  
UNIVERSITY OF  
GLOUCESTERSHIRE  
at Cheltenham and Gloucester

## An Introduction to HEA Fellowships

Ros O'Leary

Academic Development Unit 1

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## The session

1. Overview of the HEA Fellowship Scheme, including: Associate Fellow and Fellow
2. Explore what you might include in your application / your institutional assessment

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## Overview

- Higher Education Academy (HEA)
  - national body for enhancing learning and teaching in higher education (HE)
- UK Professional Standards Framework (UK PSF)
  - A nationally-recognised framework for benchmarking success within HE teaching and learning (Funding Councils, NUS, Universities UK etc)

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**Overview** 

- Uses the UK PSF to recognise HE teaching and learning knowledge and experience
- Increasingly is a requirement of employment in HE
- Many institutional new lecturer, GTA/preparing to teach programmes accredited to the scheme
- This Economics Network training can be used to exempt parts of institutional training/ to support your institutional training
- EN workshops endorsed by the RES, SES (and HEA)

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**Associate Fellows** 

- 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

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**Fellows** 

- 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.

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<p><b>UK Professional Standards Framework</b></p> <p><b>Area of Activity</b>  A1 Designing and planning learning activities and/or frameworks of study  A2 Teach and/or support learning  A3 Assess and give feedback to learners  A4 Develop effective learning environments and approaches to student support and guidance  A5 Engage in CPD</p> <p><b>Professional Values</b>  V1 Respect individual learners and diverse learning communities  V2 Promote participation in higher education and equality of opportunity for learners  V3 Use evidence-informed approaches and the outcomes from research, scholarship and CPD  V4 Acknowledge the wider context in which HE operates recognising the implications for professional practice</p>	<p><b>Core Knowledge</b>  K1 The subject material  K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic framework  K3 How students learn, both generally and within their subject/disciplinary areas  K4 The use and value of appropriate learning technologies  K5 The implications of quality assurance and quality enhancement for academic and professional practice and a particular focus on teaching</p>
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## Your application / institutional assessment

- Reflection on your practice (Account of Professional Practice):
  - Associate Fellows:
    - two of the areas of activity (700 words each, 1400 in total)
  - Fellows:
    - all areas of activity (600 words each, 3000 in total)
  - you'll need to reference UKPSF dimensions

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## Key resources

- HEA Fellowship site:  
<https://www.heacademy.ac.uk/professional-recognition/hea-fellowships>
- The Handbook for Economics Lecturers  
<http://www.economicsnetwork.ac.uk/handbook/>
- International Review of Economics Education  
<http://www.economicsnetwork.ac.uk/iree>
- Ideas Bank  
<http://www.economicsnetwork.ac.uk/showcase>

Developments in Economics Education 2015  
<http://www.economicsnetwork.ac.uk/dee2015>

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**Generating ideas** 

- Using the UK PSF:
  - Think about some likely examples/case studies where you can demonstrate your engagement with the areas of activity



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**Pedagogic Research** 

- *Associate Fellow*: Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- *Fellow*: Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice

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## Scholarship of T&L



- Engagement with the scholarly contributions of others on teaching and learning.
- Reflection on one's own teaching practice and the learning of students within the context of a particular discipline.
- Communication and dissemination of aspects of practice and theoretical ideas about teaching and learning in general and teaching and learning within the discipline.

Martin, E., Benjamin, J., Prosser, M., and Trigwell, K. (1999). 'Scholarship of Teaching: A Study of the Approaches of Academic Staff'. pps. 326-331 in *Improving Student Learning: Improving Student Learning Outcomes*. C. Rust (ed.). Oxford

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## CPD



- *Associate Fellow*: Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
- *Fellow*: Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

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## Key resources



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