

University of Warwick Academic and Professional Pathways (APPs)

How to gain fellowship of the Higher Education Academy



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1. Fellowship of the Higher Education Academy (HEA)

These notes provide an overview of the opportunities available to achieve fellowship of the Higher Education Academy through one of the University of Warwick Academic and Professional Pathways (APPs). The Pathways have been designed to allow staff with responsibility for teaching and supporting learning in Higher Education to demonstrate their experience in relation to the UK Professional Standards Framework (UKPSF) in the way that is most appropriate to their experience and role.

2. What is the HEA?

The Higher Education Academy (HEA) is the organisation responsible for enhancing teaching and supporting learning in Higher Education. Working with governments, universities and other HE providers, the HEA helps to bring about change in teaching and learning, improving the experience of both students, and those who teach and support them.

3. What is the UKPSF?

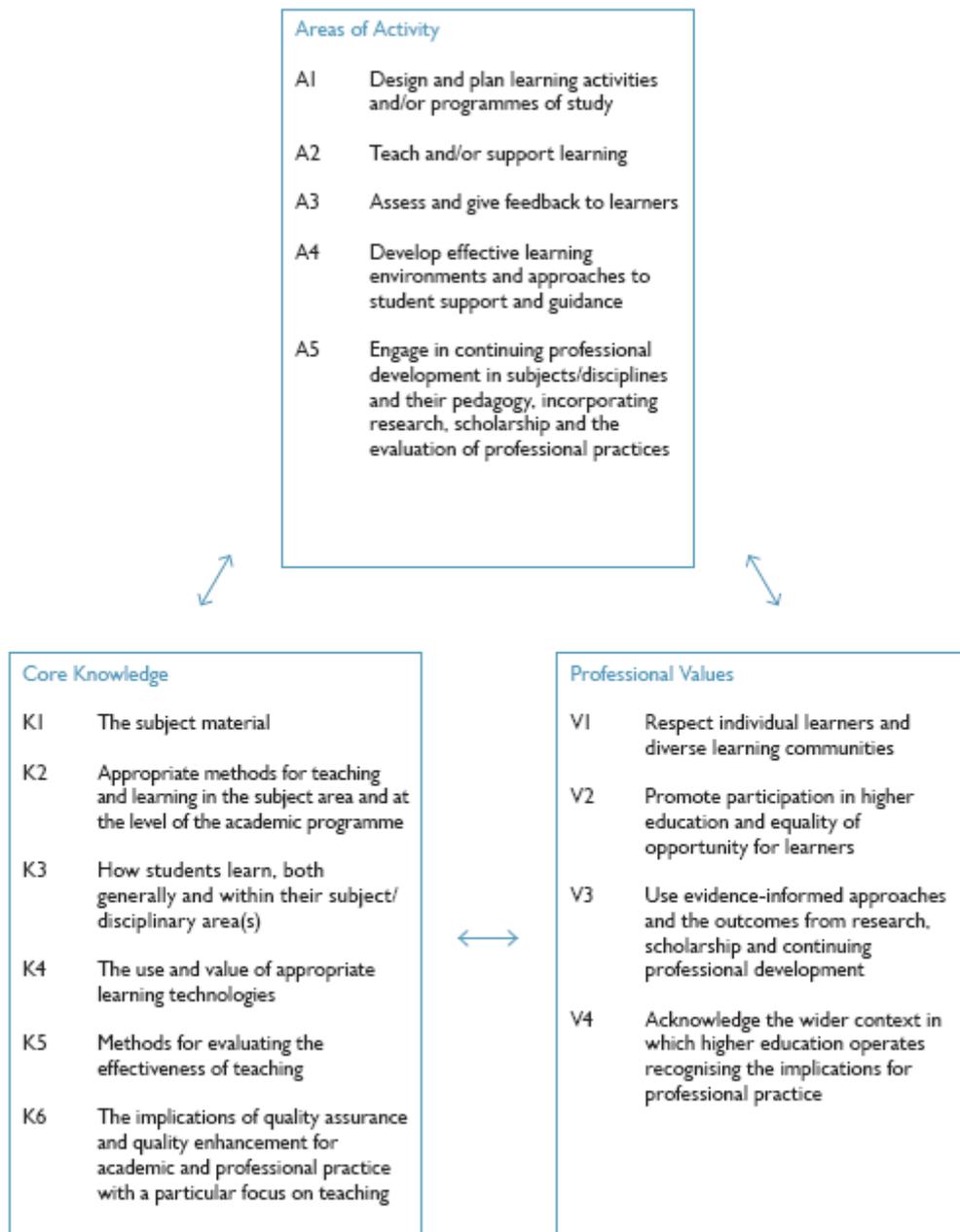
The [*UK Professional Standards Framework*](#) (UKPSF) is a nationally-recognised framework for developing practice and evidencing success within HE teaching and learning support. The framework is written from the perspective of the practitioner and it acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.

