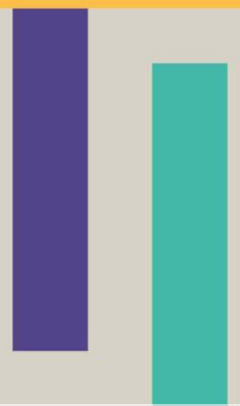
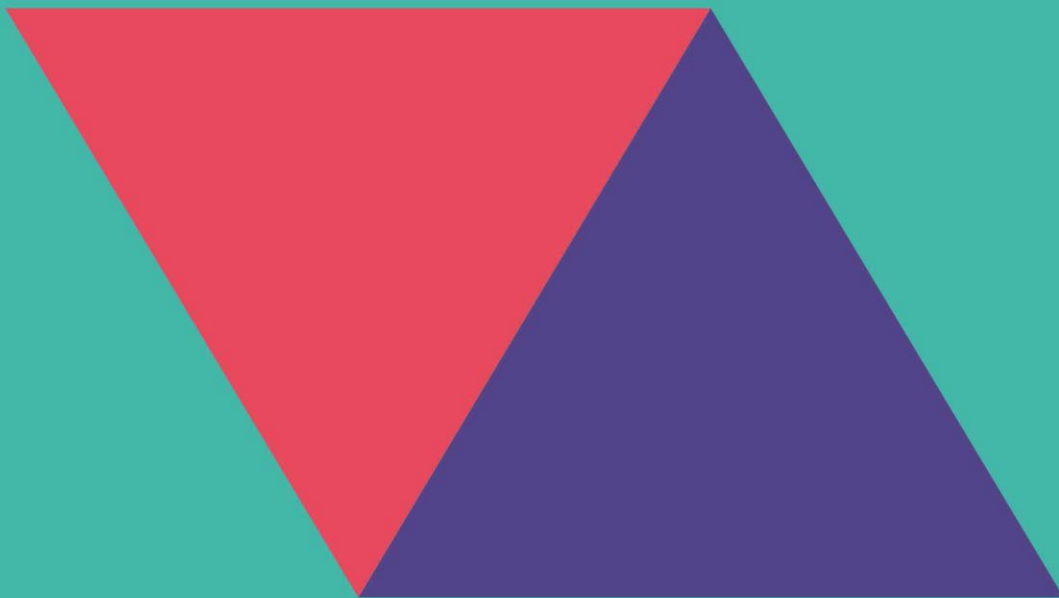


Principal Fellowship Applicant guidance



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1. Introduction

These guidance notes are for individuals wishing to make a **direct application to Advance HE for Principal Fellowship using the Professional Standards Framework (PSF 2023)**. If you are applying for Principal Fellowship through an Advance HE accredited programme/scheme, then please refer to the guidance provided by your institution.

This document explains Advance HE requirements for Principal Fellowship and provides guidance to support you to develop your application.

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

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

1.1 Is Principal Fellowship for me?

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

- + Demonstrate a sustained record of effectiveness in strategic leadership of high-quality learning; and
- + 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.

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

We recommend that prior to starting your application you use our free **online Fellowship Category Tool (FCT)**. Answering the online questions 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 **fee** for a direct application for Principal Fellowship is on the Advance HE website and is subject to annual review.

1.2 Higher Education and eligibility for Principal Fellowship

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

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

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

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

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

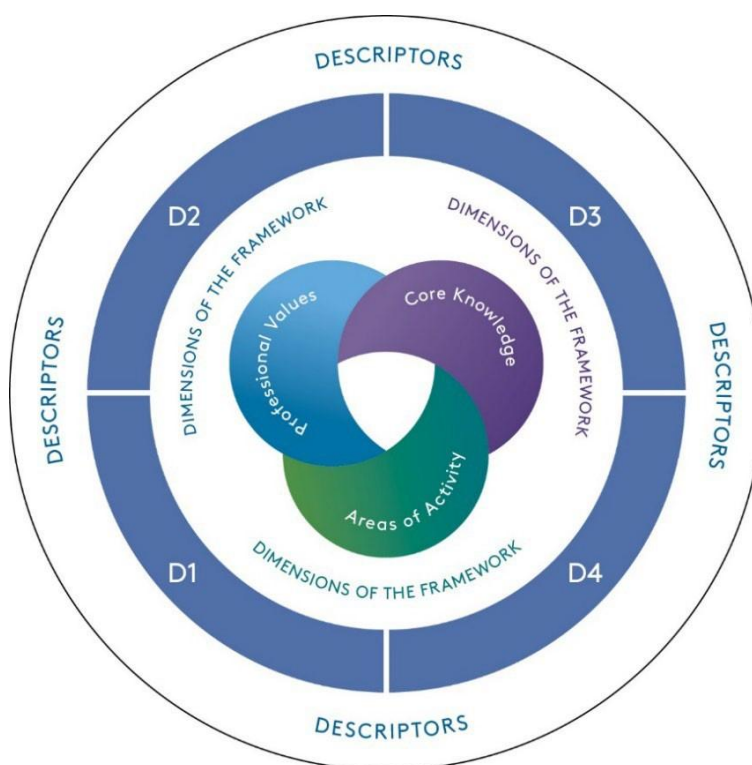
2. The Professional Standards Framework 2023 (PSF 2023)

The **Professional Standards Framework 2023 (PSF 2023) for teaching and supporting learning in higher education** provides a comprehensive set of professional standards and guidelines for all those who are involved in teaching and supporting learning in higher education. The PSF 2023 can be used by individuals to plan their development and evidence their practice to achieve professional recognition, by institutions as a basis for initial and continuing professional development and recognition programmes, and at a national level to improve teaching quality and celebrate success.

