

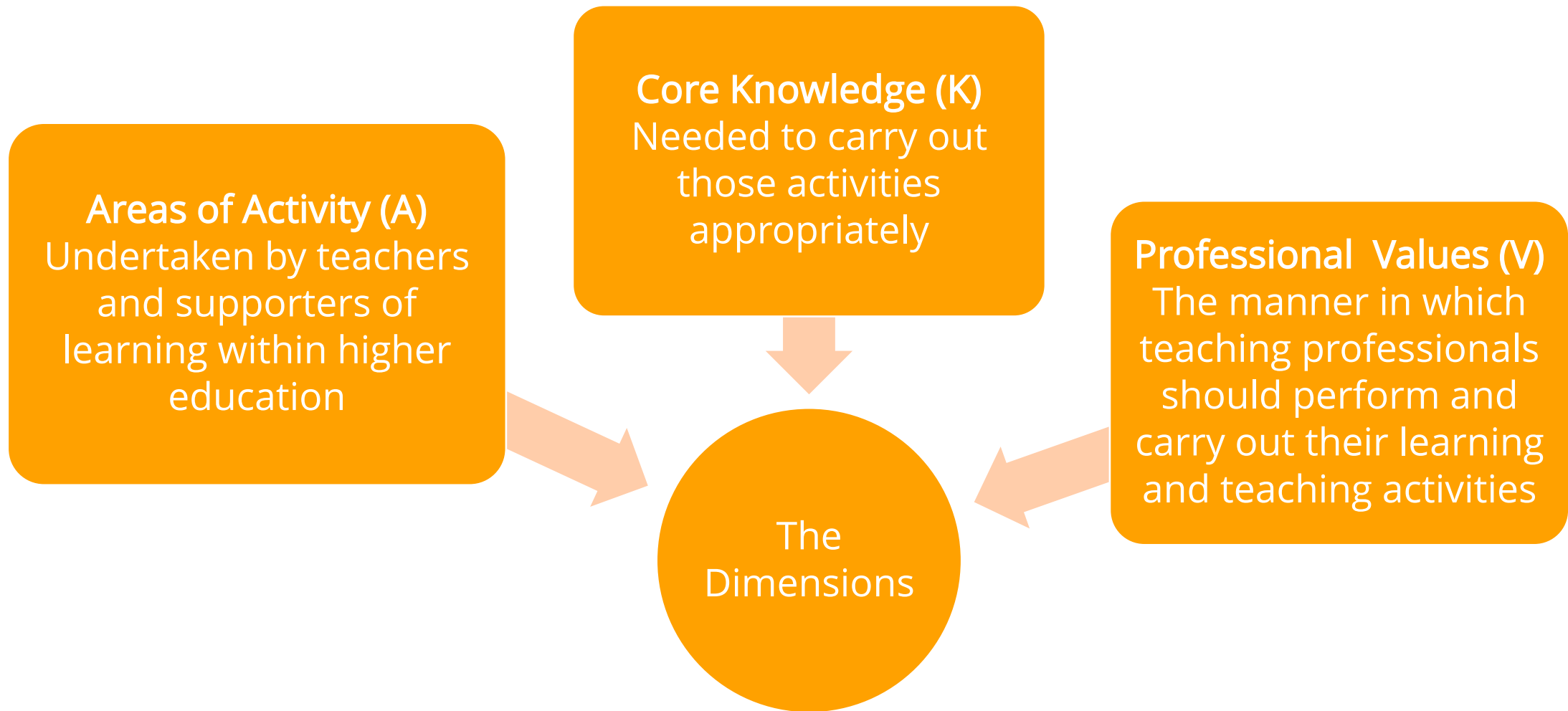


Benefits of HEA Fellowships

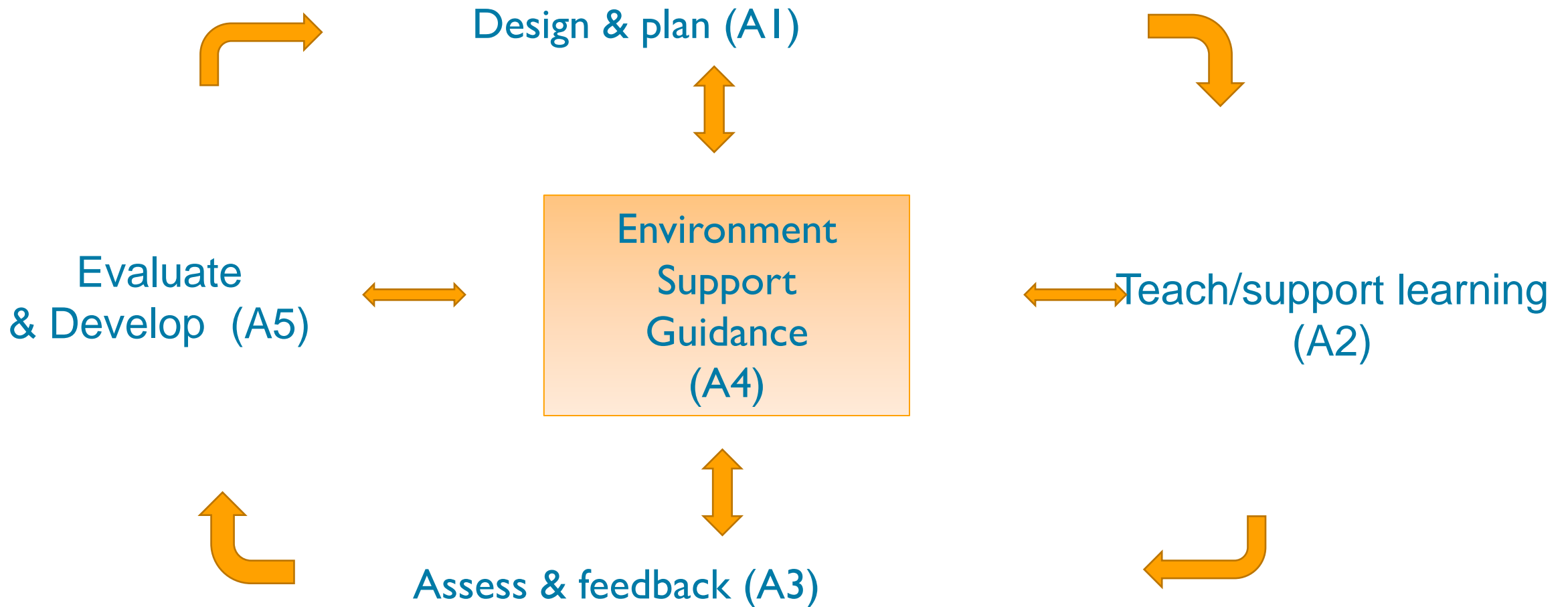
Professor Sally Bradley PhD PFHEA SFSEDA
Academic Lead: Professional Learning and
Development, Higher Education Academy
Honorary Professor, Faculty of Health and
Wellbeing, Sheffield Hallam University

