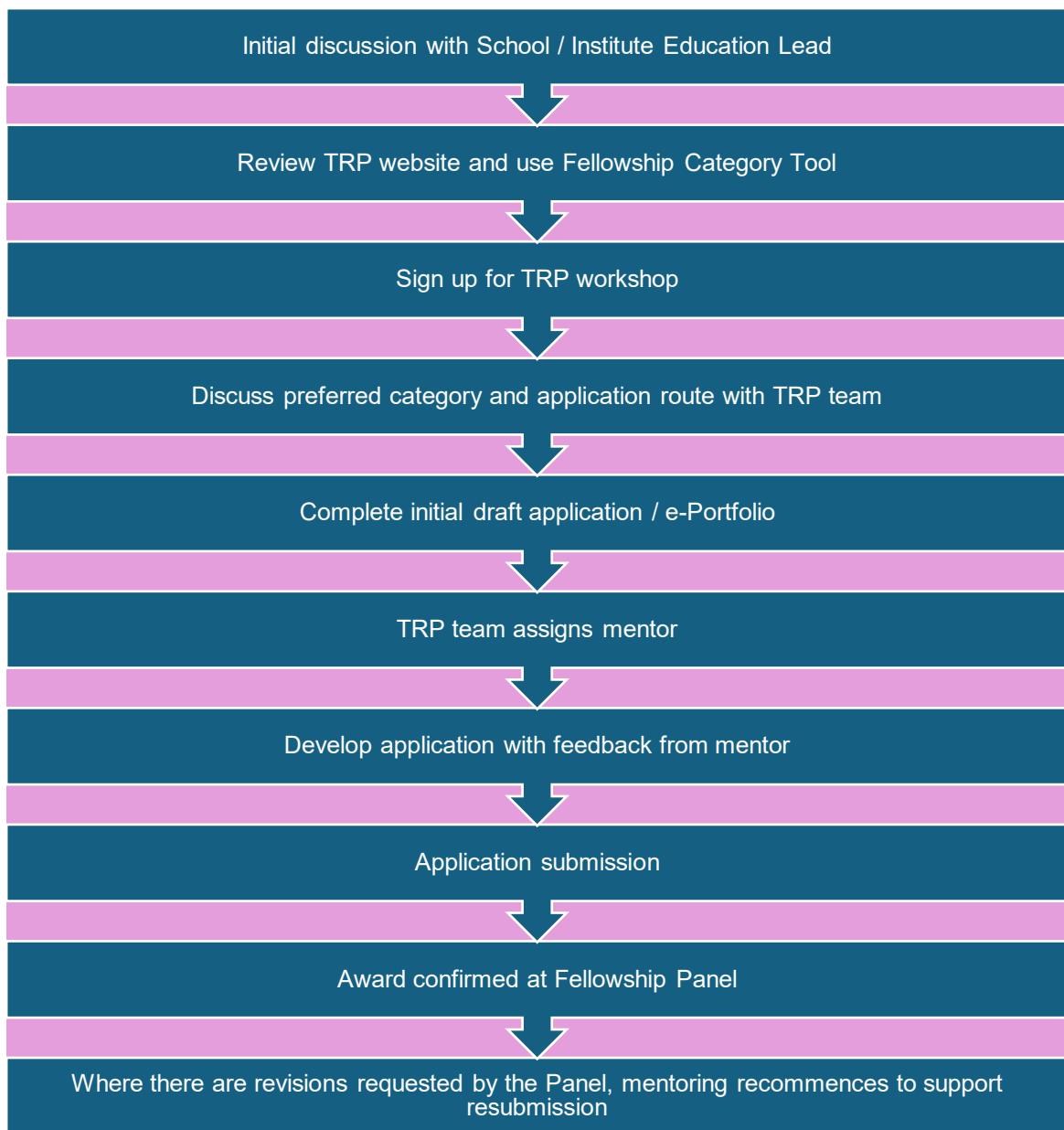
Before developing your application, we strongly recommend attending one of the TRP Application Drafting Workshops or Accelerators. These sessions provide essential background information and guidance to help you create a successful application.

Designed to support your Principal Fellowship application—whether through the written or dialogic route—these workshops include personalized discussions with a member of the Mentoring team. You will take the first steps in crafting your application, including selecting your application route.

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

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

Figure 5: The TRP mentoring and support process



Your Mentor will be a trained member of the TRP pool of Mentors (normally holding PFHEA) who will be able to provide you with support in drafting your application or developing your e-portfolio, narrated presentation and preparing for the professional dialogue.

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

Essentials of the mentoring relationship

For a comprehensive guide on mentoring, please refer to the mentor handbook. This section highlights key points about the mentoring process.

1. Whilst the role of a reviewer is to 'look for reasons to award' fellowship, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.