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors and Dimensions**.

Figure 1: Professional Standards Framework (PSF) 2023



The **PSF Descriptors (PSF, p6)** are a set of criteria statements (referred to as Descriptor 'criteria'). These define the key characteristics of four broad categories of practice. Incorporating the Dimensions, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning. Each Descriptor consists of an introduction and a set of three criteria statements.

The Dimensions of the Framework (PSF 2023, p4) are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**.

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

Core Knowledge (K1-5): informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

Areas of Activity (A1-5): bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Advance HE operates the **fellowship scheme** and aligns its fellowships to the PSF 2023 Descriptors as follows:

- + Descriptor 1 (D1) aligns to Associate Fellow
- + Descriptor 2 (D2) aligns to Fellow
- + Descriptor 3 (D3) aligns to Senior Fellow
- + **Descriptor 4 (D4) aligns to Principal Fellow**

An individual providing teaching and/or support for learning can be recognised by Advance HE depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focussed on **Principal Fellowship (Descriptor 4)**.

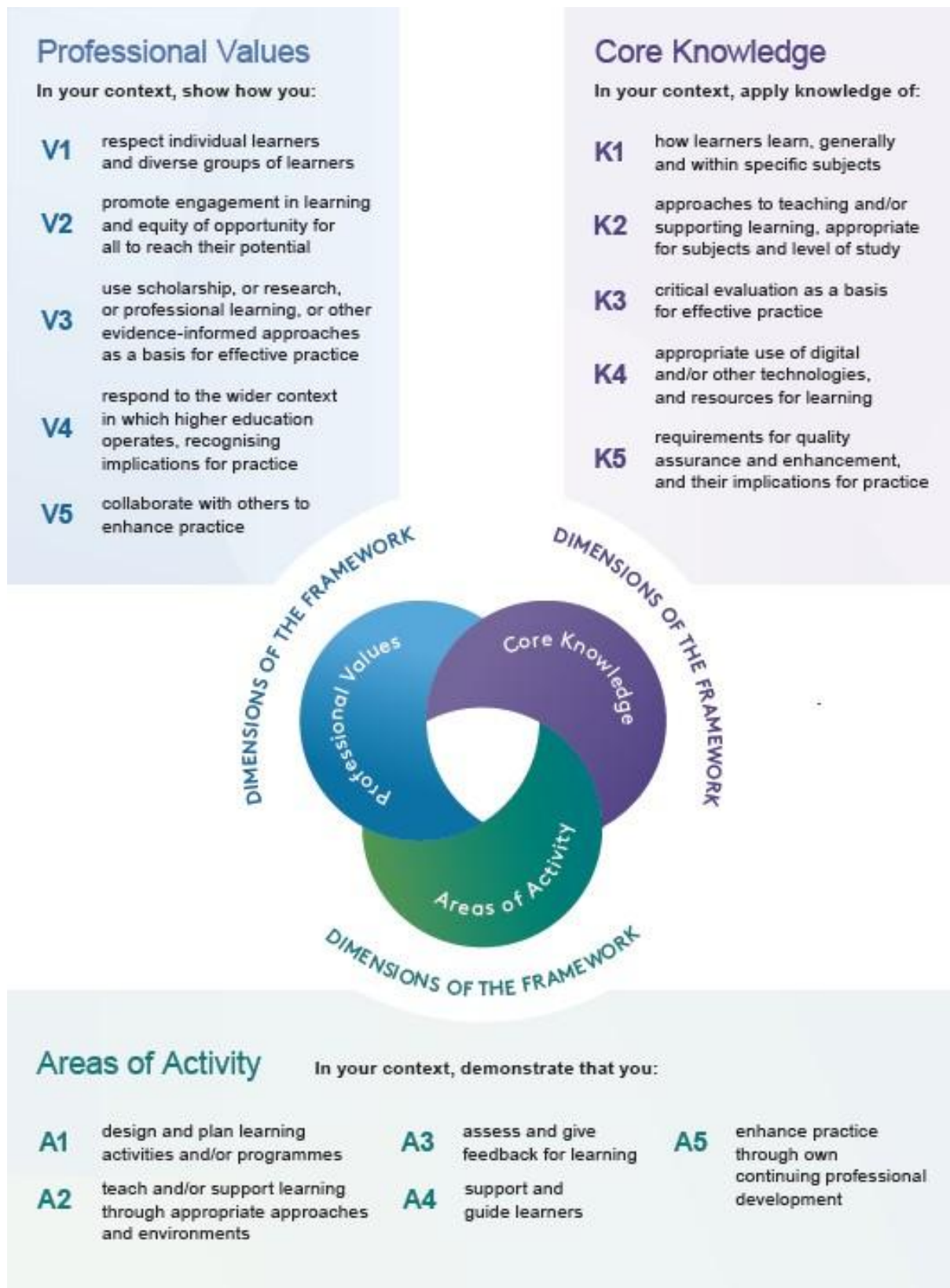
A successful application for Principal Fellowship will demonstrate that your experience, knowledge, and approaches enables you to meet all elements of **Descriptor 4**:

