

What is HEA Fellowship?

HEA Fellowship is an international recognition of a commitment to professionalism in teaching and learning in higher education and demonstrates that your practice is aligned with the UK Professional Standards Framework (UKPSF). To date over 75,000 individuals have become Fellows of the HEA. Not only does Fellowship consolidate your professional development and validate your teaching practice, it is increasingly sought by HE employers as a condition of appointment and promotion.

There are four levels of Fellowship indicative of different levels of experience and different roles found within the HE context.

Typical individual role/career stage and Fellowship level

| Associate Fellow (AFHEA) | |
|--|---|
| Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. | <ul style="list-style-type: none"> • Early career researchers with some teaching responsibilities (e.g. postgraduates who teach); • Staff new to teaching (including those with part-time academic responsibilities); • Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff); • Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities; • Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio. |
| Fellow (FHEA) | |
| Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. | <ul style="list-style-type: none"> • Early career academics; • Academic-related and/or support staff holding substantive teaching and learning responsibilities; • Experienced academics relatively new to UK higher education; • Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings. |
| Senior Fellow (SFHEA) | |
| Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. | <ul style="list-style-type: none"> • Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas; • Experienced subject mentors and staff who support those new to teaching; • Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution. |

Principal Fellow (PFHEA)

Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings.

- Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning;
- Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning;
- Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution.

More details on the UKPSF, the Descriptors and levels of Fellowship can be found via the HEA website at https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf.