Professional Recognition for Teaching

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The status of this presentation

- The text in all the slides in this presentation with black headings is taken directly from the HEA website and other publicly available HEA presentations/resources.

- This presentation is based on an open access resource, created by Phil Race and Sally Brown

- All the original slides are available on: http://phil-race.co.uk/
Why might you want to become HEA-recognised? They say:

- **National recognition** of commitment to professionalism in teaching and learning in higher education
- Demonstrates that your practice is aligned with the **UK PSF**;
- Indicator of **professional identity** for HE practitioners
  - **AFHEA** – Associate Fellow of the Higher Education Academy
  - **FHEA** – Fellow of the Higher Education Academy
  - **SFHEA** – Senior Fellow of the Higher Education Academy
  - **PFHEA** – Principal Fellow of the Higher Education Academy
- **Portable asset**, with UK-wide relevance - increasingly recognised by HE & FE institutions
- **International** exploration of HEA professional recognition.
And also:

- To gain recognition for the work you do teaching and supporting students
- Many advertised posts in UK HEIs now specify HEA recognition as among the criteria for appointment
- Your institution gains benefits from being able to claim its staff are appropriately qualified and recognized and your achievement can be recorded as part of the institutional Key Information Set (KIS) data
- Your students are likely to be pleased to be taught by a nationally recognised teacher.

https://www.heacademy.ac.uk/professional-recognition/hea-fellowships/become-associate-fellow-hea
The elements of the Framework

<table>
<thead>
<tr>
<th>Four Descriptors</th>
<th>D1-D4</th>
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</thead>
<tbody>
<tr>
<td>D1 Associate Fellow</td>
<td>AFHEA</td>
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<td>D2 Fellow</td>
<td>FHEA</td>
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<td>D3 Senior Fellow</td>
<td>SFHEA</td>
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<td>D4 Principal Fellow</td>
<td>PFHEA</td>
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<table>
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<tr>
<th>Five Areas of Activity</th>
<th>A1-A5</th>
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<table>
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<tr>
<th>Six Core Knowledge areas</th>
<th>K1-K6</th>
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| Four Professional Values         | V1-V4       |
### Areas of Activity

- **A1** Design and plan learning activities and/or programmes 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 continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

### Core Knowledge

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<tr>
<td>K1</td>
<td>The subject material</td>
<td>Demonstrates a broad understanding of effective approaches to teaching and learning support for your development, and to progress into a senior position, an HEA Fellowship would add great value to your professional teaching experience. Individuals should be able to provide evidence of:</td>
<td>If you have a proven, sustained track record in HE teaching and you’re seeking recognition for your development, and to progress to a senior position, an HEA Fellowship would add great value to your professional teaching experience. Individuals should be able to provide evidence of:</td>
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<td>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
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<td>K2</td>
<td>Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
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<td>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional development II. Successful strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching/learning quality in institutional, and/or (inter)national settings III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
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<td>K3</td>
<td>How students learn, both generally and within their subject/disciplinary area(s)</td>
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<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
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<td>Methods for evaluating the effectiveness of teaching</td>
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<tr>
<td>K6</td>
<td>The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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### Professional Values

- **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 continuing professional development
- **V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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**Values in facilitating teaching, learning and activity related to professional development**

- **K1** The subject material
- **K2** Appropriate knowledge and understanding across all aspects of Core Knowledge
- **K3** Appropriate knowledge and understanding across all aspects of Core Knowledge and pedagogic research and/or practices related to the Areas of Activity
- **K4** Appropriate knowledge and understanding across all aspects of Core Knowledge and pedagogic research and/or practices related to the Areas of Activity
- **K5** Methods for evaluating the effectiveness of teaching

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**Principal Fellow**

- **K1** The subject material
- **K2** Appropriate knowledge and understanding across all aspects of Core Knowledge
- **K3** How students learn, both generally and within their subject/disciplinary area(s)
- **K4** The use and value of appropriate learning technologies
- **K5** Methods for evaluating the effectiveness of teaching
- **K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
HEA recognition by 2 routes:

1. Via accredited provision (Associates and Fellows):
   - Individuals who have completed Academy-accredited provision are able to gain recognition of the HEA.
   - Individuals who have completed HEA-accredited provision more than two years ago are eligible to apply via the same online form as those who have completed it within the last two years.

