
GUIDANCE NOTES FOR QMUL HEA PRINCIPAL FELLOWSHIP (D4) APPLICATIONS

2023-2024

Teaching Recognition Programme QMUL



Contents

Background	3
Strategy and Advance HE Fellowships	3
Teaching Recognition Programme	3
Eligibility for HEA Fellowships	3
Who can apply for PFHEA through Queen Mary Teaching Recognition Programme?	4
Applying for Principal Fellowship	5
Application based on the UKPSF	6
The UK Professional Standards Framework (UKPSF)	6
The UKPSF Dimensions	7
The Written Application Route	8
Written Application Process	8
Record of Educational Impact (REI)	8
Table summarising the requirements for Principal Fellowship (D4) Written Application	10
Your Reflective Account of Practice (RAP)	10
Dialogue Application Route	12
Dialogue - Application Process	12
Dialogic Application Requirements	14
Table summarising the requirements for Principal Fellowship (D4) Dialogue Application	14
Record of Educational Impact (REI)	15
Reflective Account of Practice (RAP)	15
Presentation	15
Assessed Professional Dialogue	17
Advocate statements	18
Thinking reflectively	19
Reflecting on your practice throughout your commentary	20
Referring to the evidence-base that informs and underpins your practice	20
Mentoring	21
Deciding Fellowship Category and Application Route	21
Further mentoring support	22
Essentials of the mentoring relationship	22
How will your application be reviewed?	23
How do the reviewers reach their judgement?	23
Notification of outcome and feedback	25
Appeals	25

Quality Assurance Process.....	26
GDPR.....	26
Contact the Teaching Recognition Programme Team.....	27
Appendix A – Written Approach Step-by-Step	28
Appendix B – Dialogic Approach Step-by-Step	29
Appendix C – Written Application Template	30
Appendix D – Advocate Statement Guidance/Template	39

Background

Strategy and Advance HE Fellowships

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

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

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

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

Teaching Recognition Programme

The Teaching Recognition Programme (TRP) is based within the Queen Mary Academy and is there to help all staff in the process of seeking Fellowships. By applying to become a Principal Fellow you will have the opportunity to:

- reflect on the effectiveness of your work in relation to strategic leadership in teaching and supporting learning in higher education;
- model academic leadership to other staff and be able to encourage and support them to seek recognition for their work in this area;
- demonstrate your sustained and effective record of influence and impact in teaching and supporting learning by gaining national and increasingly international recognition for your contribution within the higher education context.

Eligibility for HEA Fellowships

The UK Professional Standards Framework (UKPSF, 2011) forms the basis for the award of four categories of HEA Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an HEA Fellow. The [UKPSF](#) 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 (UKPSF, 2011; p2).

For further details on current eligibility for HEA Fellowship please see link below:

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

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

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

To find out if Principal Fellowship category of HEA Fellowship is right for you, we recommend that you use the [Fellowship Category Tool](#) (FCT). The FCT has been designed to assist you in selecting the category of Fellowship that is the closest match to your current practice. It consists of a set of statements that are aligned to the [UKPSF](#) and its different Descriptors and Dimensions. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education. Answering the online questions about your work within teaching and learning should:

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

The **United Kingdom Professional Standards Framework (UKPSF)** 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:

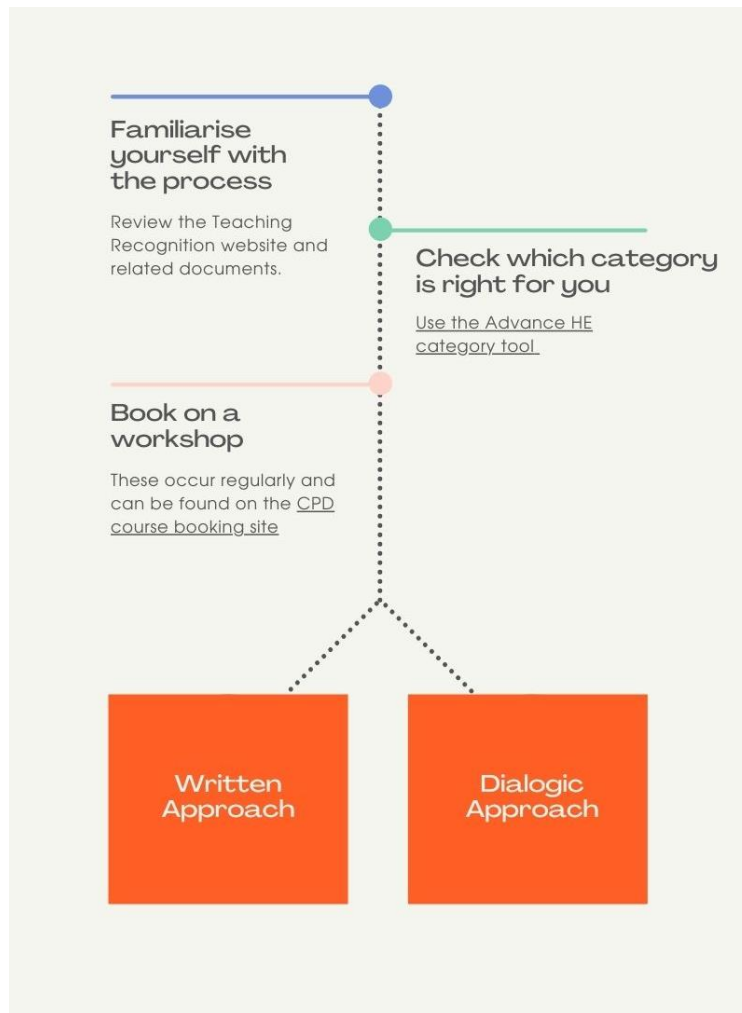
<https://outlook.office365.com/owa/calendar/TeachingRecognitionDropIn@qmulprod.onmicrosoft.com/bookings/> or by emailing: gma.trp@qmul.ac.uk.