2. We recommend that mentoring pairs set clear expectations of how you will work together, e.g. when a first draft or set of artefacts or presentation is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, agree how long the mentor may need to comment on drafts, whether you will meet in-person/online or communicate via email.
3. We suggest that you seek advice from your mentor on whether to opt for the written or dialogic route and to select a feasible submission deadline to aim for.
4. The mentor can advise on the gathering of Supporting Statements, and the completion of the submission process.
5. It is especially valuable if your mentor can review and give comprehensive feedback on a near-to-final draft of the application or e-Portfolio, providing advice on how ready the application is for submission.
6. If your application is not successful, the mentor will normally continue to provide you with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

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

Applying for Principal Fellowship

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

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

Steps in 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 (gma.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/e-Portfolio with your Advocates
- Submit your written/Dialogic application including two Advocate Statements

Step 1

The Professional Standards Framework (PSF) 2023 is explained above. Your application will be reviewed against Descriptor 4 of this framework. Before starting to use this guide, we strongly recommend that you complete the [AdvanceHE 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.

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 (see Appendix C), and the guidance provided in it. The purpose of the Advocate Statement is to verify and endorse that you have represented your practice in a fair and genuine way throughout the application, in line with the requirements of AdvanceHE ([PSF 2023](#)) Descriptor 4.

When you have your two Advocate Statements, you can now submit them together with your finalised application [via the Microsoft Form](#) to the **Panel** by the submission deadline.

Some key terms for D4

Whether you choose to apply via the written route or the dialogic route, 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 '[Guide to the PSF 2023 Dimensions – Principal Fellowship \(D4\)](#)' 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.

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.

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.

Your application 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 expressed in the first person using 'I'. Please see the examples in the sections below.
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 claim 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.

Context and Leadership Statement (500 words)

Both written and dialogic routes require that you include a context and leadership statement, which is not assessed but is an important component of your submission. Its 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.

Addressing the Descriptor in your application

Understanding PSF 2023 Descriptor 4 is key to identifying the most appropriate examples of practice and being able to reflect on them. 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 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 application, 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?

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 application, 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 application 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 application 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 referred to in your application, 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 3 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 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 application, 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. Across your application you need to clearly articulate how your impact extends to all PSF 2023 Dimensions.

Starting to engage with the Dimensions for D4.3

Professional Values (V1-5)

Between them, do my examples:

- 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:

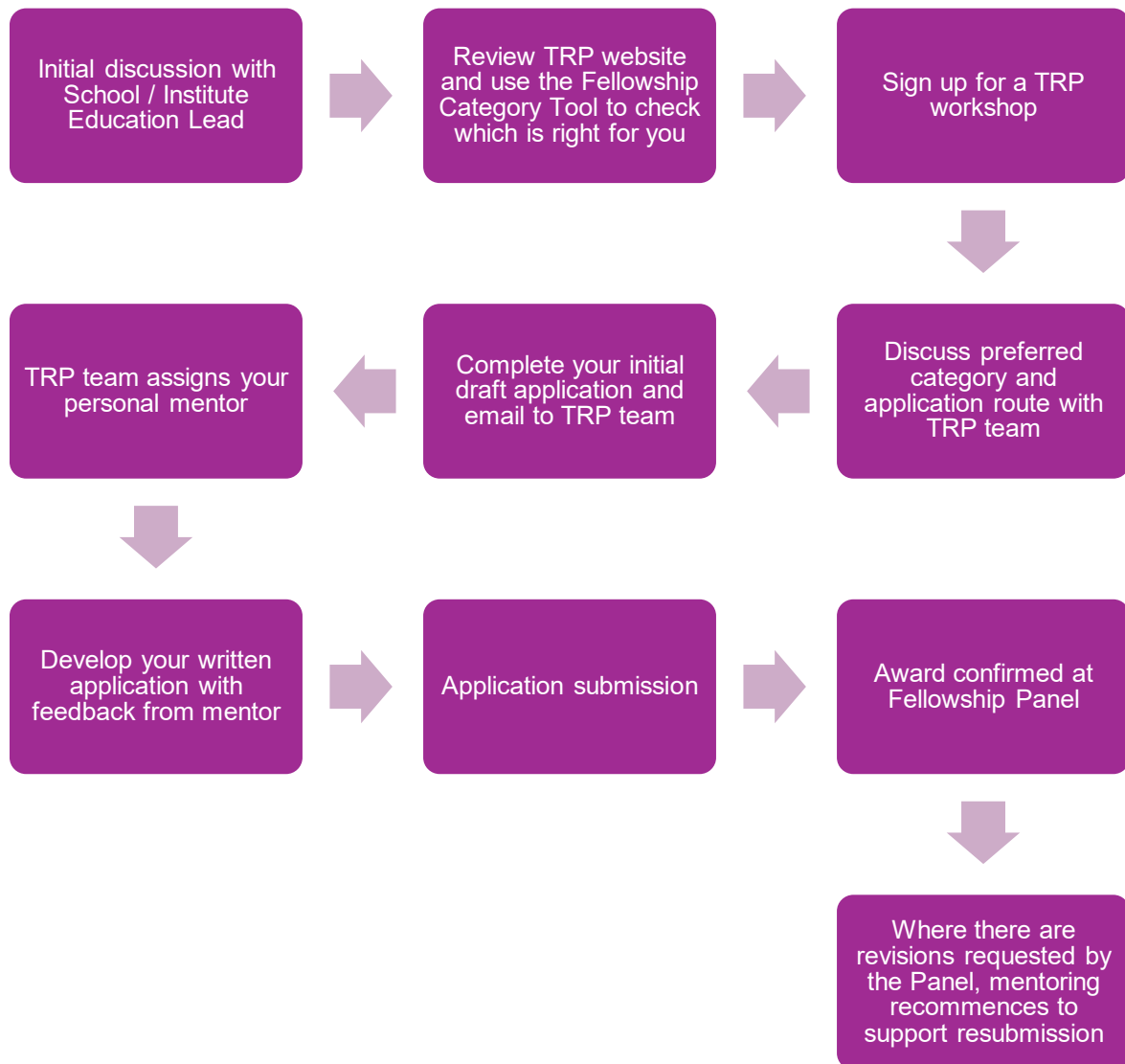
- institutional student feedback and evaluation data which demonstrates change
- data on student progression, achievement, retention, engagement, which supports your effectiveness and impact
- feedback and other data from colleagues, on the effectiveness and impact of new strategies, policies, procedures 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.