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

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

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

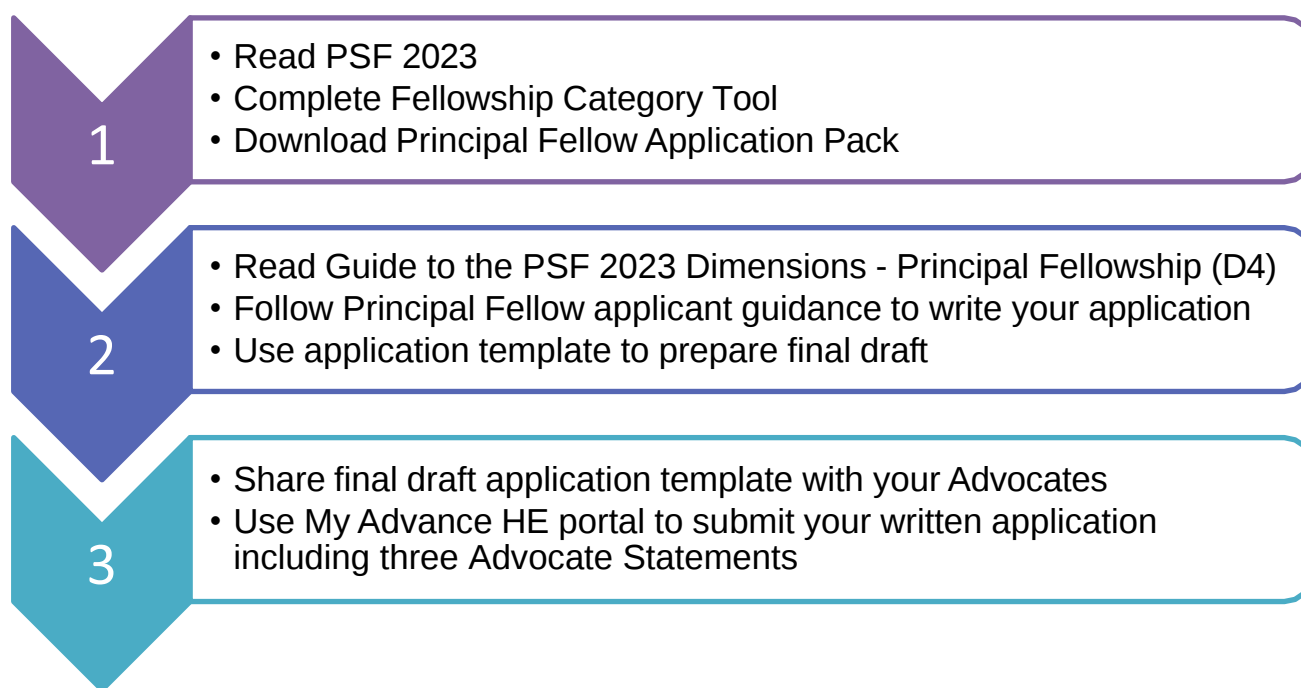
Figure 2: PSF 2023 Dimensions of the Framework



3. Developing your application

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

Figure 3 – Steps in developing your application



Step 1

Section 2 above explains the Professional Standards Framework (PSF) 2023. Your application will be reviewed against Descriptor 4 of this framework.

Before starting to use this guide, we strongly recommend that you complete the **Advance HE Fellowship Category Tool**, which is free to use on the Advance HE website [here](#).

The Fellowship Category Tool (FCT) consists of a set of statements that are aligned to the different PSF 2023 Dimensions of the Framework and Descriptors. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education (HE). By using the tool to consider your current and recent practice, your choice of statements as you progress should help to confirm that Principal Fellowship is the most appropriate category of fellowship for you. Please note that the accuracy of the tool depends on the choices you select as you work through it. As you look through the guidance and start to consider an application, if you feel that you are not yet able to provide sufficient evidence for Descriptor 4 then you can use the report generated by the tool to guide your professional development before making a successful application.

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

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

Step 2

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

We recommend that you start by reading the Advance HE '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 offline, prior to using our online application system to submit 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 Advance HE 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 'Guidance for Advocates' and associated Advocate Statement Template.

When you have your three Advocate Statements and are ready to pay the application fee, you are ready to use the My Advance HE portal to submit your application. Information about how to submit is in the '**MyAdvance HE Guidance: Fellowship application submissions**' guide on the MyAdvance HE portal.