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/>

Applying for Principal Fellowship

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

Diagram summarising the QMUL Advance HE application proces



A description of each the processes is presented below:

Written Application (P8)

Dialogic Application (P12)

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

Application based on the UKPSF

The application is intended to be a deep reflective analysis of your work in higher education.

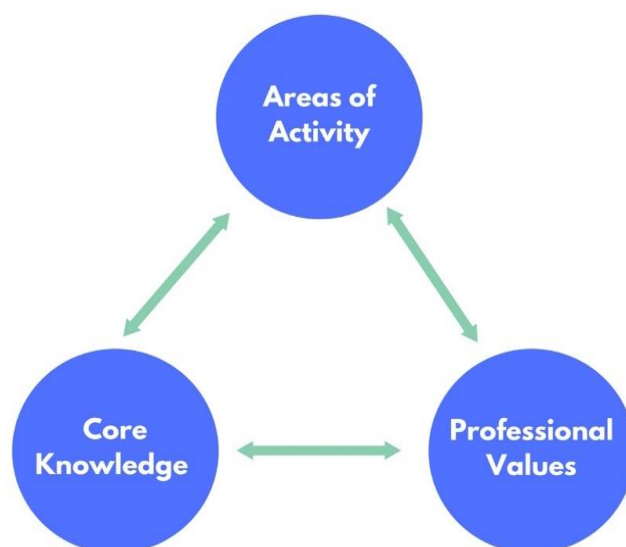
Therefore, you should demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.

Individuals should be able to provide evidence of:

- I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

The UK Professional Standards Framework (UKPSF)

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



This is what you must evidence in your application (Reflective Account of Practice - RAP):

5 Areas of Activity, undertaken by teachers and supporters of learning within HE – i.e. what you do.

6 Core Knowledge areas that are needed to carry out those activities at the appropriate level – i.e. what you know.

4 Professional values, that someone performing these activities should embrace and exemplify – i.e. what you represent.

The dimensions of the UKPSF are presented in full below.

The UKPSF Dimensions

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

Note: The Areas of activity define the range of activities that you should be engaged in, but at D4 that engagement may not be directly teaching.

The Written Application Route

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

Written Application Process



For a larger version of this, please see [Appendix A – Written Approach Step-by-Step](#)

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.

There are 3 main elements to your written application:

1. Record of Educational Impact (REI)
2. Reflective Account of Practice (RAP)
 - o the REI and RAP must be written in the current QMUL HEA Principal Fellow D4 application form – in word format.
3. Advocate statements from three referees (Please see P.18 below for detailed notes). Between your 3 Advocates they should meet the following criteria:
 1. Be a Fellow (or Senior or Principal Fellow);
 2. Comment on the ways in which you have directly influenced their own practice;
 3. Be external to your institution (if you are employed as opposed to self-employed);
 4. Be from a Higher Education provider.

Record of Educational Impact (REI)

The **Record of Educational Impact** is a summary of the key areas of influence you have had in relation to high quality student learning within the organisation and beyond, that are relevant to your application for Principal Fellowship and which you might expand upon in the reflective account.

For each activity you must indicate the alignment to each element of the descriptor in the right-hand side of the table. Focus on the last five-seven years, although earlier activities that continue to have an impact may be included. When viewed holistically the REI should provide an overview of the breadth of the activities you have engaged in and how these relate to the elements of Descriptor 4.

Give an appropriate title to indicate the nature of each activity (we recommend 10-20 items) and indicate where it has been used within your Reflective Account of Practice (RAP). Please then elaborate on elements of this list in your RAP. Your subject research should only be included where it is focused on the pedagogy of your subject. Similarly, general managerial roles will be relevant only where they are related strategically to teaching and supporting learning.