The Written Application Route

This section focuses on the written application route. The dialogic application route is presented in the next section.

Figure 5: Written Application Process



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

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 7,000 (+/- 10% margin) words
- In addition, you will be given up to 500 words overall for references and citations (i.e. split across the three or four case studies).

2. Two Advocate Statements

Table 2: summary of the requirement for Principal Fellowship (D4) written application

Category of Fellowship	Application Route	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
PFHEA	Written	Account of Professional Practice (APP), including: <ul style="list-style-type: none"> - Context statement (500 words, non-assessed) - Record of Educational Impact (RSEI) - Case Studies (Reflective Narrative) Overall word count for the Case Studies: 7,000 word-limit (+/- 10%) across all three/four Case Study narratives. <ul style="list-style-type: none"> - References (500 words max) 	Advocate statements from two referees Between the two Advocate Statements recommending the applicant for Principal Fellowship: <ul style="list-style-type: none"> • One statement must comment on how the applicant has influenced the Advocate's practice and • One statement must be from an Advocate external to the applicant's institution. 	Three (PFHEA) – one to be external

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.

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		Case Study 1	Case Study 2	Case Study 3	Case Study 4 (optional)
		From	To				
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	2020	Present	X		X	

	design and implement an evidence-informed approach to university strategy and build understanding among senior staff						
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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 stated 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 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.

The Case Studies (7,000 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 7,000 (+10% margin) word limit.

Reference list (500-word limit total)

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.

Choosing and writing your case studies (7,000-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 7,000 (+/- 10% margin).
- 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.

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.

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.

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?

