



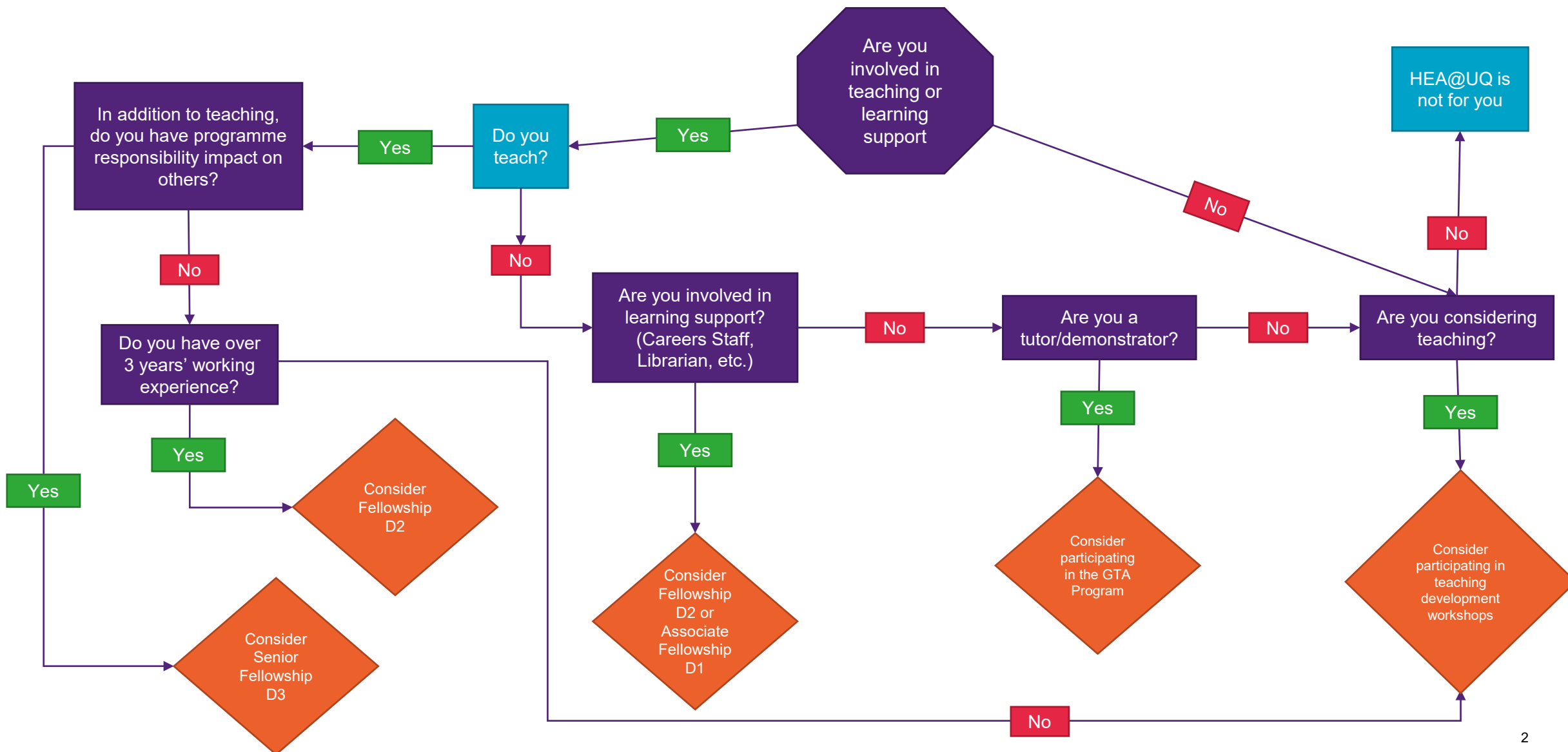
THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

# HEA@UQ Self-Assessment Tools

How to determine whether HEA Fellowship and which category of HEA Fellowship are right for you