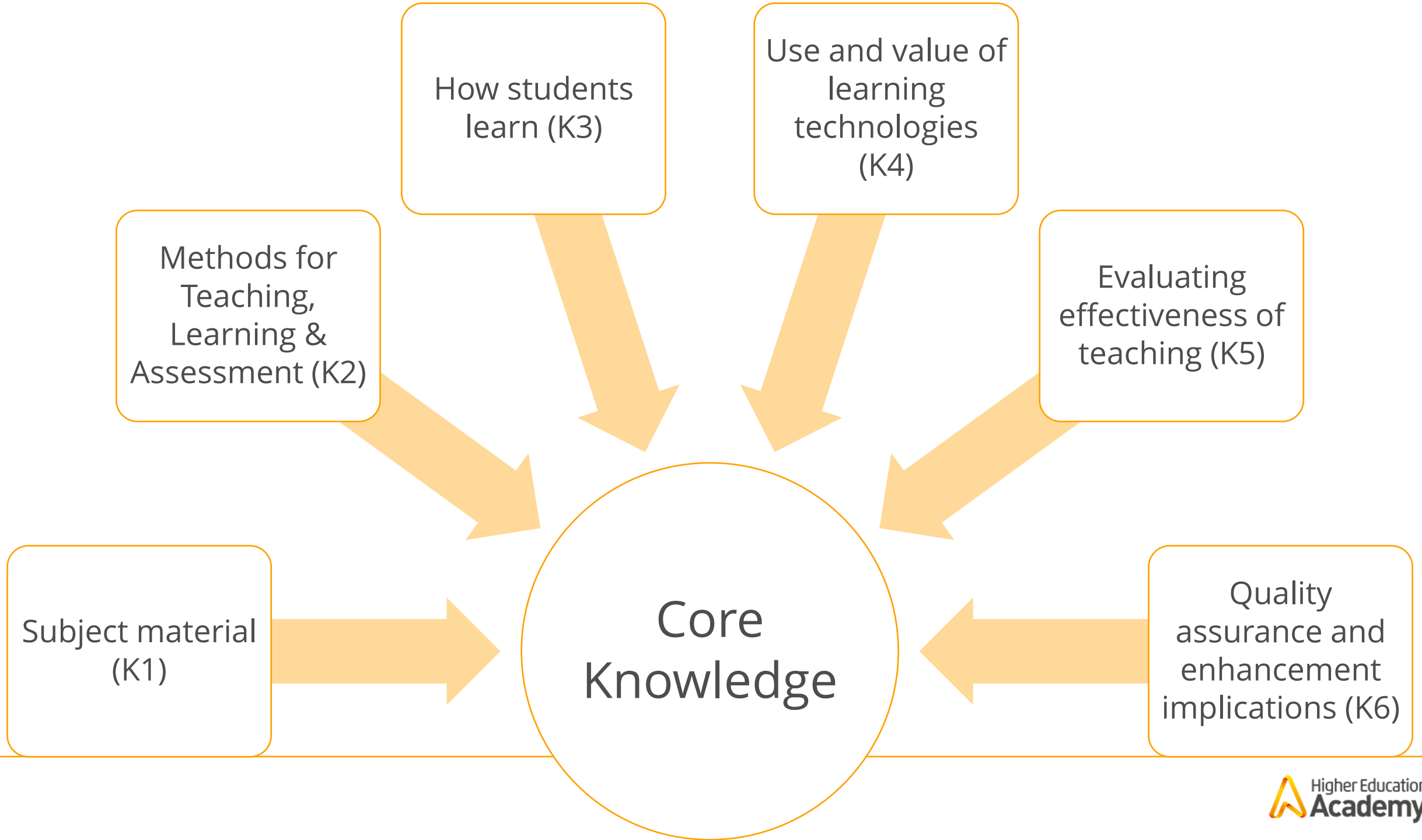
Professional Standards Framework

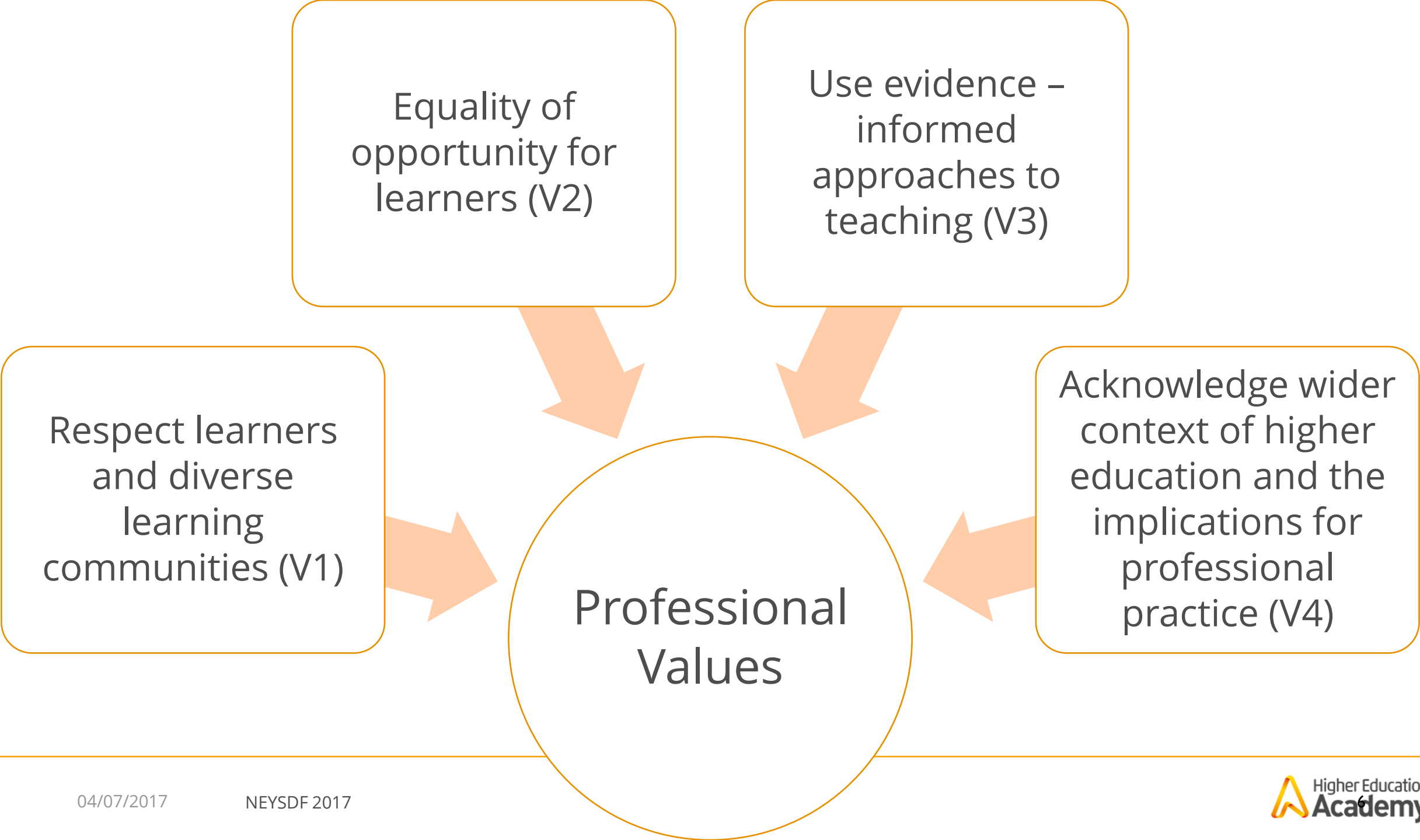
- > A framework for higher education providers to:
 - Align initial and continuing professional development provision for all staff involved in teaching and supporting learning in higher education
 - Inform progression, promotion and reward criteria
 - Comprises :
 - Dimensions (Areas of Activity, Core Knowledge and Professional Values)
 - Descriptors (D1, 2, 3 and 4) equivalent to Associate Fellow, Fellow, Senior Fellow and Principal Fellow