4. Your Account of Professional Practice

There are **two parts** to your direct application for Principal Fellowship:

- + **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 words (see Section 5)
- + **three Advocate Statements** (see Section 6)

4.1 Some key terms

There are several key words in the Descriptor 4 criteria which it is 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 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. 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 – e.g. which departments, institutions, disciplines or professions are impacted, in what ways they have been influenced, and how extensively. You will also need to demonstrate that the impact of any leadership examples you discuss has been strategic rather than operational.

4.2 What is Strategic Leadership?

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

Exercising strategic leadership and impact is not dependent on holding a particular 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 – i.e. 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.

As a strategic leader your work is likely to involve:

- + responding to current developments in the sector
- + building effective relationships with multiple stakeholders
- + shaping vision and direction for the institution
- + **and** making decisions which align with, and shape organisational strategies and values.

Examples of strategic leadership at Descriptor 4 most often relate to work across a whole institution or through external impact across a discipline or profession, regionally or nationally.

If some or all of your evidence of strategic leadership takes place **within** an institution or organisation, it should define a vision and direction with impact. You are likely to be working on projects or activities endorsed, supported or sustained by executive bodies.

If the scope of your leadership is not institution-wide, you should be able to demonstrate that it is strategic in nature, scope and reach, extending beyond your department or service, to impact on a number of areas of the institution. Examples of strategic leadership within a service area or institutional unit, and which do not have impact more widely, should not be the focus of an application at this category. There may however be instances where an individual can demonstrate strategic leadership across, for example, a campus or large and complex faculty which operates independently.

Evidencing impact **across a discipline or profession** usually involves examples of work with a disciplinary or professional body. In these cases, you will need to clearly demonstrate the strategic impact of this on teaching and/or supporting learning in HE beyond your immediate organisation – for example, by exploring your involvement in devising regional/national policy, or other initiatives which become widely embedded.

In contrast, Descriptor 3 (PSF 2023, p.9) the basis for the award of Senior Fellowship, is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

At Descriptor 3, influence and impact may be:

- + Focused on an individual's team, department, school, faculty, service area, etc.
- + Operational, rather than strategic, in nature. It could be focussed on leading or influencing practice, rather than developing and implementing effective and inclusive strategies, or policies, or procedures or initiatives.
- + The scale of leading and influencing will be more limited in nature.

Effectively demonstrating strategic leadership at Descriptor 4 may mean explaining aspects of operational leadership, to make clear the nature and scope of your strategic impact. However **operational detail (including programme design) should not be the focus** of the examples in the application.

4.3 Your Account of Professional Practice is a personal account

In order to evidence the ‘*sustained*’ and ‘*effective*’ nature of your work you need to explain its rationale, process and impact. A simple description of what you did will not be enough.

You may find that your application needs to be written in a way that is new to you. The following points are important to consider and are intended to help you develop a reflective writing style:

- + Your application is a personal account and should be written in the first person using ‘I’. Please see the examples in Section 4.6.
- + 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
- + Developing your Reflective Narrative requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on learning. You should avoid long descriptions of actions and activities and instead take a **reflective** stance so that it is clear what you did, how/why you did it in that way and how you know your work has made an impact.

A **simple reflective model** for you to use could be to clearly explain:

- + **what** you did (be selective with the examples you choose to include).
- + **why** you did it in this way; clearly explain your approach and justify your choices and decisions (e.g. use of an appropriate evidence-informed approach to suit your context, etc.).
- + **how** you carried out this approach (e.g. including any specific challenges or practical issues you had to overcome).
- + how you **evaluated the effectiveness** of what you did (explain the kinds of ‘information’ you used to review and evaluate your work, including the impact this had on learners) and what you will do in future as a result.
- + **what changes** you made as a result of evaluating your effectiveness and impact.

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

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

Your application must be submitted in **English** (please refer to the Fellowship FAQs [here](#) for further information).

Please note that the Advance HE **online application system only accepts plain text**; it will remove any formatting from your text and **will not** accept diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.

4.4 Context and Leadership Statement (500 words)

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

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

As the Context and Leadership Statement is not an assessed part of your application, you do not need to link this information to the PSF. The reviewers will not take account of the information in the Context 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 Case Studies (i.e. 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 and Leadership Statement to set the background to your practice:

Context and Leadership 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 Framework and supported its implementation across the diverse range of our postgraduate provision. My role involves pan-institutional policy formulation and implementation as Chair of the Research Ethics Panel, Secretary to the Research Management Group and deputising for the PVC (Research and Development) as Head of our Doctoral Training Centre.

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

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

Example 2:

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

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

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

I have established and led numerous action research projects across the university that have enhanced the attainment of students with disclosed learning /mental health difficulties: one of these formed the basis for my recently completed Professional Doctorate. I am recognised nationally and internationally, having disseminated my work through numerous conference presentations and publications.

I am responsible for professional development and training of staff across the institution in Equality, Diversity and Inclusion. My approach to strategic leadership remains informed by Universal Design for Learning (see e.g. Houghton, 2023). I use this approach with both staff and students as it facilitates engagement, representation and ultimately action leading to change. Using this approach means that I am authentic and true to my own values, formed through my own learning experience as a non-traditional learner.

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

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

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

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

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

Principal Fellowship recognises the contribution you have made and your impact on high quality teaching and learning therefore, the activities you use should reflect this. Pedagogical scholarship may be included if you can evidence its strategic 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 4 below includes some example entries to illustrate how the RSEI table should be used.