Submitting your written application

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

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

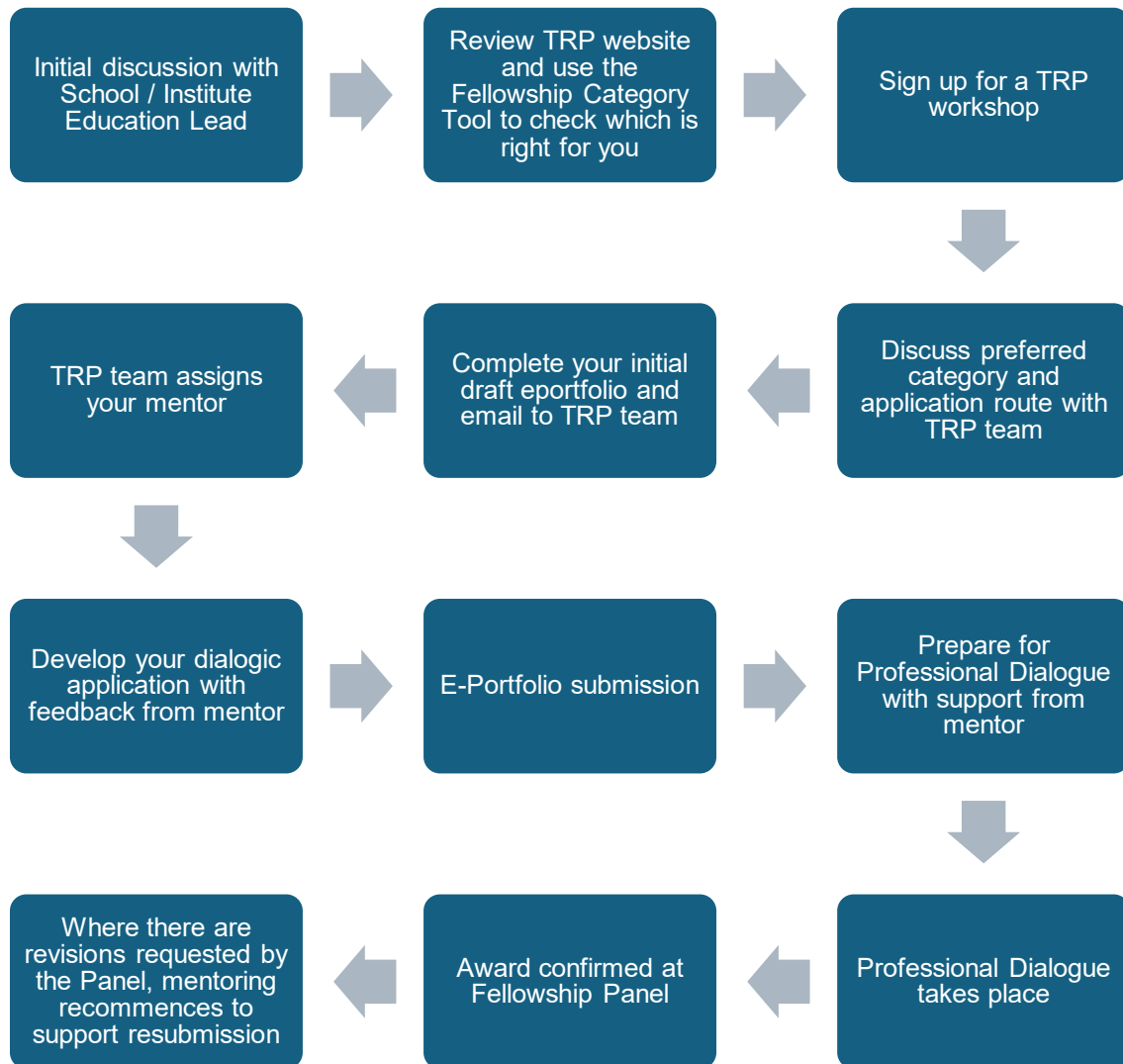
Extensions of submission deadlines are normally not possible. Instead, we recommend that applicants submit at the next available deadline as published on our website. Submissions received after a deadline will normally be considered at the next panel.

Dialogic Application Route

Dialogic Application Process

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

Figure 7: The Dialogic Application Process



The dialogue process combines the provision of evidence of practice around the PSF2023 (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue. The purpose of the Professional Dialogue (PD) is to explore in more depth the evidence the applicant has provided as part of their e-Portfolio. It enables reviewers to be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF2023 for the category of Fellowship for which you are applying.

Dialogic Application Requirements

Table 3: Summary of the requirements for Principal Fellow (D4) Dialogic Application

Category of Fellowship	Application Route	e-Portfolio	Assessed Professional Dialogue	Authentication of Practice
PFHEA	Dialogue	E-portfolio, including: 1. Context statement (500 words, non-assessed) 2. Collection of 10-12 pieces of Evidence of Strategic Educational Impact (ESEI) (up to 150 words each) aligned to D4, with artefacts where relevant. 3. Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 12 slides, plus up to 2 slides for references)	60 minutes, focussed on sustained record of effective strategic leadership of learning & teaching and evidence of inclusivity and impact.	Advocate statements from two referees Between the two Advocate Statements recommending the applicant for Principal Fellowship: <ul style="list-style-type: none"> One statement must comment on how the applicant has influenced the Advocate's practice and One statement must be from an Advocate external to the applicant's institution.

Having attended a briefing session and decided to apply at the Principal Fellowship category (D4), you will attend a workshop/retreat that supports you to develop a presentation narrating your 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 application should include:

- E-Portfolio comprised of:
 - Context and leadership statement (see guidance above on p.19)
 - ESEI (Evidence of Strategic Educational Impact): 10 to 12 (maximum) pieces of evidence to support your claim, each no more than 150 words and illustrated if necessary, by optional artefacts (maximum one per entry).
 - Narrated presentation delivered over 15 minutes illustrating a breadth of practice (12 slides max, plus up to 2 slides for references)
 - Two Advocate Statements

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

The dialogic route 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 you have provided as part of your 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.