2. By completing an application to become an Associate, Fellow, Senior Fellow or Principal Fellow.
How can the framework be used?

• Framework covers all aspects of teaching and learning support.
  – If you have a substantive role in the education of students or staff, it will be relevant to your situation.

• You can **plan and guide your CPD** in the area of teaching & learning.
Dimensions of the framework:

Areas of Activity

A1 Design and plan learning activities and/or programmes 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 continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices
Associate Fellows & Fellows: Areas of activity

- **Associate Fellows** need to demonstrate successful engagement with at least 2 of the 5 Areas of Activity;

- **Fellows** and Senior Fellows need to demonstrate successful engagement **across all 5 Areas** of Activity;
Dimensions of the framework: Core Knowledge

K1  The subject material;
K2  Appropriate methods for teaching and learning in the subject area and at the level of the academic programme;
K3  How students learn, both generally and within their subject/disciplinary area(s);
K4  The use and value of appropriate learning technologies;
K5  Methods for evaluating the effectiveness of teaching;
K6  The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.
Associate Fellows & Fellows: Core knowledge

• **Associate Fellows** need to demonstrate appropriate Core Knowledge and understanding of at least K1 and K2;

• **Fellows** and Senior Fellows need to demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge;
Dimensions of the framework: Professional Values

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 continuing professional development;

V4  Acknowledge the wider context in which higher education operates recognising the implications for professional practice.
Values

- **Associate Fellows** need to demonstrate a commitment to *appropriate* Professional Values in facilitating others’ learning;
- **Fellows** and Senior Fellows need to demonstrate a commitment to **all** the Professional Values;
Applying for Associate Fellow of the HEA

If you’re new to teaching or supporting student learning and want to formalise your experience and to progress, an HEA Associate Fellowship could add great value to your professional teaching experience.

You’re likely to be one of the following:
- 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.
- in a demonstrator/technician role with some teaching responsibilities, or support teaching/learning (e.g. as a learning technologist or learning resource staff member).
APPLICATION PROCESS AFHEA (2)

- Applicants may apply online by logging into MyAcademy.
- The application process consists
  - of an Account of Professional Practice (APP),
  - two supporting statements from referees and
  - payment of a fee where applicable
- If you are from a subscribing institution the cost for Associate Fellow is £100.
- If you are from a non-subscribing institution or independent the cost is £200.
- The most prestigious awards SFHEA and PFHEA carry additional application requirements
Associate Fellowship: The main parts to your application

1. **An Account of Professional Practice (APP).** In this account you should explain how you meet the requirements outlined in **Descriptor 1** of the UK Professional Standards Framework.

2. **Supporting statements from two referees** who should be colleagues who are in a position to comment, on your record of effectiveness in relation to teaching and the support of learning.

3. Your application also needs to be **endorsed by a signatory** who will confirm that your application has **institutional approval**.

See guidance at [https://www.heacademy.ac.uk/download/referee-guidance-notes-associate-fellow](https://www.heacademy.ac.uk/download/referee-guidance-notes-associate-fellow)
Applying for Fellow of the HEA (FHEA)

You’re likely to be one of the following:

- 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; e.g. within work-based settings.

If you’ve a proven, sustained track record in HE teaching and you’re seeking recognition for your development, and to progress into a senior position, an HEA Fellowship could add value to your professional teaching experience.
APPLICATION PROCESS FHEA (2)

Applicants may apply online by logging into MyAcademy.

- The application process consists of an Account of Professional Practice (APP),
- **two** supporting statements from **referees** and
- payment of a **fee** where applicable
  - If you are from a subscribing institution the cost for Fellow is **£200**
  - If you are from a non-subscribing institution or independent the cost is **£400**
- The most prestigious awards of **SFHEA** and **PFHEA** carry additional application requirements
FHEA: The main parts to your application

1. An Account of Professional Practice (APP). In this account you should explain how you meet the requirements outlined in Descriptor 2 of the UK Professional Standards Framework.