Figure 4: 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 on blended learning to design and implement an evidence-informed approach to university strategy and build understanding among senior staff	2020	Present	X		X	

The impact of strategic leadership often takes some time to be fully apparent. Particularly when selecting examples from the last two to three years, you need to consider whether your chosen activities give you sufficient evidence of impact.

In choosing which examples to use in your RSEI, it may be helpful to start by identifying all your leadership activities in relation to learning and teaching from the last five to seven years. To do this, it may help to discuss your work with a peer (e.g. colleague, mentor, etc.).

Once you have drafted a list of potential RSEI entries, if you have more than ten, you can consider the questions below to help you to refine your list to no more than ten entries.

When considering the examples available to you:

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

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

4.6 The Case Studies (7,000 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. See Section 5 for examples.

You can choose how to spread the balance of the word limit across your three or four Case Studies. Please note that the Advance HE online system will not accept text beyond the 7,000-word limit.

4.7 Reference List (limit 500 words)

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, i.e. 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 use the Reference List section to give details of any books, articles or other resources which have **informed the approaches and achievements** you select for your RSEI and refer to 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 apply the usual academic conventions i.e. give the title, author(s), date, web link (where applicable), publisher and place of publication (where applicable), and any relevant page numbers. Where you cite a reference in your application (e.g. Martins, 2023), this will contribute to the overall wordcount. Please note that footnotes are not accepted by the online application system.

The short excerpt from a Principal Fellowship application below illustrates how the applicant cites the work of the author who informed their approach to writing communities and includes the full reference in their Reference List:

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

Reference List for excerpt

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

5. The Case Studies

It is important to remember that there 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 between them, specifically evidence the three Descriptor 4 criteria statements and incorporate the different PSF 2023 Dimensions.

5.1 Choosing your Case Studies (7,000-word limit)

Your Case Studies are where you make your claim for Descriptor 4 by reflecting in depth on your practice as a strategic leader. 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:
 - + 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 just one of your RSEI entries or a combination. 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 Descriptor 4 by fully addressing all three of the Descriptor 4 criteria statements.

5.2 How to evidence and demonstrate your impact in your Case Studies

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

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

Considering and responding to the questions below will help you structure the Case Studies.

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

5.3. Addressing the Descriptor in your Case Studies

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

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

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

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

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

Relevant activities might include:

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

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

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

Questions to support your thinking for D4.1:

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

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

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

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

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

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

Questions to support your thinking for D4.2:

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

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

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

D4.3 requires you to demonstrate how all the PSF 2023 Dimensions (Figure 2 above) are integrated into your strategic leadership activities. The strategic nature of Descriptor 4 means that the way you do this is distinct from other categories of fellowship. At Descriptor 4, you are **not expected** to be engaging directly with learners. For example, if you plan courses, teach or assess learners, 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 **Guide to the PSF 2023 Dimensions - Principal Fellowship (D4)** in full.

However below is a **brief overview** to help you start to think about addressing the Dimensions specifically in the context of Principal Fellowship.

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

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

This reflection should be part of your process in developing your application. However, mapping to the individual Dimensions throughout your Case Studies is not appropriate at Descriptor 4. Instead, when you submit your application, you are required to list relevant Dimensions at the top of each Case Study. Your Case Studies therefore need to articulate clearly between them how your impact extends across all PSF 2023 Dimensions.

Starting to engage with the Dimensions for D4.3

Professional Values (V1-5)

Between them, do my examples in the RSEI:

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

Core Knowledge (K1-5)

Between them, do my chosen activities:

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

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

Areas of Activity (A1-5)

At Descriptor 4, 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 Descriptor 4 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 Descriptor 4, 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 types, and from a range of sources. However, you should also consider quality over quantity and ensure that any evidence selected is meaningful and convincing in your context.

Example Case Study excerpts

Case Study excerpt 1 Title: Strategic leadership – employability in the curriculum											
Which RSEI entry or entries does this case study relate to? Please list here e.g. 1, 3 etc.: 2,5,6											
Dimensions contributing towards D4.3. Please list here using abbreviations e.g. A2, 3, 4: K1, 2; 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 e.g. 1, 3 etc:

3, 4

Dimensions contributing towards D4.3. Please list here using abbreviations e.g. A2, 3, 4; K1, 2; 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 e.g. 1, 3 etc.:

3

Dimensions contributing towards D4.3. Please list here using abbreviations e.g. A2, 3, 4: K1, 2; V2, 4, etc.).

A2 A4 V1 V2 V5 K3 K4

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

I know my staff well and recognise the experience and expertise they have. I let them access whoever they needed to and gave them freedom to devise their own solution. Their solution was an app, an interactive referencing tool that was accessible by students anytime, from anywhere, via a range of devices. My team piloted this and reported the findings through the University academic quality committees to the wider university. This gave rise to interest from almost all university departments and faculties, and I was asked to work with Academic Support to refresh the university policy on students support to include a new section specifically focusing on academic protocols including referencing. Writing the policy in collaboration with Departments, the Office of Research and the Academic Development Centre was relatively straight forward, as we had evaluative information and research from several places to inform the process and I had access to initiatives in a number of universities through my work with the National Librarians Partnership.