# Choosing the right Fellowship category for you



# Which category of Fellowship should I consider?

I am a . . .	Category	Requirements for Fellowship Category	What does your application need to demonstrate?	Examples of staff who may wish to apply
TEACHER	Associate Fellow (AF)	<p><b>Teaching and/or supporting learning responsibilities</b></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 <b>minimum of two years' experience in a role which includes some teaching and/or supporting learning responsibilities</b></p>	<p>You have a <b>successful track record of effectiveness</b> in relation to the teaching and/or supporting learning aspects of your role and are able to <b>critically reflect on your practice</b>.</p> <p>Your teaching and/or supporting learning practice meets all six areas of <b>Descriptor 1</b> of the UKPSF, as well as <b>relevant aspects</b> of the UKPSF dimensions:</p> <ul style="list-style-type: none"> <li>At least <b>two</b> of the Areas of Activity</li> <li>At least <b>K1 and K2</b> of the Core Knowledge</li> <li><b>Appropriate</b> Professional Values</li> </ul>	<ul style="list-style-type: none"> <li>Staff new to teaching</li> <li>Early career academics</li> <li>Staff with a limited teaching portfolio or teaching part-time</li> <li>Early career researchers with some teaching responsibilities, e.g. PhD students, contract researchers, post-doctoral researchers, research associates, research-focused academics.</li> <li>Staff who support academic provision, e.g. learning designers, technicians, demonstrators, learning resource/library staff</li> <li>Sessional teachers, tutors and teaching assistants</li> </ul>

**The key difference between the Associate Fellow and Fellow category** is that Associate Fellows are likely to have teaching and/or supporting learning responsibilities within their job roles, whereas Fellows will have 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 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.

LEADER OF LEARNING	Fellow (F)	<p><b>Broad based experience of teaching and/or supporting learning</b></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 <b>minimum of three years' broad-based experience of teaching and/or supporting learning</b></p>	<p>You have a <b>successful track record of effectiveness</b> in relation to teaching and/or supporting learning and are able to <b>critically reflect on your practice</b></p> <p>Your teaching and/or supporting learning practice meets all six areas of <b>Descriptor 2</b> of the UKPSF, as well as aspects of the UKPSF dimensions:</p> <ul style="list-style-type: none"> <li><u>ALL</u> Areas of Activity, Core Knowledge and Professional Values</li> </ul>	<ul style="list-style-type: none"> <li>Course coordinators, program convenors of programs with small cohorts and small teaching teams (often postgraduate programs)</li> <li>Experienced researchers relatively new to UQ or to teaching</li> <li>Clinicians and academic adjuncts with teaching responsibilities</li> <li>Staff who support academic provision and have substantive teaching and/or supporting learning responsibility</li> </ul>
--------------------	------------	--	--	--

**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 coordination, 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 the central focus of the application

LEADER OF TEACHERS	Senior Fellow (SF)	<p><b>Leadership roles/responsibilities related to teaching and/or supporting learning</b></p> <p>In order to apply for Senior Fellowship of the HEA you will need to be an experienced member of staff (academic, support, technical) with <b>significant experience of leadership roles/responsibilities related to teaching and/or supporting learning</b></p>	<p>You have a <b>successful track record of effectiveness</b> in relation to a) Teaching and/or supporting learning <u>and</u> b) leadership roles/responsibilities related to teaching and/or supporting learning and are able to <b>critically reflect on your practice</b>.</p> <p>Your teaching and/or supporting learning practice meets all seven areas of <b>Descriptor 3</b> of the UKPSF as well as all aspects of the UKPSF Dimensions:</p> <ul style="list-style-type: none"> <li><u>ALL</u> Areas of Activity, Core Knowledge and Professional Values.</li> </ul>	<ul style="list-style-type: none"> <li>Program convenors of large undergraduate programs</li> <li>Experienced academic staff with significant responsibility for organising, leading, and/or managing specific aspects of teaching and learning provisions</li> <li>Experienced staff with departmental or wider teaching and learning support/ management/ advisory responsibilities within an institution</li> <li>Staff who support academic provision and have substantive teaching and/or supporting learning responsibilities, as well as leadership responsibilities.</li> </ul>
--------------------	--------------------	---	---	---

**The key difference between the Senior Fellow and Principal Fellow category** is that leadership roles and responsibilities of Principal Fellows will be at a more strategic level within the university than those of Senior Fellows. Whereas Senior Fellows are likely to have leadership roles/responsibilities at the school, discipline or programme level, Principal Fellows will have responsibilities which have impact across the institution and/or will be able to demonstrate the influence of their teaching scholarship nationally and/or internationally.