The UKPSF separates out the components of learning support and teaching roles into “Dimensions of Practice”. The Dimensions consist of three sets of statements outlining the:

1. Five **Areas of activity** undertaken by teachers and supporters of learning within HE
2. Six aspects of **Core knowledge** that are needed to carry out those activities at the appropriate level
3. Four **Professional values** that someone performing these activities should embrace and exemplify

These reflect the complexity and multi-faceted nature of the professional role of staff teaching and supporting learning.

4. Dimensions of the UKPSF



5. How does HEA fellowship benefit me?

Being a Fellow of the HEA in any category has a number of benefits. These include:

- Gaining national recognition of your commitment and contribution to teaching, learning and the student experience.
- Gaining formal recognition of your continuing professional development and assisting you in planning your career development;
- Establishing credibility with teaching and research colleagues and demonstrating that your practice is aligned with the UKPSF.

6. Which fellowship is the right one for me?

There are four different 'levels' of fellowship, which the HEA calls 'Descriptors'. These descriptor levels relate to role and experience, and individual context and circumstance. The brief descriptions below may help you decide which descriptor level you want to work towards. *It is worth noting that it is your experience and degree of engagement with teaching and not your job title alone that will decide the level at which you choose to apply.*

<p>D1 Associate Fellow (AFHEA)</p>	<p>If you are new to teaching or supporting student learning and want to formalise your experience and to progress, an HEA Associate Fellowship could add great value to your professional profile.</p> <p>AFHEA is aligned to Descriptor 1 of the UKPSF and applications have to demonstrate appropriate engagement with any two areas of activity.</p> <p>You are likely to be one of the following:</p> <ul style="list-style-type: none"> • an early-career researcher with some teaching responsibilities (e.g. PhD student, graduate training assistant, contract post-doc); • new to HE teaching, have a limited teaching portfolio or teach part-time in a demonstrator/ technician role with some teaching responsibilities, or support teaching/learning (e.g. as a learning technologist or learning resource staff member).
<p>D2 Fellow (FHEA)</p>	<p>If you have a proven, sustained track record in HE teaching and you're seeking recognition for your development, and to progress into a senior position, an HEA Fellowship could add great value to your professional profile.</p> <p>FHEA is aligned to Descriptor 2 of the UKPSF and applications have to demonstrate professional engagement with all areas of the UKPSF.</p> <p>You are likely to be one of the following:</p> <ul style="list-style-type: none"> • an early-career academic; • in a subject-specific role with substantive teaching and learning responsibilities; • an experienced academic, relatively new to UK HE. You'll be in a role with sometimes significant, teaching-only responsibilities; e.g. within work-based settings.
<p>D3 Senior Fellow (SFHEA)</p>	<p>If you have a proven, sustained track record in HE teaching and management and are seeking to progress into a leadership position, an HEA Senior Fellowship could add great value to your professional profile.</p> <p>SFHEA is aligned to Descriptor 3 of the UKPSF and applications have to evidence sustained, effective professional engagement with all areas of the UKPSF and an appropriate degree of management of teaching beyond their own practice.</p> <p>You will have an established record relating to teaching and learning and management/leadership of specific aspects of teaching provision. You are likely to lead, or be a member of, established academic teams. You may be:</p> <ul style="list-style-type: none"> • an experienced member of academic staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines; • an experienced subject mentor or someone who supports those new to teaching; • an experienced member of staff with departmental or wider teaching/learning support advisory responsibilities within your institution.