The process of embedding the policy across the institution proved to be more difficult and involved. An initial high-profile launch, with executive level support, failed in getting the necessary engagement from staff. I then worked more closely with research leaders around the university to establish how the policy would most support the needs of different parts of the institution. Their support in promoting the changes was critical. Subsequently, there were around 50% fewer requests from students for support, and the requests they had were often more specific and informed.

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

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

6. Advocate Statements

Your application must be endorsed by Advocate Statements from three Advocates.

The **Advocate Statements endorse** your claim and are used by the reviewers to confirm that your application presents a fair and accurate reflection of your higher education practice. They are not used by reviewers to fill any gaps in the evidence you provide towards the Descriptor. The reviewers will need to see sufficient evidence of effective practice across your APP to meet Descriptor 4 for them to award Principal Fellowship. The Advocates should be people with knowledge and understanding of your work, who are therefore able to validate your application for Principal Fellow by making specific reference to your practice.

Between your three Advocates they should meet the following criteria:

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

Your Advocates should have first-hand knowledge of your practice so that they are able to comment on and endorse your application. The external Advocate should be in a position to provide a statement that corroborates your strategic practice from an external perspective, i.e. not from when you previously worked together in the same institution. 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. 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.

6.1 Guidance for Advocates

All Advocates should refer to the Descriptor 4 criteria, as a guide. Please provide your Advocates with a copy of the **Advocate Guidance** and the **Advocate Statement template**. Both documents can be found in the Applicant Pack you downloaded.

Your Advocates will be asked to confirm that they have written their Advocate Statement themselves and that the information they provide has been written specifically for your application. Please ask your Advocates to save their Advocate Statement as a **pdf file** and to send it to you so that you can upload these with your application.

Advance HE may contact your Advocate for clarification so please ensure that all three Advocate Statements share verifiable contact details (e.g. name, job title, email address, institution) on the Advocate Statement template. As part of ongoing quality assurance, Advance HE routinely checks references for individual authenticity by means of textual review in Turnitin.com. 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.

7. Submitting your Principal Fellowship application via My Advance HE

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

Your application is submitted via the **Advance HE online submission process** in your **My Advance HE** account. The screens in the online system guide you through the process and your application will be saved as you progress so you can save sections and return to finally submit it when you are ready to do so. Full guidance with screenshots is available on the Fellowship Applications page of **My Advance HE** and in the guidance, **My Advance HE Guidance: Fellowship application submissions**. This guidance provides full information as to how to set up your Advance HE account, select your payment option and submit your application.

7.1 Summary - application submission process:

1. Check you can sign into your Advance HE's **My Advance HE** account, check all personal details are correct, or create an account when you are ready to apply.
2. Have your application documents and payment arrangements ready to progress.
3. Once in the Advance HE portal, click to start a new application and choose **PSF 2023 Principal Fellowship Application**.
4. Read and accept the Advance HE Fellowship Terms and Conditions:

By submitting my application, I confirm:

- + My Account of Professional Practice is a unique, accurate and true representation of my practice in higher education.
- + Where I refer to published work, I have included the full reference to provide credit to the author(s).
- + If I have used systems or tools such as Ai to help structure my application or to spell check I can confirm that those systems have been used as a guide only and the content is my own work.
- + That I understand that Advance HE is committed both to safeguarding the standards of its fellowships by detecting and acting upon potential cases of professional misconduct. I therefore accept and agree that my application will be checked and if any professional misconduct is detected following a formal investigation my application will be withdrawn from review and any fees paid would be forfeit.
- + That the statements of support/advocate statements submitted have been written by the individuals cited in the documents and are an accurate and true reflection of my professional practice during the relevant period that it is stated to relate to and that I understand and agree that Advance HE may contact those individuals to verify the information set out in my Account of Professional Practice and in their statements of support/advocate statements.
- + I must comply with the Fellowship Code of Practice in my work and must continue to uphold the Professional Standards Framework and the Code of Practice if I am successful in gaining fellowship. I accept that my fellowship could be withdrawn by Advance HE if I am found to have breached the Fellowship Code of Practice and/or failed to uphold the Professional Standards Framework.

- + I understand that Advance HE operates a peer review process as laid out within section 6 of the Fellowship Policy. I have read and understood the applicant guidance provided to me prior to submitting my application. I understand that should the review of my application be unsuccessful that I cannot appeal against the decision made.
 - + I understand that if Advance HE wishes to use my application for training purposes, they will contact me at a later stage to make this request.
5. Choose how your application will be paid for. This will be from a drop-down menu with the following options:
 - 5.1 I'll pay myself
 - 5.2 My Organisation is paying
 - 5.3 My Organisation has paid in advance (this is only for applicants who have been notified by their institution that they have been included in the pre-payment of a number of applications purchased as part of a contract with Advance HE).
 6. Enter your name exactly as you want it to appear on your Certificate.
 7. Copy and paste the text from the final version of your offline application template onto the online application template.
 8. Upload your three Advocate Statements as pdf files.
 9. Once all documents have been uploaded, refer to Section 5.7 of the **My Advance HE Guidance: Fellowship Application Submissions** about 'Application Listing'. This is where you can make any final edits or delete your submission. You can also request a copy of your final application for your records, and we would highly recommend that you do this by clicking '**Request Application**'. Once you are happy with your application, click '**Submit**'. No further edits can be made.
 10. Pay the fee requested.