INSTITUTIONAL / DISCIPLINE LEADER	Principal Fellow (PF)	<p><b>Strategic leadership roles/responsibilities related to teaching and/or supporting learning</b></p> <p>In order to apply for Principal Fellowship of the HEA you will need to be a highly experienced member of academic staff with <b>significant experience of strategic leadership roles/responsibilities related to teaching and supporting learning</b> (at institutional, national, or international level)</p>	<p>You have a <b>successful track record of effectiveness and impact</b> at a strategic level in relation to teaching and supporting learning and are able to <b>critically reflect on your practice</b>.</p> <p>Your professional practice meets all five areas of <b>Descriptor 4</b> of the UKPSF, as well as aspects of the UKPSF Dimensions:</p> <ul style="list-style-type: none"> <li><u>ALL</u> Areas of Activity, Core Knowledge and Professional Values</li> </ul>	<ul style="list-style-type: none"> <li>Highly experienced/senior staff with strategic leadership responsibilities in relation to teaching and supporting learning</li> <li>Academic or professional staff with responsibility for institutional strategic leadership and policymaking in the area of teaching and learning</li> <li>Staff who can evidence strategic impact and influence in relation to teaching and learning that extends beyond UQ</li> </ul>
-----------------------------------	-----------------------	--	--	--

# Determining Experience and Evidence

Use a tick/symbol in the relevant cell of the table to help you decide which category of Fellowship is suitable and also where you might need to strengthen your evidence

Fellowship requirements	PSF Dimensions	My Self-Assessment			What Evidence/ Experience Do I Have? What Evidence/ Experience Do I Need To Gain?	
		<i>I have thought about this; I have experience of doing it; my evidence is limited</i>	<i>I have reflected on this; I have experience of developing some evidence</i>	<i>I have given this careful consideration; I have researched relevant literature/ practice; I have a range of experiences; I have good examples of evidence</i>	<i>What evidence/ experience can I use for PSF Descriptor that I have already?</i>	<i>What can I do to gain necessary evidence/ experience for PSF Descriptor?</i>
<b>Areas of Activity</b>						
<b>Associate Fellows –</b> At least 2 of the 5 Areas of Activity  <b>Fellows –</b> All Activity Areas  <b>Senior Fellows –</b> All Activity Areas plus demonstrated leadership in supporting/ mentoring colleagues  <b>Principal Fellows –</b> All Activity Areas plus demonstrated leadership on national/ institutional/ discipline level	<b>A1 - Design and plan learning activities and/or programmes of study</b>					
	<b>A2 - Teach and/or support learning</b>					
	<b>A3 - Assess and give feedback to learners</b>					
	<b>A4 - Develop effective learning environments and approaches to student support and guidance</b>					
	<b>A5 - Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</b>					

Fellowship requirements	PSF Dimensions	My Self-Assessment			What Evidence/ Experience Do I Have? What Evidence/ Experience Do I Need To Gain?	
		<i>I have thought about this; I have experience of doing it; my evidence is limited</i>	<i>I have reflected on this; I have experience of developing some evidence</i>	<i>I have given this careful consideration; I have researched relevant literature/ practice; I have a range of experiences; I have good examples of evidence</i>	<i>What evidence/ experience can I use for PSF Descriptor that I have already?</i>	<i>What can I do to gain necessary evidence/ experience for PSF Descriptor?</i>
<b>Core Knowledge to underpin the Activity Areas</b>						
<b>Associate Fellows –</b> Must demonstrate at least K1 and K2  <b>Fellows –</b> All Knowledge with respect to all Activity areas  <b>Senior Fellows –</b> All Knowledge with respect to all Activity Areas plus demonstrated leadership in supporting/mentoring colleagues  <b>Principal Fellows –</b> All Knowledge plus demonstrated leadership on national/ institutional/ discipline level	<b>K1 –</b> The subject material					
	<b>K2 –</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme					
	<b>K3 –</b> How students learn, both generally and within their subject disciplinary area(s)					
	<b>K4 –</b> The use and value of appropriate learning technologies					
	<b>K5 –</b> Methods of evaluating the effectiveness of teaching					
	<b>K6 –</b> The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching					