<p>D4 Principal Fellow (PFHEA)</p>	<p>If you have an established academic career with substantial strategic responsibilities in HE and you're seeking to exert influence within the sector, an HEA Principal Fellowship could add great value to your professional teaching experience.</p> <p>This top tier of accreditation is appropriate for staff who are able to demonstrate impact at a strategic level (in an institutional, national or international context) and a wider commitment to academic practice and leadership in teaching and learning.</p> <p>PFHEA is aligned to Descriptor 4 for the UKPSF and applications should demonstrate a more substantial engagement with the UKPSF in a much broader context; it is generally limited to senior individuals whose role involves teaching and learning at an institutional level and beyond.</p> <p>You will have a sustained, effective record of strategic impact at institutional, national or international level and be committed to wider strategic leadership in teaching. You might also be one, or both, of the following:</p> <ul style="list-style-type: none"> • A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning. • Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond your own institution.
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7. How does the Warwick APPs framework support me in gaining professional recognition?

The University of Warwick has devised a suite of pathways to recognition as Associate Fellow, Fellow, Senior Fellow and Principal Fellow of the HEA (UKPSF descriptor categories D1 to D4). These pathways will involve you fully engaging with the UKPSF and evidencing this engagement.

Available pathways

There are four available pathways to recognition. These pathways will involve you fully engaging with the UKPSF and evidencing this engagement.

- Pathway postgraduates research students who teach: the APP (PGR) (D1)
- Pathway for technology enhanced learning: the APP (TEL) (D1)
- Pathway for Teaching Excellence (mandatory for probationary staff¹): the APP (TE) (D2)
- Pathway for experienced staff: the APP (EXP) (D1-4)

¹ Probationary staff in Warwick Medical School (WMS) are expected to complete the Postgraduate Award Essentials in Clinical Education (accredited by the HEA at D1) and the Postgraduate Certificate in Medical Education (accredited by the HEA at D2). See further details below.