7.2 Payment for your application

When you upload your application and choose to submit, you will be asked to pay the application fee. Once the fee is paid, your application will be allocated to the next available review panel.

Payment is required by debit or credit card when you submit your application in **My Advance HE**. You can pay this yourself at the time you submit or, if you are receiving financial support from your institution, there is an option for someone else to pay on your behalf (please see Section 7.3 below).

The **fee** for a direct application for Principal Fellowship is on the Advance HE website and is subject to annual review. Employees of **Advance HE Member institutions** will be charged a subsidised rate. If you are unsure of your institution's Advance HE membership status, please check the list of Advance HE member institutions on the **Advance HE website**. If you are still unsure, please contact Advance HE's fellowship team, fellowship@advance-he.ac.uk

Please note that if an Advance HE Member institution chooses to make participation in an institutional Advance HE accredited programme or scheme contractual, any individual wishing to apply directly to Advance HE should choose 'self-employment' as their employment status and use a personal email address. They will be required to pay a full fee for the application; i.e. the fee will not be subsidised by the institutional membership.

7.3 If your institution is paying on your behalf

If your institution is paying for your application, you will need to have selected that option when you started to complete the online application form. You can copy a payment link from **My Advance HE** and forward it to the individual at your organisation responsible for making the payment. They simply follow the link to pay online with a credit or debit card.

If your organisation is unable to pay by card, Advance HE can raise an invoice for them to pay by bank transfer. For payment by this method your organisation will need to provide you with an electronic copy of a Purchase Order, which you upload to **My Advance HE**, in the Invoices area of the My Profile section.

Some institutions pre-pay for multiple applications in advance. If your institution has pre-paid for your application in this way, the contact at your institution will advise about how the pre-payment of the fee operates; please note that your application will not progress to the review process until the pre-payment of the fee is confirmed.

8. How will your application be reviewed?

Your application will be reviewed by three independent reviewers (called a 'panel') as part of a peer review process.

The Advance HE reviewer pool includes education specialists and practitioners from across the international higher education sector. Reviewers are selected for their experience of external review and their understanding of the PSF 2023, as well as for their knowledge and experience of learning and teaching in higher education, including different contexts (e.g. disciplines, professional roles, etc.) and global settings.

All reviewers of Principal Fellow applications are Principal Fellows themselves and are required to undertake an annual cycle of professional development and regular standardisation activities with Advance HE to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the PSF 2023 and Principal Fellowship.

8.1 How do the reviewers reach their 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 assess your application against each of the Descriptor 4 criteria. 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.

Each reviewer will read your application and will apply the Descriptor 4 criteria to reach an initial independent judgement. The three reviewers then reach a combined majority judgement.

Full guidance for reviewers with associated review pro-formas are available on the Advance HE website. This information sets out the process reviewers follow to make professional judgements on Principal Fellowship applications.

8.2 How long will the review process take?

An application for Principal Fellowship can be made at any time during the year. The length of time it will take to process your application is dependent on the dates of our review panels and the demand on the fellowship service when you submit your application.

Advance HE holds regular review panels and typically you will be notified about the outcome of your application within 12 weeks.