Developing Your E-Portfolio

The portfolio that will be assessed should include:

1. Context and leadership statement (see guidance above on p.19)
2. ESEI (Evidence of Strategic Educational Impact): 10 to 12 (maximum) pieces of evidence to support your claim, each no more than 150 words and illustrated if necessary, by optional artefacts (maximum one per entry).
3. Narrated presentation delivered over 15 minutes illustrating a breadth of practice (12 slides max, plus up to 2 slides for references)
 - Two Advocate Statements

These should be organised to evidence your experience in relation to Descriptor 4 of the PSF 2023. The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The Narrated presentation is a pitch against the Descriptor (D4) and the pieces of Supporting evidence are examples provided as evidence of your effective and inclusive practice. The Professional Dialogue is anchored in the list of Supporting evidence that are used and pitched in the Narrated presentation. Please see illustration in the figure below:

Figure showing how the elements of evidence within the portfolio articulate



1. Context and Leadership Statement (see guidance on p.19)

Use the space provided in Principal Fellow (D4) dialogic application template to write your 500-word context and leadership statement. For further guidance, see p. 19.

2. Evidence of Strategic Educational Impact (ESEI) 10-12 pieces max.

Use the space provided in Principal Fellow (D4) dialogic application template to write your Evidence of Strategic Educational Impact (RSEI). This should be a collection of 10-12 max pieces of supporting evidence, presented as entries of about 150 words and aligned to D4.

Entries may or may not be supported by an artefact where appropriate. Each supporting evidence must indicate 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. It must include why you took that approach and the impact (what happened).

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

Descriptor	Evidence of strategic educational impact	Example of artefacts
D4	<p>Leadership in developing a policy to support belonging</p> <p>As Professor of Humanities and Chair of the Faculty Learning and Teaching Committee, I led the development of a faculty-wide policy focused on fostering a stronger sense of belonging among first-year students, in response to data linking low engagement and early withdrawal to feelings of isolation. Working with colleagues across departments, student representatives, and professional services, I developed a policy that required that all programmes embedded structured community-building activities across the first semester. Examples of activities included peer mentoring schemes, embedded discussion groups, and inclusive pedagogical practices that foreground student voice and identity. The policy also mandated early personal tutor meetings and subject-specific induction events extended over six weeks. I led implementation through staff development workshops and ongoing evaluation. Within two years, continuation rates rose by 10%, with qualitative feedback highlighting improved connections between students, staff, and subject. This work demonstrates my strategic leadership in creating a more inclusive academic environment through policy that embeds belonging at its core.</p>	<p>Policy and/or Faculty report summarising implementation of policy</p>

3. Narrated presentation (max. 12 slides, delivered over 15 minutes)

Prepare up to 12 PowerPoint slides covering all sections of your application (plus up to 2 slides for references). Your narrated presentation should be delivered over 15 minutes (max) illustrating a breadth of practice. It must pitch against the broad category requirements and your context.

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. 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 (should all add up to 12 max).
- You may in addition include up to 2 slides for references.

4. Advocate Statements from two referees

You need to provide Advocate statements from two referees. The two Advocate Statements should authenticate your practice in relation to your strategic leadership. Your application is incomplete without these. Between the two Advocate Statements recommending you for Principal Fellowship:

- One statement must comment on how the applicant has influenced the Advocate's practice and
- One statement must be from an Advocate external to the applicant's institution.

Please see the section below on Advocate statements and D4 (PFHEA) Advocate Statement template for further guidance.

Submitting your e-Portfolio

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

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

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

Preparing for the Professional Dialogue

The Professional Dialogue (PD) is a reviewing process designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers can be

assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for Principal Fellowship (D4).

You must attend a Professional Dialogue with three Reviewers, approximately 3 weeks after submission deadline (arranged by TRP) to assess your application during a 60-minute meeting (in-person or online).

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.
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.)

What to expect during the Professional Dialogue

1. The PD will begin with introductions. Reviewers will then begin to ask you open questions based on the requirements for Principal Fellowship.
2. Expect the Reviewers to ask questions about the evidence you have provided as part of your 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.
3. The Reviewers will explore the relevant dimensions holistically - the discussion of the e-portfolio will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor 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.
10. You will not be told the outcome of the application during the PD, but this will be communicated in writing to you within two weeks of the Panel meeting (as published on the [TRP website](#)).
11. You will not be told the outcome of the application during the PD, but this will be communicated in writing to you within two weeks of the panel meeting (as published on the [TRP website](#)).

Advocate Statements

Your application, whether written or dialogic, must be supported with Advocate Statements from two 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 the two Advocate Statements recommending you for Principal Fellowship:

- One statement must comment on how the applicant has influenced the Advocate's practice and
- One statement must be from an Advocate external to the applicant's institution.

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.

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 that can be found in the **Advocate Statement template**.

The document 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 both 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.