Use the REI to capture the key areas of influence you have had in relation to high quality student learning institutionally and beyond. Focus on the last five-seven years, although earlier activities which continue to have an impact may be included. Use the REI table in the Principal Fellowship Application template to set out your REI.

Table: Record of Educational Impact (REI) showing an exemplar entry

No.	Title (or description of engagement)	Period		Used as evidence for Descriptor				
		From	To	D4.I	D4.II	D4.III	D4.IV	D4.V
1	Leadership of the establishment of a branch Dental School of Queen Mary University of London (QMUL) School of Medicine and Dentistry (SMD) in Malta	2016	2021	√	√			

When you have completed an initial draft of your REI move on to your RAP (see below). It is likely that you will amend the REI as you reflect on your practice. The REI is not a CV, nor does it require a complete list of individual publications and conference presentations.

Table summarising the requirements for Principal Fellowship (D4) Written Application

Category of Fellowship	Account of Professional Practice (APP)	Authentication of Practice	Reviewers
PFHEA	<ul style="list-style-type: none"> Account of Professional Practice (APP), including: <ul style="list-style-type: none"> - Record of Educational Impact (REI) - Reflective Account of Practice (RAP) <p>The overall word count for the APP 7,000 word-limit (+/- 10%) across all four sections of your RAP. Each section of your RAP is limited to a maximum of 2,000 words.</p>	<ul style="list-style-type: none"> Advocate statements from three referees (REF). <ul style="list-style-type: none"> - Between the 3 Advocates they should meet the following criteria: <ul style="list-style-type: none"> - Be a Fellow (or Senior or Principal Fellow); - Comment on the ways in which you have directly influenced their own practice; - Be external to your institution (if you are employed as opposed to self-employed); - Be from a higher education provider. 	Three (PFHEA) – one to be external

Your Reflective Account of Practice (RAP)

Critical to your claim for Principal Fellowship is the demonstration of a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You are required to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings.

Use the elements of the Areas of Activity, Core Knowledge and Professional Values (the Dimensions of the Framework) as the basis for thinking about the range of activities you have chosen from your REI. An example of how you might illustrate your understanding, use and value of the UKPSF might include how you have used the Framework to shape and develop policy, strategy and schemes within your organisation.

When preparing your RAP, there are some general principles to consider:

- **Principal Fellowship is based on meeting Descriptor 4 (D4) of the [UKPSF](#).**
- A critical characteristic of Principal Fellows is that they can demonstrate the successful active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments (D4.I).

- Championing the UKPSF relates to the dimensions which make up the UKPSF, through the demonstration of professionalism in learning, teaching and assessment as evidenced in your practice and approach rather than merely the language of UKPSF. D4.I. can be evidenced through impact in institutional, national and international environments through your individual contribution. The evidence needs to be authentic rather than abstract or conceptual concepts.
- **Your RAP is a personal account and its focus throughout should be on your own professional practice and decision-making.**
- Your application is a claim for Principal Fellowship and all your evidence will be based on real examples of practice that draw upon your strategic leadership experience.
- Provide selective examples of practice in your RAP and ensure they have direct relevance to your claim for Principal Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you then reflect on its current impact on the wider learning and teaching context.
- Your application is centred round a process of continuing professional development which demonstrates your thorough understanding of strategic leadership in education.
- Each of the four sections should be given substantive treatment though they need not be of equal length. Please note that the content of web links will not be considered in applications.
- The experience and evidence included in your application must relate to Higher Education provision.
- **There will be considerable variation in applications, reflecting differences in individuals' experience, their strategic leadership roles and institutional contexts.**

Also.....

- The overall word count for the written application is 7,000 word-limit (+/- 10%) across all four sections of your RAP. Each section of your RAP is limited to a maximum of 2,000 words. It is left to your discretion how you wish to distribute your words across the four sections. In addition, you will be given 250 words per section of your RAP for references and citations pertaining to that section. This will not contribute to your overall word count.
- Please list any citations you use in your application at the bottom of each RAP section using a consistent referencing system suitable to your higher education practice. Including a full reference list will allow reviewers to identify sources and will provide appropriate credit to an author.

Dialogue Application Route

Dialogue - Application Process

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



For a larger version of this, please see [Appendix B – Dialogic Approach Step-by-Step](#)

The dialogue process combines the provision of evidence of practice around the UKPSF (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 UKPSF for the category of Fellowship for which you are applying.

