

AFHEA Framework Sept – March Interim report

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Introduction

The aim of this programme is to provide a flexible fast route to Associate Fellowship of the Higher Education recognition for all administrative staff who support teaching and learning. Participants from across different departments at Warwick have the opportunity to curate their own journey through the programme accessing existing LDC workshops and newly developed skills and support sessions. (See this [Prezi diagram](#) for further information.)

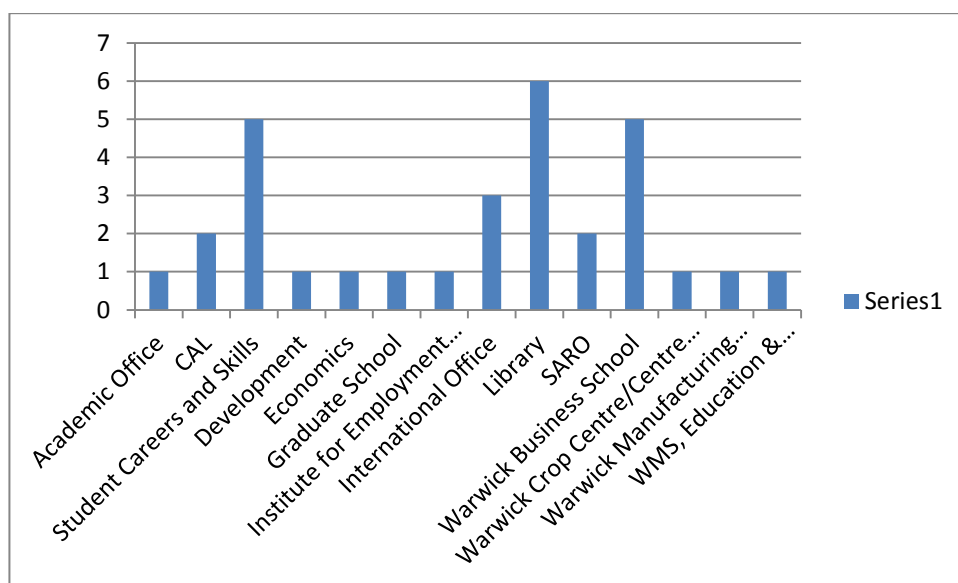
This framework culminates in the submission of a short document which addresses two different areas of activity, core knowledge and professional values. (See the [HEA UKPSF](#) for further information.) Participants also need a short supportive statement from a member of staff in their department to support their application.

To date the framework continues to evolve based on feedback and experience. The following report highlights some changes that have been made to the structure of the framework and identifies some further challenges and actions for the future of this project.

Facts and Figures

The introduction sessions have proven to be popular with a total of 64 people signing up to the sessions. In reality the numbers attending have been slightly less at 45 and 32 people have gone onto register on the framework following the introduction session.

Participants came from a range of different departments including the following: International Office; WBS; Library; Economics; Institute for Employment Research; Centre for Student Careers and Skills; SARO; Graduate School; CAL; WMS; Academic Office; Development; WMG; Warwick Crop Centre/Centre of Interdisciplinary Methodologies.



Graph 1: Number of participants/departments

To date we have had two successful submissions and a number of people who are hoping to submit shortly.

Structure

Over the course of the year the structure of the framework has evolved in response to user needs and the change in the application process.

September 2013	January 2013
Introduction sessions x2 Hub Sessions Needs analysis Teaching Philosophy Statement skills session One-to-ones	Introduction session x1 Hub Sessions Needs analysis skills session Reflective writing skills session One to ones

All participants came to the information session but numbers for the skills and hub sessions varied. The application process shifted from the submission of a teaching philosophy statement and from January participants were invited to submit the HEA Account for Professional Practice. Therefore the natures of the skills sessions were also altered to support this process.

Those staff who participated in the additional voluntary sessions found it useful to focus their time and find some 'headspace' for the application process. Others who were unable to participate spoke of 'competing work pressures', timing issues and also they felt that they did not need to come along to the sessions. Therefore the numbers of sessions were reduced in term 2.

Next steps

The following table outlines some of the proposed next steps for the development of the framework based on experiences and feedback to date.

Area of work	Further information
The assessment format	Based on feedback from participants the assessment format was changed from the Teaching Philosophy Statement to the Account for Professional Practice. The idea of a teaching dialogue is one that several participants have expressed an interest in and one that may be developed in the future. Possible next steps could include developing a format for the teaching dialogues and identifying a possible panel.
Timings	More people were happy to attend sessions in term 1 than term 2; however we did have the same number of people register for the scheme in both terms. Change in structure – more flexibility and more information provided prior to the start of the recognition process. Also scope to increase our online provision to ensure that people can access the information at any point throughout the year.
Commitment/ Momentum	Simplify the recognition process and make it more transparent –

	<p>including more information online and more emphasis on the introduction sessions.</p> <p>Development of case studies to demonstrate how people are completing the scheme and examples of successful applications online.</p> <p>Development of writing retreats to give people time to write the application.</p> <p>Contact all registered people and find out where they are at/ what further support is needed and anticipated hand-in dates.</p>
Website	<p>Include case studies/ scenarios</p> <p>Make it easier to navigate and find the key information</p> <p>Transfer the content of the introduction session online and potentially make people register before they come along to the introduction session.</p>
Bespoke sessions	<p>Meetings with departments to talk about bespoke sessions for staff. We have already had meetings with several departments who are interested in including this scheme in annual reviews. Further advocacy work needed here, perhaps in the form of a couple of 'champions'.</p> <p>Potential to offer one-to-ones where the Leads go to the participant – to make it even easier for the participant to access support</p>
Dissemination	<p>Showcase work done through various channels including journal articles, conferences etc. Further work being done to look into where to disseminate within the learning development literature. Also looking at further dissemination of the framework within the university. Considering creating a Network to allow participants to continue their development.</p>
Evaluation	<p>Follow up with participants – find out their thoughts on the scheme.</p>
Other schemes	<p>Roll out the recognition scheme and open it up to a wider audience – e.g. PGRs who teach.</p>
Sustainability	<p>Seek out new source(s) of funding for 2014/15</p>