

HEA Categories of Fellowship

Category of Fellowship	What does your application need to demonstrate?	Typical role description
Associate Fellow (AFHEA) (D1) Some teaching and/or supporting learning responsibilities	<ul style="list-style-type: none"> You have a successful track record of effectiveness in teaching and/or supporting learning and are able to critically reflect on your practice. Your practice meets all six areas of Descriptor 1 (D1) of the UKPSF. 	<ul style="list-style-type: none"> Staff new to teaching, with a limited teaching portfolio or teaching part-time. Early career researchers with some teaching responsibilities, e.g. PhD students, GTAs, contract researchers, post-doctoral researchers, research associates, etc. Staff who support academic provision, e.g. learning technologists, technicians, demonstrators, learning developers, learning resource/library staff.

The key difference between the AFHEA and FHEA category is that Associate Fellows are likely to have some teaching and/or supporting learning responsibilities, whereas Fellows will have more substantive and broad-based teaching and supporting learning experience and are likely to have greater autonomy/responsibility for planning learning environments, activities and assessment methods; providing feedback to learners; evaluating teaching effectiveness and engaging in quality assurance and enhancement processes.

Associate Fellows are likely to be able to demonstrate an understanding of specific aspects of what makes effective teaching and how to support student learning, whereas Fellows should be able to demonstrate a broader understanding of effective approaches to teaching, supporting learning and how students learn, both generally and within their subject/discipline area.

Both Associate Fellowship and Fellowship applications will reflect on your approaches to teaching and/or supporting learning and the impact on students' learning.

Fellow (FHEA) (D2) Broad-based experience of teaching and/or supporting learning	<ul style="list-style-type: none"> You have a successful track record of effectiveness in teaching and/or supporting learning and are able to critically reflect on your practice. Your teaching and/or supporting learning practice meets all six areas of Descriptor 2 (D2) of the UKPSF. 	<ul style="list-style-type: none"> Early career academics. Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities. Experienced academics relatively new to UK higher education.
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The key difference between the Fellow and Senior Fellow category is that Senior Fellows will have leadership roles and responsibilities that Fellows do not. This means that Senior Fellows will organise, lead and/or manage specific aspects of teaching and learning provisions and will be able to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning.

Crucially, Senior Fellows must be able to evidence that through their leadership roles/responsibilities they have had an impact on the teaching and/or supporting learning practice of others that they work with.

Leadership and impact on the practice of colleagues will be a central focus of the application for Senior Fellowship.

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<p>Senior Fellow (SFHEA) (D3) Leadership roles/responsibilities related to teaching and/or supporting learning</p>	<ul style="list-style-type: none"> You have a sustained level of effectiveness in learning and teaching and/or supporting learning <u>AND</u> leadership roles/responsibilities related to teaching and/or supporting learning, and are able to critically reflect on your practice. Your teaching and/or supporting learning practice meets all seven areas of Descriptor 3 (D3) of the UKPSF. You should use D3.VII as a lens to focus on leadership/impact on the practice of colleagues throughout your claim. 	<ul style="list-style-type: none"> Experienced academic staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines or specific aspects of teaching and learning provisions. Experienced subject mentors and staff who support those new to teaching. Experienced staff with departmental or wider teaching/learning support advisory responsibilities within the institution. Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities, as well as leadership responsibilities.
<p>The key difference between the Senior Fellow and Principal Fellow category is that the leadership roles and responsibilities of Principal Fellows will be at a more strategic level within the university than those of Senior Fellows. Whereas Senior Fellows are likely to have leadership roles/responsibilities at departmental, school, discipline or programme level, Principal Fellows will have responsibilities which have impact across the institution and are often also able to demonstrate the influence of their teaching scholarship nationally and/or internationally.</p> <p>Your PFHEA application will evidence your sustained and effective impact at a strategic level in relation to HE learning and teaching at an institutional level; often you will have a significant national and/or international profile in relation to HE learning and teaching.</p>		
<p>Principal Fellow (PFHEA) (D4) Strategic leadership roles/responsibilities related to teaching and/or supporting learning</p>	<ul style="list-style-type: none"> You have a successful track record of effectiveness and impact at a strategic level in relation to teaching and supporting learning and are able to critically reflect on your practice. Your professional practice meets all five areas of Descriptor 4 (D4) of the UKPSF. 	<ul style="list-style-type: none"> Highly experienced/senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in teaching and supporting learning. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning. Staff who can evidence strategic impact and influence in relation to teaching and learning that extends beyond Warwick.