Preparing for the Professional Dialogue:

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

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

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

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

Dialogic Application Requirements

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

Category of Fellowship	e-Portfolio (QMPlus)	Assessed Professional Dialogue	Authentication of Practice	Reviewers
PFHEA	<ul style="list-style-type: none"> E-portfolio, including: <ul style="list-style-type: none"> - Record of Educational Impact - Reflective account of practice outline (4000-word max.) - Supporting evidence (12-15 pieces max) - Narrated presentation (max. 12 slides, delivered over 45 minutes) 	45 minutes focussed on: sustained record of effective strategic leadership of learning and teaching evidence of reach and impact	<ul style="list-style-type: none"> Advocate statements from three referees (REF). <ul style="list-style-type: none"> - Between the 3 Advocates they should meet the following criteria: <ul style="list-style-type: none"> - Be a Fellow (or Senior or Principal Fellow); - Comment on the ways in which you have directly influenced their own practice; - Be external to your institution (if you are employed as opposed to self-employed); - Be from a higher education provider. 	Three (PFHEA) – one to be external

Having attended a briefing session and decided to apply at the Principal Fellowship category (D4). The participant will then attend a writing workshop/retreat that supports them to develop a presentation narrating their experience aligned to Descriptor 4 of the UKPSF and develop an e-portfolio of a collection of teaching and learning related activities and evidence aligned to Descriptor 4 of the UKPSF. These activities should illustrate a breadth of practice (teaching and/or support of learning) over the past seven years demonstrating the successful active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments (D4.I).

The portfolio should include:

- E-portfolio, including:
 - Record of Educational Impact
 - Reflective account of practice outline (4000-word max.)
 - Supporting evidence (12-15 pieces max)
 - Narrated presentation (max. 12 slides, delivered over 45 minutes) and,
- Three (3) Advocate Statements

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

Record of Educational Impact (REI)

Similar to the written application, you will need to provide a written Record of Educational Impact (REI) – 1000 words max is recommended. It is a summary of the key areas of influence you have had in relation to high quality student learning within the organisation and beyond, that are relevant to your application for Principal Fellowship and which you might expand upon in the reflective account.

Reflective Account of Practice (RAP)

You need to develop an e-portfolio covering all four sections of your RAP. It is left to your discretion how you wish to distribute your words across the four sections. There is a **4,000** word-limit across the entire RAP.

In addition, you will be given **250** words per section of your RAP for references and citations pertaining to that section. This will not contribute to your overall word count. These word-limits are only a guide and the quality of the reflection is far more important than quantity. Please ensure that you **do not** exceed the overall word limit, however.

Presentation

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

The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The e-Portfolio including the narrated PowerPoint presentation together with three Advocate Statements must be submitted by submission deadline (see [TRP website](#)) for review (assessment).

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

Developing Your E-Portfolio

Record of Educational Impact

Use the space provided in Principal Fellow (D4) application template to write your Record of Educational Impact (REI) – 1000 words max is recommended.

Reflective account of practice outline

Use the space provided in the Principal Fellow (D4) application template to write your Reflective account of practice outline (four sections). You are required to provide a summary of your reflections (4000 words max.) demonstrating a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You are required to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings.

Supporting evidence (12-15 pieces max)

Each supporting evidence must be a document that indicates a specific aspect of learning and teaching provision that you have contributed to or experienced within the past 7 years in terms of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning institutionally, nationally, or internationally. You also may include relevant references to literature in this section. Provide a map that clearly shows how your evidence supports the appropriate/relevant dimensions of Principal Fellowship (D4).

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

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

Where appropriate, your presentation must indicate the rationale for your practice, the evidence of your practice, and a reflection on the impact of your professional practice. Take a reflective stance so that it is clear what you did, how/why you did it that way, and how you know your approaches were effective. Where relevant, you must also indicate what you will do in future as a result.

Keep the content of each slide as clear and concise as possible. Each slide must have a narration of about 3.5 minutes max. Ensure that your slides are suitably designed and well formatted. The volume, pace and speed of narration must be at an appropriate level throughout your PowerPoint presentation.

Besides the cover slide, we recommend:

- One introductory slide.
- Two slides on each of the four sections of the Reflective account of practice outline.
- You may include one additional slide to any two sections of the Reflective account of practice outlines, if necessary.
- One concluding slide.

