



## Fellowship of the Higher Education Academy

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Code of Practice

# Code of Practice

In our professional practice, as Fellows we will:

1. Act with respect, integrity and honesty.
2. Monitor and review regularly our work in order to maintain good standing.
3. Engage in appropriate activities to remain up to date with knowledge of learning and teaching, subject matter and assessment.
4. Be open to and conscientious in considering feedback from appraisals, peer and student observations.

For the benefit of learners, as Fellows we will:

5. Demonstrate our respect for learners by paying due regard to the way we conduct ourselves in our professional lives.
6. Be fair and impartial in our engagement with learners.
7. Encourage the free exchange of ideas between ourselves and learners.

For the benefit of colleagues, as Fellows we will:

8. Show due respect for the opinions of colleagues in the exchange of constructive criticism and ideas.
9. Support and actively assist in the professional development of colleagues to ensure the maintenance and enhancement of good practice and to protect learners from poor practice.
10. Be aware and take account of, the educational goals, policies, standards and regulations of our employing institution and beyond.

## Remaining in good standing as a Fellow of the HEA

The need to ensure that Fellows of the HEA remain in good standing has been a concern for HEA subscribers and for Fellows themselves some time. The HEA defines remaining in good standing as 'continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF'. The expectation that Fellows remain in good standing is implicit in the UKPSF and the set of developments outlined below are intended to support subscribers and Fellows to embed this expectation into continuing professional development (CPD) provision. There are five areas of development:

### A Code of Practice for Fellows

The Code of Practice establishes a set of principles and expectations for individuals gaining HEA Fellowship and has been developed as a response to sector requests for guidance and also as part of this set of developments concerning remaining in good standing. A survey of Fellows has indicated widespread support for the introduction of a Code and it is clear that its usefulness will be greatly enhanced if it is used as part of a remaining in good standing process rather than in isolation.

### Accreditation

The HEA, in accrediting CPD frameworks, will give the responsibility for ensuring that Fellows remain in good standing to the HE provider in the same way it does for the award of Fellowship. The quality assurance of this requirement will be addressed through the same process in place for CPD frameworks/schemes and will be seen as a contributing component. This requirement will be introduced in 2013/14. Fellows who do not teach in a subscribing institution will be encouraged to maintain a record of CPD. Fellows are expected to engage in a continuous process of professional development and recording evidence and evidence from a small sample of Fellows will be undertaken each year. The HEA will develop an online template for Fellows to use.

### CPD credit for participants in HEA provided professional development opportunities

The HEA will identify how all of its activities, including those jointly badged with other organisations, contribute to professional development and relate to the UKPSF. This will also promote the value of Fellowship to participants. Alignment of HEA activities to the UKPSF starts early in 2013-14 and pilot activities will be used to explore how CPD credit could be allocated.

### HEA approval of professional development provided by external agencies

The HEA will offer external bodies the opportunity to gain HEA approval for CPD activities and learning experiences. This dual badging of CPD will provide opportunities for the development of strong relationships between the HEA and such organisations.

The HEA will work to further develop relationships with subject and professional associations/organisations to explore mutual recognition of teaching and learning requirements.

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