Review of applications (written and dialogic)

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 AdvanceHE 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 AdvanceHE reviewers undertake an annual cycle of professional development and regular standardisation activities to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the 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.

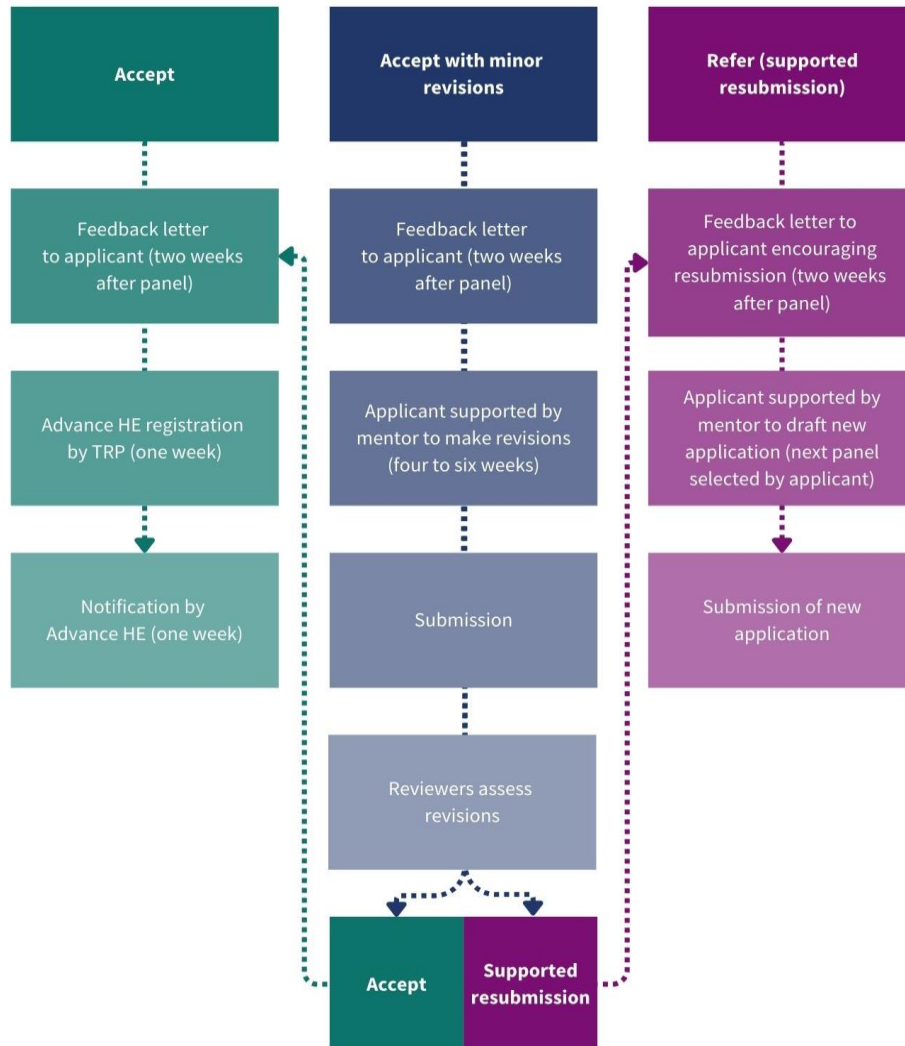
Each reviewer will review (assess) your application and will apply the Descriptor 4 criteria to reach an initial independent judgement. The reviewers will be looking for evidence that your practice meets the requirements of Descriptor 4 and will check that the two Advocate Statements provide appropriate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

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



Award

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

Accept with minor revisions

Should your application be judged as providing insufficient clarity of 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 Descriptor 4 criteria your application has been met and explain how your application needs to be strengthened to provide clear evidence of the remaining Descriptor 4 criteria. This applies similarly to the Reflective Account of Practice (Written Route) and the e-Portfolio (Dialogic Route). In the case of the Dialogic Route, revisions would be a short piece of written narrative (up to 200 words) clarifying the evidence for meeting Descriptor.

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

Refer (Supported resubmission)

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 4 then the judgement is Refer leading to supported resubmission. In this instance also, feedback will be provided that explain the Refer judgement and a suggestion of supported resubmission. You will be offered the opportunity to redraft an application and resubmit a new application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP. If your application is referred again you will be provided with support to re-apply at a future date, normally after at least 6 months from the latest submission.

Notification of outcome and feedback

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

Appeals

Applicants can request a review of a panel decision through our appeal process, outlined below. Please note that disagreement with the judgement of reviewers and panel decision is not valid ground for appeal. Appeals can only be considered when made on grounds of a procedural error. You are strongly advised to talk to the Teaching Recognition Programme Manager before submitting a formal appeal.