Advocate statements from three referees

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

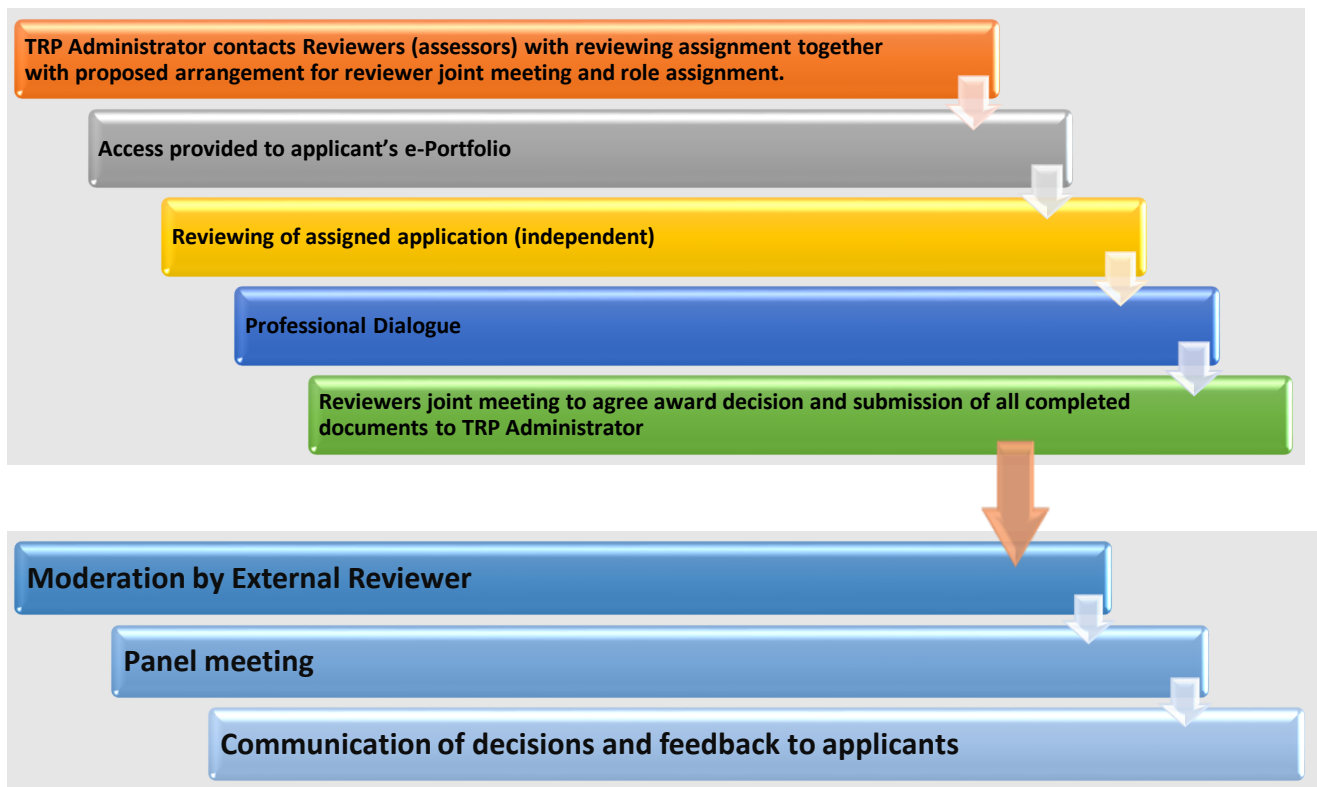
Assessed Professional Dialogue

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

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

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

Below is a diagram that summarises the Professional Dialogue process



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

Advocate statements

The role of Advocate, through knowledge and understanding of your work, is to support and recommend you for Principal Fellow.

Between your 3 Advocates they should meet the following criteria:

1. Be a Fellow (or Senior or Principal Fellow); that is to say at least one of them must have a category of Fellowship, so long as **it is not** Associate Fellowship.
2. Comment on the ways in which you have directly influenced their own practice
3. Be external to QMUL
4. Be from a higher education provider.

Guidance for Advocates

Please provide your Advocates with a copy of the **Advocate Guidance** and the **Advocate Statement template**; both of these documents can be downloaded from the [TRP website](#). Advocates are asked to save their Advocate Statement as a **pdf file** and send it to you so that you can submit these with your application.

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

Thinking reflectively

Thinking reflectively is key to developing a successful **reflective** account of your practice in teaching or supporting learning. This way you will be able to cover the points of the UKPSF that ask you for evidence to demonstrate that your teaching or support of learning is effective, considered and developing and "grounded in an understanding of how students develop knowledge and learning skills within your disciplinary role"

Overall reflection is an exploration and explanation of events – not just a description. Reflection often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. It is usually necessary to select just the most significant parts of the event or idea on which you are reflecting. Do not try to tell the whole story, or you will end up only describing rather than reflecting. It is often useful to reflect forward to the future – when you might do something differently because of reflecting – as well as reflecting back on the past.

In the context of professional practice, reflective thinking and/or writing can be organised into three stages:

- identifying the subject of reflection eg. how you have provided successful leadership of initiatives that have enhanced teaching quality at a strategic level within the institution/organisation and/or in (inter)national settings.
- looking closely at what happened, including your thoughts, feelings and reactions at the time; analysing what happened in depth, or from different perspectives, often using theory from your subject to explore and understand the event;
- thinking carefully about what you have learned from the whole reflective process and how your understanding has developed, and finally, identifying key points to take forward for future development, both personal and professional. Reflective writing is more personal than other forms of academic writing, but still needs a formal structure.

Even in a short discussion/paragraph, you can see three broad stages:

- description
- exploration
- analysis, and outcome or conclusion.

Tips for considering your practice reflectively.