2. Supporting statements from two referees who should be colleagues who are in a position to comment on your record of effectiveness in relation to teaching and the support of learning.

3. Your application also needs to be endorsed by a signatory who will confirm that your application has institutional approval.

See guidance at: https://www.heacademy.ac.uk/professional-recognition/hea-fellowships/become-fellow-hea
Key principles for all applicants

- **Claim:** you make the case.
- **Personal:** to you, use 1\(^{st}\) person pronoun.
- **Engagement:** not just an academic essay; demonstrate how literature influences your practice.
- **Alignment:** with UKPSF.
- **Reflection:** on your practice, how do you know it works?
- **Commitment:** to student learning.
- **Evidence-based:** not a portfolio but the references provide some evidence/endorsement, and are followed up.
- **Quality:** (high)
- **Currency:** avoid over-reliance on historic practice unless relevant.
- **Sufficiency:** enough to make your claim convincing.
Summary: Golden rules:

- **Follow the rubric to the letter**, looking closely at what is required for each of the four levels.
- **Stick to the word count rigidly** and make best use of each section.
- **Don’t** use footnotes.
- You must **rely on the text you supply** to make your case;
  - **don’t** supply additional documents or over-rely on web-links;
- Your subject research should only be included where it is **focused on the pedagogy** of your subject.
Quality of references: you need to ensure that:

• They do not give you references produced using institution-wide templates using generic, non-personalised statements, but instead focus on you and your achievements and standing;

• They do not use references produced for a different purpose, e.g. job application or course completion rather than on the basis of knowledge and understanding of the professional practice of the applicant.

• Ensure that your referees are familiar with the HEA requirements by referring them to guidance at the appropriate level.
Core knowledge

• It’s important to cite in your application some of the **current literature** in the field of **assessment, learning and teaching** in HE;
  
  – However, if you use as many references as you would in a journal article you might use up too many words in the limited allocation;

• the key issue is the degree to which the applicant **uses evidence** (whether from the scholarly literature or from peers/students etc.)
The professional values

• Look at your evidence of the various activities and see how you can cross reference these to the UK PSF values

• Annotate your evidence to show where the UK PSF values underpin your work.

“In preparing my classes I aim to ensure that what I teach is fully aligned with my research/professional practice. I use data/thinking from my publications to illustrate my lectures (V3)”

“When soliciting questions from students in class, I always ask them to write some down first, then ask students who have been busily writing something to read theirs out so I don’t embarrass students from backgrounds where asking questions is culturally unusual (V1)”
Frequently Asked Questions

• How do I know which level to apply for?
• How can I compress everything I want to say into the word count on the application form?
• Who are the best people for me to use as referees/advocates?
• How current must my activities be to count in this application?
What do you need to do next?

• Review the grid to see where you think you best fit in with the level descriptors;
• Accumulate evidence of your achievement that you can cite in your submission
• **NB**: you are not expected to submit a portfolio
• Think about how you can ensure your evidence is not just self-assertion;
• Think ahead about who you will use as your Referees/Advocates, to avoid delay;
• Download the forms from the HEA website and match your evidence to the descriptors.
PREPARING YOURSELF

• This is a substantial task which needs advance preparation and clear thinking – set aside some time to do it (e.g. Summer Break)

• Feedback and several drafts are normally needed for a rounded application

• It’s a good idea to select and brief your referees / advocates early too, especially if they are not totally *au fait* with the UKPSF – they really need to get their heads around the ‘guidance notes’.
## Relevance to Today

### UKPSF Dimensions

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The UKPSF Dimensions from [http://www.heacademy.ac.uk/assets/documents/ukpsf](http://www.heacademy.ac.uk/assets/documents/ukpsf)
KEEP CALM IT'S BREAK TIME
Activity

On a post-it note please write down:

1. What you have learnt today (at least one thing about Teaching Learning & Assessment)

2. One thing you may change about teaching and/or assessment as a result of today
• On a separate Post-It note please give some comments about today’s session
• E.g.
  o Are you satisfied with today’s session?
  o Was it what you expected? Better? Worse? Did not fulfil your expectations
  o Do you think I modelled good practice?
BUT

This is NOT
The End
of Your Story