		My Self-Assessment			What Evidence/ Experience Do I Have? What Evidence/ Experience Do I Need To Gain?	
Fellowship requirements	PSF Dimensions	<i>I have thought about this; I have experience of doing it; my evidence is limited</i>	<i>I have reflected on this; I have experience of developing some evidence</i>	<i>I have given this careful consideration; I have researched relevant literature/ practice; I have a range of experiences; I have good examples of evidence</i>	<i>What evidence/ experience can I use for PSF Descriptor that I have already?</i>	<i>What can I do to gain necessary evidence/ experience for PSF Descriptor?</i>
<b>Values to underpin your practice</b>						
<b>Associate Fellows and Fellows –</b> All values with respect to all Activity Areas  <b>Senior Fellows –</b> All Values with respect to all Activity Areas plus demonstrated leadership in supporting/mentoring colleagues  <b>Principal Fellows –</b> All Values plus demonstrated leadership on national/ institutional/ discipline level	<b>V1 –</b> Respect individual learners and diverse learning communities					
	<b>V2 –</b> Promote participation in higher education and equality of opportunity for learners					
	<b>V3 –</b> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development					
	<b>V4 –</b> Acknowledge the wider context in which higher education operates, recognising the implications for professional practice					

## Deciding on Case Studies (for Senior Fellow Applicants only)

Use the template below to put down ideas for Case Studies to support your Senior Fellow of the Higher Education Academy (SFHEA) Application. You might include informal activities, whether individual, collaborative or team-based, that has had a significant impact on your academic practice and/or on the practice of others. You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice. Within the Case Studies, you should provide reflective accounts of two particular contributions or roles which:

- Have a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/ or teams), in relation to teaching and learning;
- Demonstrate your sustained effectiveness in relation to Teaching and Learning; and
- Meet the criteria for Senior Fellowship

Case Study Idea 1			Case Study Idea 2		
Area of Activity (A1, A2, A3, A4, A5)	Core Knowledge (K1,K2,K3,K4,K5,K6)	Professional Values (V1,V2,V3,V4)	Area of Activity (A1, A2, A3, A4, A5)	Core Knowledge (K1,K2,K3,K4,K5,K6)	Professional Values (V1,V2,V3,V4)

## Determining Educational Impact (for Principal Fellow Applicants only)

By applying to become a Principal Fellow of the HEA you will present a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You will be required to provide a range of evidence to support your claims of educational impact that occurs on an institution-wide, discipline-wide or national basis. The elements described below are in addition to the capacity to meet the descriptor requirements in the first section.

### Record of Educational Impact

*Please summarise your 5-8 key areas of educational impact in chronological order. Add in extra lines as required*

	Nature of role/ activity/ engagement	From (year)	To (year)
1.			
2.			
3.			
4.			
5.			

### Evidencing Professional Practice

*Use the table below to structure your response. Limit your response to dot points.*

	Evidence demonstrating achievements
How have you modelled and championed the elements of the PSF in all your work as an educator and leader?	
What strategic initiatives have you led that have impacted on teaching quality and/or student experiences at the institutional or national/international level?	
What effective policies or strategic initiatives at an organisational level have you established that have brought evidenced benefits to early career and/or experienced teaching or professional staff in terms of recognising the value of teaching and learning in promotion, career development, or professional recognition?	
How have you championed academic practice as being multi-faceted, especially in terms of scholarly teaching and the scholarship of T&L?	
What evidence can you provide that demonstrates a long-standing commitment to your own professional development in T&L, and leadership in higher education, that shows how you have personally grown as an educator through that professional development?	