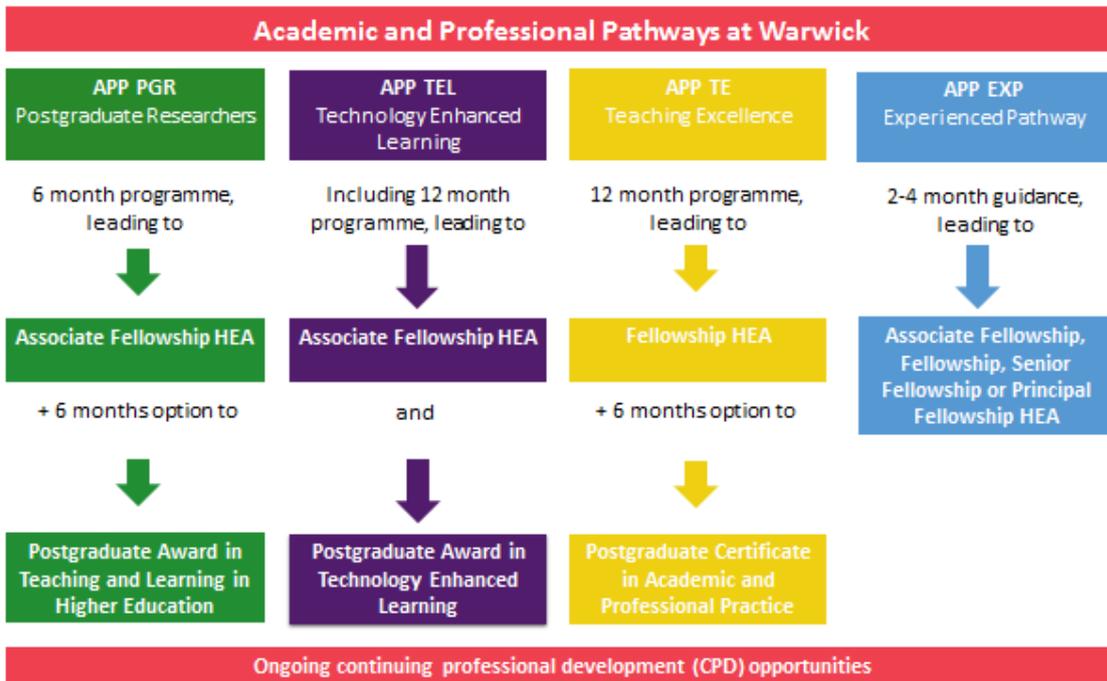


Figure 1: The four APPs for staff at Warwick

APP (PGR) (D1)

For those PGRs who are able to demonstrate sufficient practice to evidence D1 (minimum 15hrs teaching or support of teaching per year) we have developed APP (PGR) leading to AFHEA, with the option to progress to a Masters level (30 CATS) Postgraduate Award in Teaching and Learning in HE. Participants attend a range of core and free choice workshops and complete an e-portfolio of reflective practice to evidence D1. More experienced PGR teachers have the opportunity to gain AFHEA through an Experienced Pathway route. Further details can be found in the **APP (PGR) Handbook**.

APP (TEL)

Our Postgraduate Award in Technology Enhanced Learning (PGA TEL), HEA accredited at D1 UKPSF, is the main component of our Pathway for technology enhanced learning the APP (TEL). PGA TEL is a part-time, practice-based Masters level programme (30 CATS) designed to support participants through each stage of their project as they design, create and evaluate a technology enhanced learning project focused around their own areas of interest and professional needs. Further details can be found in the **APP (TEL) Handbook**.

APP (TE) (D2)

All new members of staff with teaching and learning responsibilities are expected to successfully complete this pathway before the end of their probation. Being a pathway to Fellowship status (Descriptor 2 of the UKPSF, the APP (TE) is designed as an intensive, part-time programme that accommodates the schedules of busy teaching academics at Warwick.

Participants on probation will be expected to attend a 2 day residential either before the start of the autumn, spring or summer term, followed by a 1 day workshop in week 11. This pathway is also available as a non-residential option to existing members of staff who wish to receive training and support towards D2. Participants should be able to demonstrate that they have substantial engagement with teaching and support of learning. Time should be allowed regularly during the 12 months of the programme to undertake practical teaching tasks (observation and teaching evaluation), to complete written assignments, and to meet with colleagues, tutors and mentors. If at any point participants realise that they don't have sufficient engagement with teaching and support of learning to be able to meet the requirements for FHEA, they should discuss this with their mentor and the mentor can recommend an appropriate pausing period. On successful completion and achievement of FHEA participants have the option to progress to a Masters level (60 CATS) Postgraduate Certificate in Academic and Professional Practice (PCAPP). Further details can be found in the **APP (TE) Handbook**.

New members of staff in Warwick Medical School (WMS) are expected to complete the Postgraduate Award Essentials in Clinical Education (accredited by the HEA at D1) and the Postgraduate Certificate in Medical Education (accredited by the HEA at D2). Further details can be found in the **Postgraduate Award Essentials in Clinical Education Handbook** and in the **Postgraduate Certificate in Medical Education Handbook**.