The Areas of Activity







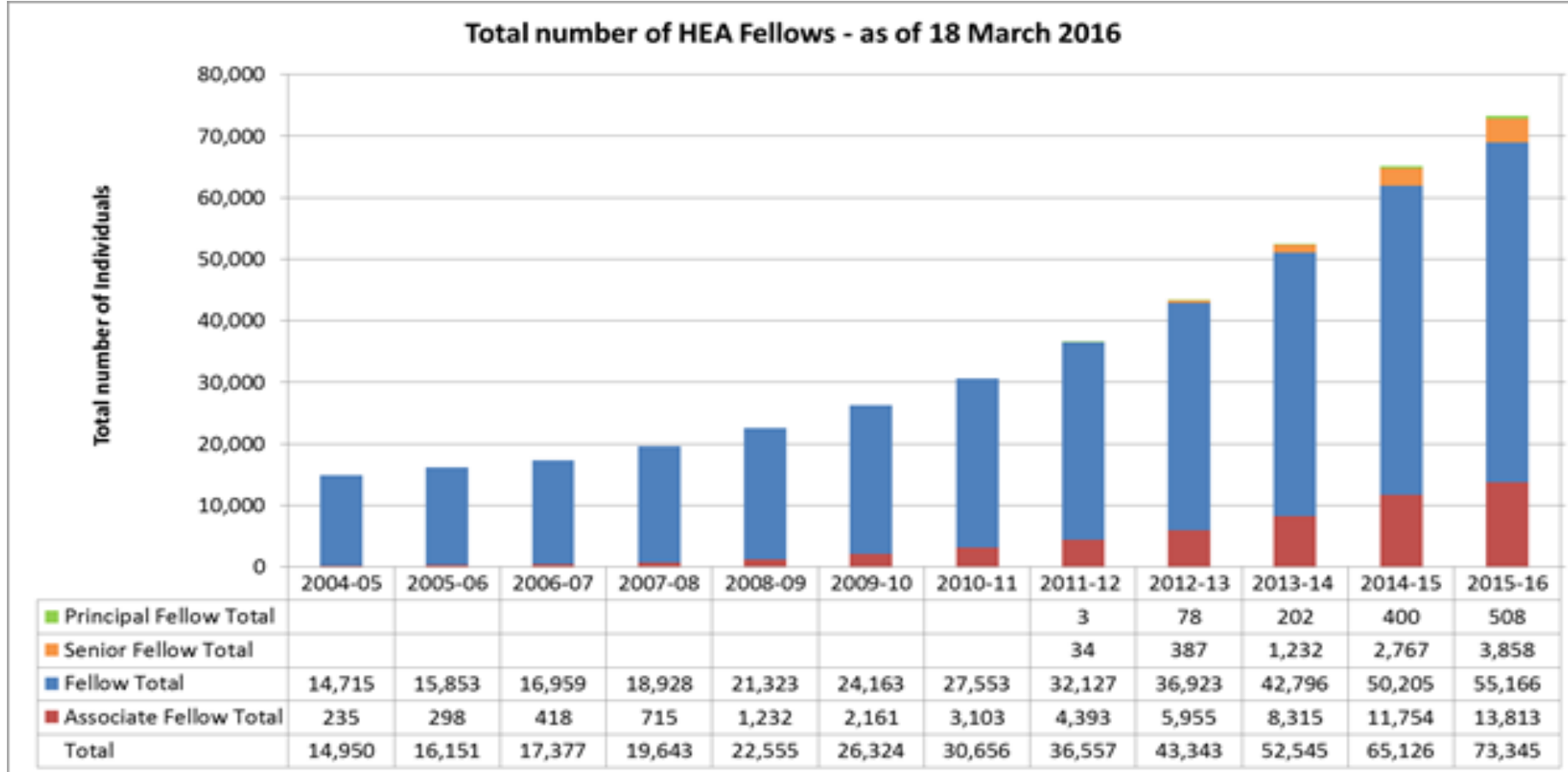
Current HEA Recognition Statistics

Over 220 subscribers HEIs - including UK and international HE providers

	Total Fellows	88,990
Associate Fellow		17,892
Fellow		63,847
Senior Fellow		6,503
Principal Fellow		748

Growth rates

Over 220 subscribing institutions - including UK and international HE providers



Higher Education Statistical Agency (HESA) publication of teaching qualifications