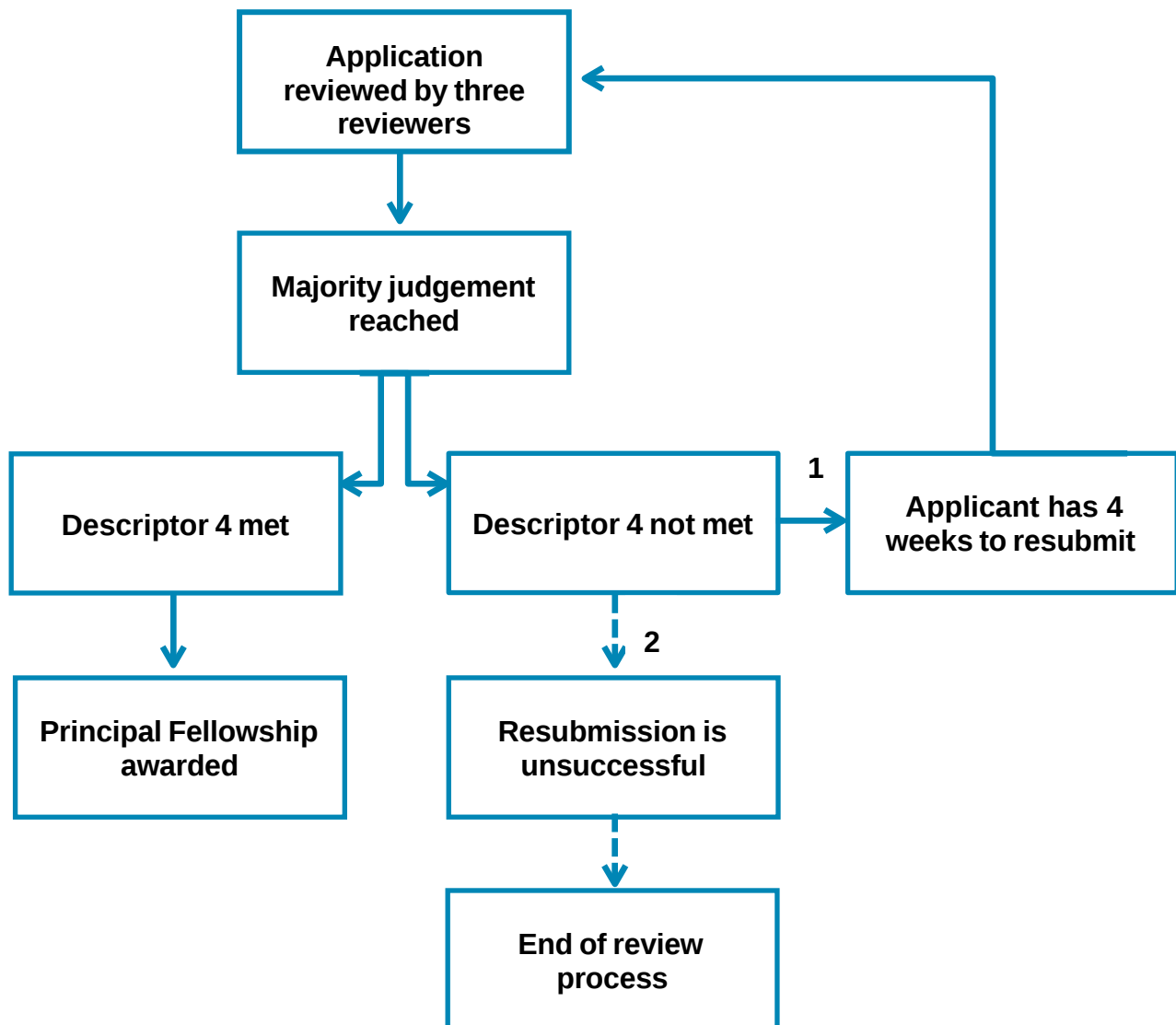
If your application is not successful following the first review, you will receive feedback from the reviewers and have one opportunity to strengthen your application and resubmit (see below). Once you have resubmitted, you will normally be notified of the final outcome within 6 weeks.

You can check the status of your application by logging into "Fellowship" in [My Advance HE](#)

8.3 Review process and possible outcomes

The diagram below outlines the review process for your application and possible outcomes.

Figure 5: Principal Fellowship application review process. '1' indicates first resubmission process; '2' indicates 'unsuccessful' outcome for resubmission and end of review process



8.4 Outcome of first review

There are two possible outcomes following the first review of your application – Award or Refer.

Outcome 1: Award

If the reviewers' consensus judgement is that your application meets the requirements of Descriptor 4 then you will be awarded Principal Fellowship. You will receive a congratulatory email which will explain how to download your Principal Fellowship certificate from within your [My Advance HE](#) account.

As a Principal Fellow, Advance HE expects you to adhere to the [Fellowship Code of Practice](#) and to maintain your professional practice in accordance with the PSF 2023.

Outcome 1: Refer

Should your application be judged as providing insufficient evidence for meeting Descriptor 4, then you will be provided with feedback from the reviewers in a **Panel Outcome and Feedback template**. This feedback will indicate which of the three Descriptor 4 criteria your application has 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 within four weeks, without further charge. In this instance, you will be provided with instructions for your resubmission and asked to highlight 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.

8.5 Outcome of second review (resubmission)

Outcome 2: Award

If the reviewers' consensus judgement on your resubmission is that your revised application meets the requirements of Descriptor 4 then you will be awarded Principal Fellowship.

Outcome 2: Unsuccessful

If the reviewers judge that despite revisions, your resubmission does not fully meet the requirements of Descriptor 4 then the final judgement is 'unsuccessful'. In this instance, further feedback in **Section 4 of the Panel Outcome and Feedback template** will explain the unsuccessful judgement.

Please note that Section 1 of the Panel Outcome and Feedback template will be updated to show where Descriptor 4 criteria are met in the resubmission. The original reviewer feedback from the first review will **remain unaltered in Sections 2 and 3** of the form; Section 4 will draw on the feedback in Sections 2 and 3 to explain the final outcome.

This is the end of the review process; any future application would incur a full fee.

Please note that any appeal would need to be related to the published Advance HE fellowship review process not being accurately followed and not the outcome of the review. Please see the [Advance HE Fellowship Policy \(Direct Route\)](#) for further information.

9. What if I have other questions?

If you have further questions or require further assistance, in the first instance please see our [Frequently Asked Questions](#) on the Advance HE website. Alternatively, please email fellowship@advance-he.ac.uk.



Contact us

Email: communications@advance-he.ac.uk

Website: www.advance-he.ac.uk

   @AdvanceHE

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We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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