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

If the applicant is not satisfied with the outcome, the matter will be referred to the Director of Governance and Legal Services who will undertake a final review of the case.

Once a final decision has been reached, there will not be grounds for further appeals on the submission.

Quality Assurance Process

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

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

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

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

GDPR

To facilitate sampling for internal and external review and moderation, applications are stored online within a secure Microsoft SharePoint Site, accessible only to TR Team members and Reviewers as needed. Following the implementation of GDPR and the Data Protection Act 2019, you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to AdvanceHE. This is in order to trigger your fellowship registration and certificate being recorded on their Myacademy database.

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

Contact the Teaching Recognition Team

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

Roxana Jilcu

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: r.jilcu@qmul.ac.uk

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

Dr Maxwell Addo

Teaching Recognition Programme Manager

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

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

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

Appendix A – Written Application Template

Queen Mary Academy Teaching Recognition Programme Written Application for Advance HE Principal Fellowship (D4)

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 Yes <input type="checkbox"/> No <input type="checkbox"/> Fellow Yes <input type="checkbox"/> No <input type="checkbox"/> Senior Fellow 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)	
Do you have a QMUL contract:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that you have provided two Advocate Statements recommending you for Principal Fellowship. One statement must comment on how the applicant has influenced the Advocate’s practice and one statement must be from an Advocate external to the applicant’s institution. Your application is incomplete without these.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that the application is within the +/- 10% margin of the 7000-word limit. The word limit does not include references.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your anonymised application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary 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 **7,000-word (+/- 10% margin) Record of Strategic Educational Impact (RSEI) and a Reflective Account of Practice (RAP)**. Your words will count towards the overall RAP word count that should not exceed 7,000. It is left to your discretion how you decide to distribute your words across the four case studies. In addition, you will be given up to 500 words overall for references and citations (i.e. split across the three or four case studies). 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 AdvanceHE [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 and Leadership 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 and Leadership statement:

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. 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 and Leadership 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		Case Study 1	Case Study 2	Case Study 3	Case Study 4 (optional)
		From	To				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Part Two: The Case Studies (7,000 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 7,000 (+/- 10% margin) 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 7,000.
- 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:
 1. a single, major focused approach that highlights a single project or activity with strategic impact over a period of time.
 2. a grouping of smaller projects or activities on a particular theme – for example, student engagement or online assessment
 3. 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:
(Words count towards the overall RAP word count not exceeding 7,000)

Enter your references/citations here:
(As appropriate - part 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:
(Words count towards the overall RAP word count not exceeding 7,000)

Enter your citations/references here:
(As appropriate - part 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:
(Words count towards the overall RAP word count not exceeding 7,000)

Enter your citations/references here:
(As appropriate - part 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:
(Words count towards the overall RAP word count not exceeding 7,000)

Enter your citations/references here:
(As appropriate - part 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
In your context, show how you:	In your context, apply knowledge of:	In your context, demonstrate that you:
V1) Respect individual learners and diverse groups of learners	K1) How learners learn, generally and within specific subjects	A1) Design and plan learning activities and/or programmes
V2) Promote engagement in learning and equity of opportunity for all to reach their potential	K2) Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	A2) Teach and/or support learning through appropriate approaches and environments
V3) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	K3) Critical evaluation as a basis for effective practice	A3) Assess and give feedback for learning
V4) Respond to the wider context in which higher education operates, recognising implications for practice	K4) Appropriate use of digital and/or other technologies, and resources for learning	A4) support and guide learners
V5) Collaborate with others to enhance practice	K5) Requirements for quality assurance and enhancement, and their implications for practice	A5) Enhance practice through own continuing professional development

Appendix B – Dialogic Application Form

Queen Mary Academy Teaching Recognition Programme Dialogic Application for Advance HE Principal Fellowship (D4)

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 Yes <input type="checkbox"/> No <input type="checkbox"/> Fellow Yes <input type="checkbox"/> No <input type="checkbox"/> Senior Fellow 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)	
Do you have a QMUL contract (eligibility requirement)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that you have provided two Advocate Statements recommending you for Principal Fellowship. One statement must comment on how you have influenced the Advocate's practice and one statement must be from an Advocate external to Queen Mary. Your application is incomplete without these.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please confirm that your e-portfolio complies with the published requirements, i.e. 1. Context and leadership statement (no more than 500 words) 2. ESEI (no more than 12 entries, with no more than 150 words per entry)	Yes <input type="checkbox"/> No <input type="checkbox"/>

3. Narrated presentation (no more than 15 minutes, and no more than 12 slides + 2 slides for references)	
Are you happy for your anonymised application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Principal Fellowship Application

Guidance

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 e-portfolio consists of the following components:

1. Context and Leadership statement (500 words, non-assessed)
2. Collection of 10-12 max pieces of Evidence of Strategic Educational Impact (ESEI) (each supporting evidence must be an entry of 150 words max) aligned to D4. Where relevant you may also include artefacts relating to the supporting evidence.
3. Narrated presentation delivered over 15 minutes illustrating a breadth of practice (up to 12 slides, plus up to 2 slides for references)

This Word document template is provided for you to compose the written parts of your e-portfolio, i.e. your Context and Leadership statement and your ESEI. You will also need to attach to your application additional artefacts, if used, and your narrated presentation.

