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

**Education Academy (Advance HE)**

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| **Application Details** | |
| **Applicant name in FULL:** |  |
| **Job title:** |  |
| **School/Institute:** |  |
| **Date submitted:** |  |
| **Have you been mentored during the application process? E.g., had discussions around the UKPSF and your drafting process, shared a draft to get feedback.** | **Yes No**  **Name of mentor (if applicable)** |
| **Do you already hold fellowship of the HEA in either of these categories?** | **Associate Fellow Yes No**  **Fellow Yes No**  **Senior Fellow Yes☐ No ☐** |
| **Queen Mary email address:**  **(e.g., mail to:** [**xyz@qmul.ac.uk**](about:blank)**)** |  |
| **University username: (e.g., abc123)** |  |
| **Are you an employee of:** |  |
| 1. **QMUL** |  |
| 1. **NHS** |  |
| 1. **Other (please specify):** |  |
| **Please confirm that the application is within the +/- 10% margin of the 7000-word limit. The word limit does not include references.** | **Yes No** |
| **Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?** | **Yes No** |
| **Are you happy for your name to be included on our website if your application is successful?** | **Yes No** |
| **Would you like your feedback letter to be copied to your mentor?** | **Yes☐ No ☐** |

**Queen Mary Principal Fellowship Application**

**Guidance**

**For Principal Fellowship you should complete all sections below: 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**](about:blank) 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**](about:blank) (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**](about:blank) and,
* The **Guidance for Fellow applicants** available on the QMUL TRP website - [https://www.qmul.ac.uk/queenmaryacademy/teaching-recognition/](about:blank)

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 [qma.trp@qmul.ac.uk](about:blank)

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](about:blank) 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.

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

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| 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)* |

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| 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

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| 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)* |

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| 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

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| 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)* |

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| 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

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| 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)* |

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| Enter your citations/references for section D4.V here:  *(Maximum of 250 words)* |

**The Dimensions of the UK Professional Standards Framework**

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| **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 |  |