APP (EXP) (D1-4)

New and existing staff at Warwick with a proven, sustained track record in HE will have the opportunity to gain recognition for their expertise in teaching and learning through the APP (EXP) (D1-4). This pathway supports experienced staff in their engagement with the UKPSF and helps them to evidence their engagement through two possible routes: the Written Route or the Dialogic Route. Regardless of the route chosen, participants will be provided with support to help to develop their application. The Written Route requires evidence and reflections to be collated in an e-portfolio and to be submitted to a panel of assessors. The Dialogic Route requires evidence to be collated and submitted either electronically or in hard copy in advance of a pedagogic dialogue during which participants have the opportunity to expand and reflect on their experience and achievements. Both routes require engagement with a mentor and submission of two references. Further details can be found in the **APP (EXP) Handbook**.

8. Good standing

It is implicit within the UKPSF that all fellows remain in good standing. All fellows should be able to demonstrate compliance with (at least) their awarded level at any given time. We would recommend therefore that participants keep a record of continuing

professional development activities to ensure they can evidence their ongoing commitment and engagement. Engagement with the UKPSF can be demonstrated through a wide range of activities and events that enable participants to reflect on their experience and approaches to teaching and learning. Inspired by Brookfield's critical lenses for reflective practice, the diagram below places emphasis on the variety of ways and contexts in which learning takes place. Self-reflection is positioned as being central to meaningful critical reflection. The orange boxes in the diagram provide a brief overview of some of the CPD opportunities available at Warwick which enable participants to engage and demonstrate this level of critical reflection and continuing professional development. For more information on the range of provision please visit the Teaching and Learning Unit website: http://www2.warwick.ac.uk/services/ldc/teaching_learning/

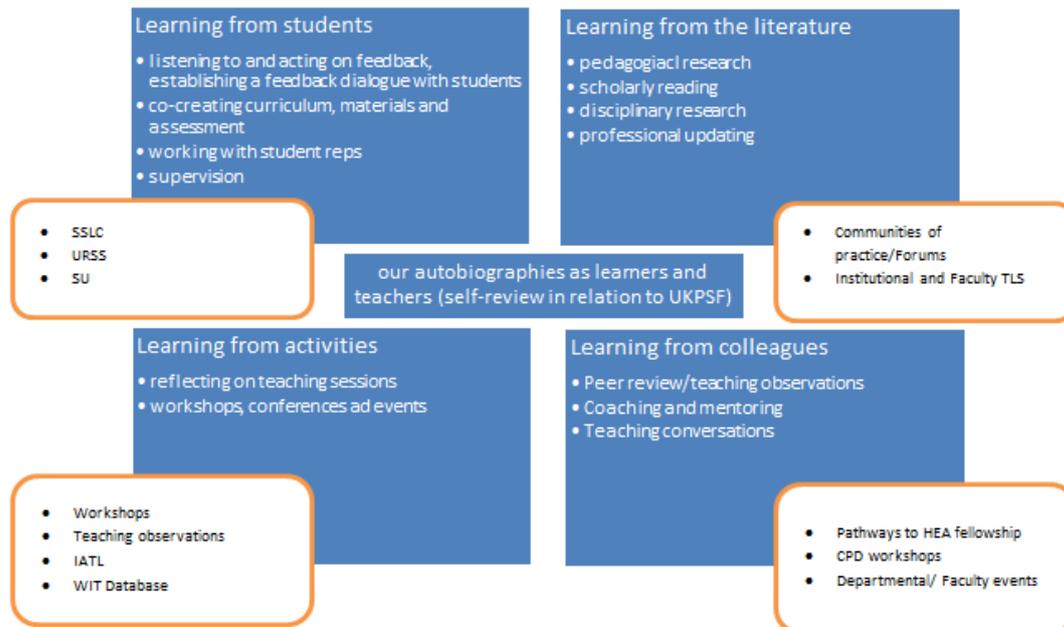


Figure 3: Inspired by Brookfield, Stephen. *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bass. 1995.

Departmental Contacts

If you would like more information or wish to discuss the options available to you please contact a member of the Teaching and Learning Unit in LDC:

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