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

- The AdvanceHE [Fellowship Category Tool](#) will help you to determine whether 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 and Leadership Statement (up to 500 words) is the first part of your e-portfolio 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 application 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

1. Context and Leadership statement:

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. 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 and Leadership 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 statement here:

2. Evidence of Strategic Education Impact (maximum 12 entries of maximum 150 words each)

The Evidence of Strategic Educational Impact (ESEI) 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. For full details of what is expected, refer closely to the guidance for **Principal Fellow applicants** as you develop your application.

Use the table below to complete your ESEI. If you are using artefacts to illustrate your ESEI, please add those to your e-portfolio (MS Team Folder).

Number	Period		Evidence (150 words per entry maximum)	Artefact attached (this is optional)
	From	To		
1				
2				
3				
4				

5				
6				
7				
8				
9				
10				
11				
12				

3. Narrated Presentation

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

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
In your context, show how you:	In your context, apply knowledge of:	In your context, demonstrate that you:
V1) Respect individual learners and diverse groups of learners	K1) How learners learn, generally and within specific subjects	A1) Design and plan learning activities and/or programmes
V2) Promote engagement in learning and equity of opportunity for all to reach their potential	K2) Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	A2) Teach and/or support learning through appropriate approaches and environments
V3) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	K3) Critical evaluation as a basis for effective practice	A3) Assess and give feedback for learning
V4) Respond to the wider context in which higher education operates, recognising implications for practice	K4) Appropriate use of digital and/or other technologies, and resources for learning	A4) support and guide learners

V5) Collaborate with others to enhance practice	K5) Requirements for quality assurance and enhancement, and their implications for practice	A5) Enhance practice through own continuing professional development
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Appendix C – Advocate Statement Guidance/Template

Queen Mary Academy Advance HE Teaching Recognition Programme

Advocate Statement for Principal Fellowship (D4) Application

Thank you for agreeing to provide an Advocate statement for your colleague who is applying for recognition of the quality of their teaching and/or support of learning against the Principal Fellowship criteria of the [Professional Standards Framework 2023 \(PSF 2023\)](#). 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. Please note that you will need to have access to a good draft of the application before writing your statement.

What is your role as an advocate?

The reviewers are looking for:

1. Your confirmation of your working relationship with the applicant, and how long you have known the applicant.
2. Your confirmation of the applicant's evidence of commitment to and effectiveness of sustained leadership and impact at strategic level rather than general academic achievement.
3. Your comments on the applicant's most recent roles and responsibilities and use your knowledge and awareness of their work to provide examples in your recommendation.
4. Your practical examples of how their work has supported, influenced and impacted you directly and/or that of others.
5. Your recommendation referring to the applicant's experience and achievements in strategic learning and teaching.
6. Your recommendation on how the applicant meets the dimensions of the PSF 2023 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.
7. Your confirmation of their evidence of leading effective organisational policies, initiatives, and/or strategies for supporting and promoting others and/or contribution to developments in learning and teaching at an institutional level.
8. Your comments on the applicant's contribution to national initiatives in developing approaches to learning and teaching.
9. Your references to the national or international context in which the applicant has worked.
10. Your comments 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 the applicant's claim and are used by the reviewers to confirm that the application presents a fair and accurate reflection of their higher education practice. They are not used by reviewers to fill any gaps in the evidence the applicant has provided towards the Descriptor.

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

The reviewers will need to see sufficient evidence of effective practice across the application to meet Descriptor 4 for them to award Principal Fellowship. An Advocate should be a person with knowledge and understanding of the applicant's work, who is therefore able to validate the application for Principal Fellow by making specific reference to their practice.

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 2023 \(PSF 2023\)](#)

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.

The role of an Advocate is to have first-hand knowledge of the applicant's practice so that you can comment on and endorse their application. Please note that the choice of Advocate should reflect a professional relationship, i.e. 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. The applicant 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.

Requirements of Descriptor 4 (Principal Fellowship) of the PSF (2023)

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 can 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

The participant is required to submit two Advocate Statements recommending the applicant for Principal Fellowship. One statement must comment on how the applicant has influenced the Advocate's practice and one statement must be from an Advocate external to the applicant's institution.

All Advocates should refer to the Descriptor 4 criteria, as a guide (see above). 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.

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.

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

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.

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/>

