

Which category of Fellowship?

Requirements for Fellowship Level	What does your application need to demonstrate?	Examples of staff who may wish to apply	Types of activity & evidence for Fellowship Level
<p>Associate Fellow (D1 AFHEA)</p> <p><i>Some teaching and/or supporting learning responsibilities</i></p> <p>In order to apply for Associate Fellowship of the HEA you will need to be a member of staff (academic, support, technical) with a minimum of three years' experience in a role which includes some teaching and/or supporting learning responsibilities, at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ).</p>	<ul style="list-style-type: none"> You have a successful track record of effectiveness in relation to the teaching and/or supporting learning aspects of your role and are able to critically reflect on your practice. Your teaching and/or supporting learning practice meets all six clauses of Descriptor 1 as well as relevant aspects of the UKPSF Dimensions: At least two of the Areas of Activity At least K1 and K2 of the Core Knowledge Appropriate Professional Values 	<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. Sessional teachers/tutors and teaching assistants. <p>Please note: if undertaking Module 1 of the PGCTHE you will receive Associate Fellowship status upon successful completion.</p>	<ul style="list-style-type: none"> Presenting or participating in conferences on teaching and learning (often discipline-specific); Attending workshops or training events; Engaging in peer observation or peer review of teaching; Regular departmental meetings where discussion is about teaching and learning issues; Corridor discussions about teaching; Bidding for and involvement in projects or research on teaching and learning; Implementing new approaches; Subject and other network activities; Reading; Visits to other institutions/organisations.

The key difference between the Associate Fellow and Fellow Category;

Is that **Associate Fellows** are likely to have some teaching and/or supporting learning responsibilities within their job roles (which may be undertaken with the assistance of more experienced teaching staff), whereas **Fellows** will have more substantive and broad-based teaching and supporting learning roles 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.

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Fellow (D2 FHEA)			
<p><i>Broad-based experience of teaching and/or supporting learning</i></p> <p>In order to apply for Fellowship of the HEA you will need to be an experienced member of staff (academic, support, technical) with a minimum of</p>	<ul style="list-style-type: none"> You have a successful track record of effectiveness in relation to teaching and/or supporting learning and are able to critically reflect on your practice. Your teaching and/or supporting learning practice meets all six clauses of Descriptor 	<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. 	<ul style="list-style-type: none"> Presenting or participating in conferences on teaching and learning (often discipline - specific); Attending workshops or training events; Engaging in peer observation or peer review of teaching; Regular departmental meetings where the discussion is about learning and teaching issues; 'Corridor discussions' about teaching;

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three years' broad-based experience of teaching and/or supporting learning at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ).	2 as well as all aspects of the UKPSF Dimensions: ALL Areas of Activity, Core Knowledge and Professional Values.	Please note: if undertaking Modules 1 and 2 of the PGCTHE you will receive Fellowship status upon successful completion.	<ul style="list-style-type: none"> Bidding for and involvement in projects or research on teaching and learning; Implementing new approaches; Subject and other network activities; Reading; Visits to other institutions/organisations.

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. Although **Fellows** may have some leadership roles/responsibilities, for **Senior Fellows** leadership will be a central focus of the application.

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Senior Fellow (D3 SFHEA)			
Leadership roles/responsibilities related to teaching and/or supporting learning In order to apply for Senior Fellowship of the HEA you will need to be an experienced member of staff (academic, support, technical) with a minimum of three years' experience of leadership roles/responsibilities related to teaching and/or supporting learning at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ). Note that you will also need to draft a short email to the Accreditation Leader Dr John Bostock and cc in the Dean of Teaching and Learning prior to making an application. The email should outline how you meet the criteria for D3 rather than D2. You should also arrange a face to face meeting with the Accreditation Leader to discuss the covering Letter.	<ul style="list-style-type: none"> You have a successful track record of effectiveness in relation to: Teaching and/or supporting learning AND b) 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 clauses of Descriptor 3 as well as all aspects of the UKPSF Dimensions: ALL Areas of Activity, Core Knowledge and Professional Values. 	<ul style="list-style-type: none"> Experienced academic staff with significant responsibility for organising, leading, and/or managing 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 and learning support/management/ advisory responsibilities within an institution. Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities, as well as leadership responsibilities. 	<ul style="list-style-type: none"> Career milestones Areas of research, scholarship and/or professional practice Involvement in teaching and learning initiatives; Recognition and reward; Collaborating with others; Educational and staff development activity; Leadership, management and organisational roles within institution or wider higher education context; Developing quality enhancement; Supporting other colleagues; Sustained engagement with educational and staff development; Evaluation of academic practice;

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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 strategic level within the university. Whereas **Senior Fellows** are likely to have leadership roles/responsibilities at the faculty, discipline or programme level, **Principal Fellows** will have strategic leadership responsibilities for teaching and learning which have impact across the institution, and may also be able to demonstrate the influence of their teaching scholarship nationally and/or internationally.

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<p>Principal Fellow (D4 PFHEA)</p> <p><i>Strategic leadership roles/responsibilities related to teaching and/or supporting learning</i></p> <p>In order to apply for Principal Fellowship of the HEA you will need to be an experienced member of academic staff with a minimum of three years' experience of strategic leadership roles/responsibilities related to teaching and supporting learning (either at the institutional, national or international level) at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ).</p> <p><i>Note that you will also need to draft a short email to the Dean of Teaching and Learning Prof Mark Schofield prior to making an application. The email should outline how you meet the criteria for D4 rather than D3. You should also arrange a face to face meeting with the Dean of Teaching and Learning to discuss the covering Letter.</i></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 clauses of Descriptor 4 as well as all aspects of the UKPSF Dimensions: ALL Areas of Activity, Core Knowledge and Professional Values. 	<ul style="list-style-type: none"> Highly experienced/senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in relation to 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 their own institution. 	<ul style="list-style-type: none"> Be drawn from a broad range of experiences and activities; Show clearly how you have met the requirements of each of the five Principal Fellow Descriptors; Be underpinned by and make clear how you apply and/or champion the Core Knowledge and Professional Values in carrying out the Areas of Activity set out in the UKPSF; Include examples of appropriate research and scholarly activity and of the leadership, management and administration of academic provision and support; Cover activity within your institution or wider (inter)national settings; Show how any direct teaching and supporting learning that you still do (for example in running training and development events for staff or providing one to one mentoring and support) is fully informed by the Dimensions of the UKPSF; Be a personal account focussing throughout on your own professional practice and decision-making; Where you are describing team or institution wide activities ensure that you make clear your own specific contribution.