- Use phrases such as: "on reflection", "over time" "this development" "in the future", "my plans were/are/ have been" etc.

- Compare and contrast how you have done things in the past/at a different institution/ a different country/ under different circumstances

Reflecting on your practice throughout your commentary

Developing your RAP requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing or preparing your RAP, you should avoid long descriptions of what you 'do' and take a reflective stance so that it is clear what you do, how/why you do it that way, how you know this is effective and what you will do in future as a result.

A reflective model for you to use throughout your RAP could be to clearly explain:

- What you do (be selective with the examples you choose to include);
- Why you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.);
- How you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);
- How you evaluate the effectiveness of what you do (explain the kinds of 'information' you use to review and evaluate your work including the impact this has on your strategic leadership);
- What changes you have made as a result of evaluating your effectiveness (for example, establishing interdisciplinary practitioner working groups to facilitate Directors of Undergraduate Education coming together from across the sector to share practice to develop the knowledge base in workplace learning);
- How you ensure that you continue to develop and enhance your practice; for example, engaging in peer review, developing your evidence-base or engaging in professional development, etc. and applying this learning to enhance your practice (use examples to illustrate).

Referring to the evidence-base that informs and underpins your practice

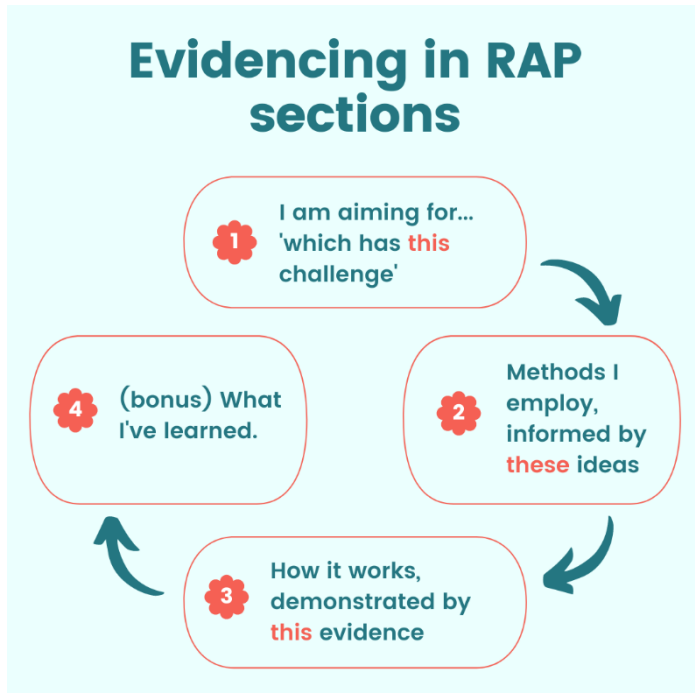
You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

If you are **writing** about your approach to teaching and learning in your RAP, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your RAP. For example, you might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or your discipline (your 'professional knowledge' base). Where you do cite a reference, it has to be apparent how this has influenced your practice (i.e. the citation is not just 'dropped in'). For example, you could explain how you were inspired by a particular text or journal article to develop a national curriculum

standards for Cleft Lip and Palate Care in the dentistry with the with the Royal College of Surgeon (England) in a certain way.

Where you cite in the text of your RAP, you need to include the full reference in a list at the end of the relevant section of your RAP.

A way to think about constructing your Reflective Account of Practice (RAP) could look like this:



Mentoring

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

Deciding Fellowship Category and Application Route

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

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

their application after their choice of the fellowship category and application route have been discussed.

Further mentoring support

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

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

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

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

Essentials of the mentoring relationship

1. Whilst the role of a reviewer is to 'look for reasons to award' Fellowship, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.
2. We recommend that mentoring pairs set expectations of how they will work together, e.g. when a first draft is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, agree how long the mentor may need to comment on drafts, whether they will meet in-person/online or communicate via email.
3. We suggest that the mentor helps the applicant to select a feasible submission deadline to aim for.
4. The mentor can advise on the gathering of supporting reference letters, and the completion of the submission process.
5. It is especially valuable if the mentor can review and give comprehensive feedback on a near-to-final draft of the application, providing advice on how ready the application is for submission.
6. Applicants are required to submit their full application via email (qma.trp@qmul.ac.uk) by the submission deadline. For the submission deadlines and other background information as well as the current templates for the Account of Professional Practice (APP) and

supporting statements please see the TRP website via the link provided below:
<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

7. If the application is not successful, the mentor would normally continue to provide the mentee with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

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

To submit your application

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

How will your application be reviewed?

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

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

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

How do the reviewers reach their judgement?

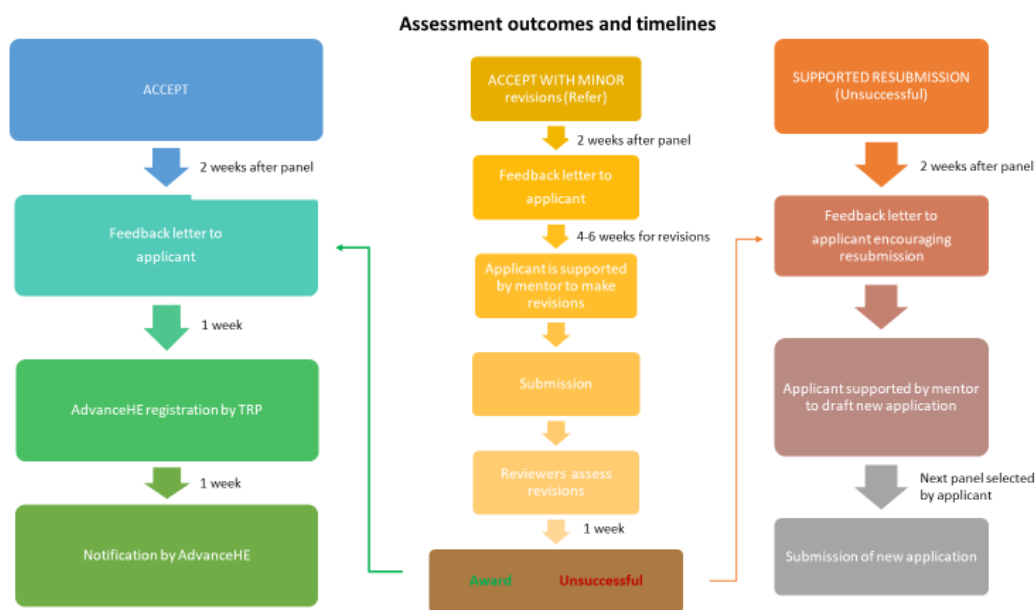
The application is reviewed against the Descriptor 4 criteria, and the Advocate Statements will be used to confirm the details of the application. All applications are reviewed by reviewers with the appropriate Fellowship (Principal Fellowship). Guidance notes and review grids for our reviewers are provided,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

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

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

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

Possible review outcomes



Award

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

Accept with minor revisions (Refer)

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

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

Supported Resubmission (Unsuccessful)

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

Notification of outcome and feedback

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

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

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

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

Appeals

Appeals cannot be made in terms of the decision about recognition but can be made if the applicant feels there is an issue with the process. Appeals about processes of the panel would be referred to the student appeals team within the university's Academic Registry and Council Secretariat (ARCS). Other complaints about the team would be dealt with through the management structures of Queen Mary Academy (QMA) which manages the TRP team.

If the appeal is against the first submission two members of the pool of staff eligible to be on the panel will review this and make a recommendation to the panel. If however, the appeal is following a second submission the applicant will be advised to follow the normal University appeal process.

Quality Assurance Process

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

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

GDPR

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

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

Contact the Teaching Recognition Programme 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 Trusca

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: r.trusca@qmul.ac.uk

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

Dr Maxwell Addo

Teaching Recognition Programme Manager

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

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

For background information including submission deadlines and the current templates for the APP and supporting statements (which can be downloaded) please see website via the link provided below:

<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

Appendix A – Written Approach Step-by-Step



Appendix B – Dialogic Approach Step-by-Step



Appendix C – Written Application Template

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

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the UKPSF 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)	
Are you an employee of:	
a) QMUL	
b) NHS	
c) Other (please specify):	
Please confirm that the application is within the +/- 10% margin of the 7000-word limit. The word limit does not include references.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Principal Fellowship Application

Guidance

For Principal Fellowship you should complete all sections below: Record of Educational Impact (REI) 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 Educational Impact (REI) and a Reflective Account of Practice (RAP)**. Each section of your RAP is limited to a maximum of 2,000 words. It is left to your discretion how you wish to distribute your words across the four sections. In addition, you will be given 250 words per section of your RAP for references and citations pertaining to that section. This will not contribute to your overall word count. These word-limits are only a guide, and the quality of the reflection is far more important than quantity

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application.

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

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Principal Fellowship (Descriptor 4) is the most appropriate category of Fellowship for you at this point;
- The [UK Professional Standards Framework](#) (UKPSF) – the award of HEA Fellowship is based on the criteria of Descriptor 4 (UKPSF, 2011, p.7) 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 UKPSF** as you draft your application to ensure that you are writing to meet the requirements of UKPSF Descriptor 4.

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

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

Part One: Record of Educational Impact

Please give a title to indicate the nature of each activity and indicate where it has been used within your Reflective Account of Practice (RAP). Please then elaborate on elements of this list in your RAP. Your subject research should only be included where it is focused on the pedagogy of your subject. Similarly, general managerial roles will be relevant only where they are related strategically to teaching and supporting learning. Please refer closely to the guidance for **Principal Fellow applicants** as you develop your application.

Use the table below to complete your REI. If further rows are required, please right click on the last row of the table and click on 'insert row' to create a new row for each distinct entry.

No	Description of engagement	Period		Used as evidence for Descriptor				
		From	To	D4.I	D4.II	D4.III	D4.IV	D4.V

Part Two: Reflective Account of Practice (RAP)

Your Reflective Account of Practice account is divided into four sections based on D4.2 - D4.5 of the Principal Fellow Descriptors. D4.1: *Active commitment to and championing of all Dimensions of the*

Framework, through work with students and staff, and in institutional developments functions as an overarching descriptor in that it should be demonstrated through the examples and reflections incorporated into the other four sections.

D4.II Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings

Use this section to evidence how you have provided successful, **strategic leadership** to enhance student learning. Your main focus should be on how your leadership has enhanced teaching quality in institutional, and/or (inter)national settings.

Choose relevant examples from your REI and draw on the UKPSF Dimensions of the Framework to think about and explain how you provided this leadership. Consider how your impact can be evidenced or measured. Ensure that where you were working with others to provide leadership you make clear your specific contribution in that context.

Use this box to indicate which REI entries you have referred to in this section:

Write your reflective commentary here:

(Maximum word count for this section is 2,000 - overall RAP word count should not exceed 7,000)

Enter your references/citations for section D4.II here:

(Maximum of 250 words)

D4.III Establishing effective organisational policies and/or strategies for supporting and promoting others in delivering high quality teaching and support for learning

Use this section to evidence how you have established effective organisational policies and/or strategies for supporting and promoting others.

Choose relevant examples from your REI and draw on the UKPSF Dimensions of the Framework to think about and explain how you contributed strategically to establishing these policies and strategies. Ensure that where you were working with others you make clear what your specific role was in that context.

Use this box to indicate which REI entries you have referred to in this section:

Write your reflective commentary here:

(Maximum word count for this section is 2,000 - overall RAP word count should not exceed 7,000)

Enter your citations/references for section D4.III here:

(Maximum of 250 words)

D4.IV Championing, within institutional and/or wider settings, an integrated approach to academic practice

Use this section to evidence how you have championed an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.). This may be within institutional or wider settings. Teaching in higher education takes place in a complex environment where you may have a multiplicity of roles in which you need to integrate teaching, management, leadership, mentoring, research, administration and various forms of service to the HE community. This is the basis of the integrated approach to academic practice that is expected of Principal Fellows.

Choose relevant examples from your REI and draw on the UKPSF Dimensions of the Framework to think about and explain how you promote an integrated approach to academic practice. Ensure that where you were working with others you make clear your specific contribution in that context.

Use this box to indicate which REI entries you have referred to in this section:

Write your reflective commentary here:

(Maximum word count for this section is 2,000 - overall RAP word count should not exceed 7,000)

Enter your citations/references for section D4.IV here:

(Maximum of 250 words)

D4.V A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Use this section to evidence your sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices. You should also include your academic (post-secondary) and professional qualifications in this section. Choose relevant examples from your REI and draw on the UKPSF Dimensions of the Framework to think about and explain how you engage in sustained CPD. The emphasis on ‘a sustained and effective record of impact’ means that it will not be acceptable for Principal Fellowship to be evidenced solely on the basis of completing a programme or course. However, completion of a relevant programme or course, (in leadership for example) can constitute part of your evidence.

Use this box to indicate which REI entries you have referred to in this section:

Write your reflective commentary here:

(Maximum word count for this section is 2,000 - overall RAP word count should not exceed 7,000)

Enter your citations/references for section D4.V here:

(Maximum of 250 words)

The Dimensions of the UK Professional Standards Framework

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

Appendix D – Advocate Statement Guidance/Template

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

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

What is the function of the advocate?

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

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

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

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

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

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 4 criteria of the **UK Professional Standards Framework (PSF)**.

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

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

What is required of the applicant?

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

Between the 3 Advocates, they should meet the following criteria:

1. Be a Fellow (or Senior or Principal Fellow)
2. Comment on the ways in which you have directly influenced their own practice
3. Be external to your institution (if you are employed as opposed to self-employed)
4. Be from a higher education provider.

The role Advocate, through knowledge and understanding of your work, is to support and recommend you for Principal Fellow.

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

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

An applicant for Principal Fellowship of the Advance HE should demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a

key contribution to high quality student learning. Individuals should be able to provide evidence of:

D4.I Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments

D4.II Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings

D4.III Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) high quality teaching and support for learning

D4.IV Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)

D4.V A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Format of the Advocate statement

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

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

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

After completing your Advocate statement

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

Quality Assurance Process

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

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

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

Advocate Statement Template – Principal Fellow

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

Advocate Statement

Please provide your statement to support the applicant's submission for Principal Fellowship of the HEA in the following section. We suggest approximately 400 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/>