Teaching qualification status of teaching staff, by institution, 2014-15

Source: HESA staff record 2014-15

Last modified 09/12/2016

UK Provider Reference Number	Institution	Teaching qualification held	No teaching qualification held	Not known	Total staff
10007148	The University of Huddersfield	90%	8%	3%	780
10007161	Teesside University	84%	13%	3%	715
10007713	York St John University	83%	16%	1%	345
10007848	University of Chester	82%	18%	0%	680
10037449	University of St Mark & St John	79%	17%	4%	105
10007823	Edge Hill University	79%	20%	2%	1,265
10040812	Harper Adams University	78%	22%	0%	150
10000712	University College Birmingham	78%	22%	0%	300
10007842	The University of Cumbria	76%	16%	9%	435
10007811	Bishop Grosseteste University	75%	23%	2%	95
10005127	Plymouth College of Art	74%	26%	0%	140
10007801	University of Plymouth	73%	23%	4%	1,175
10005545	The Royal Agricultural University	73%	26%	2%	60
10003863	Leeds Trinity University	72%	28%	0%	165
10000291	Anglia Ruskin University	72%	19%	9%	850
10007166	The University of Wolverhampton	71%	28%	2%	900
10003956	Liverpool Hope University	70%	30%	0%	295

Distribution of teaching qualifications of teaching staff, by institution, 2014-15

Source: HESA staff record 2014-15

Last modified 09/12/2016

UK Provider Reference Number	Institution	Successfully completed an institutional provision in teaching in the higher education sector accredited against the UK Professional Standards Framework	Recognised by the HEA as an Associate Fellow	Recognised by the HEA as a Fellow	Recognised by the HEA as a Senior Fellow	Recognised by the HEA as a Principal Fellow	Holder of a National Teaching Fellowship Scheme Individual Award	Holder of a PGCE in higher education, secondary education, further education, life long learning or any other equivalent UK qualification	Accredited as a teacher of their subject by a professional UK body	Other UK accreditation or qualification in teaching in the higher education sector	Overseas accreditation or qualification for any level of teaching	Total
10007798	The University of Manchester	66%	1%	15%	1%	0%	0%	5%	4%	4%	4%	2,460
10007777	The Royal College of Art	58%	0%	14%	0%	0%	0%	25%	0%	2%	1%	90
10007822	Cranfield University	51%	2%	31%	0%	0%	0%	6%	3%	0%	6%	160
10003958	Liverpool School of Tropical Medicine	45%	8%	4%	1%	0%	3%	10%	5%	9%	14%	75
10008640	Falmouth University	45%	0%	31%	0%	1%	0%	24%	0%	0%	0%	190
10007771	London School of Hygiene and Tropical Medicine	44%	13%	23%	1%	0%	0%	8%	7%	1%	4%	175
10005553	Royal Holloway, University of London	43%	9%	22%	1%	0%	0%	8%	4%	7%	6%	880
10007789	The University of East Anglia	39%	7%	27%	1%	0%	0%	11%	5%	5%	3%	1,130
10004113	Loughborough University	39%	2%	37%	1%	0%	0%	9%	4%	3%	5%	850
10007768	The University of Lancaster	37%	13%	25%	0%	0%	0%	9%	0%	14%	2%	895
10007779	The Royal Veterinary College	36%	0%	43%	1%	0%	1%	10%	2%	4%	3%	235
10007799	University of Newcastle upon Tyne	36%	18%	18%	1%	0%	1%	11%	3%	4%	6%	1,025
10001726	Coventry University	34%	7%	15%	5%	0%	1%	18%	8%	7%	3%	1,855
10004797	Nottingham Trent University	34%	6%	28%	0%	0%	0%	26%	2%	2%	1%	2,185
10007775	Queen Mary University of London	34%	5%	28%	1%	0%	1%	7%	5%	9%	10%	715
10007801	University of Plymouth	34%	2%	28%	3%	1%	1%	17%	8%	3%	3%	1,240
10007791	The University of Essex	34%	15%	17%	4%	1%	0%	11%	7%	5%	6%	860

What did Fellows think and feel about their Fellowship?

I began my application for HEA accreditation(sic) longer ago than I care to recall. It just seemed like too much effort, between the teaching and research activities, to complete, edit, reflect...and find two referees. But when I completed the process, to have others acknowledge my work, made this one of my most life enhancing experiences.

HEA Application?!
It's one of those things you do unwillingly

- realise it was worth it
- and will others to do it!

Going through the process of writing my HEA Fellowship application made me reflect on my journey, discipline my writing and realise how far I had come in understanding my teaching and learning.

I've come through this process feeling it was a genuinely rewarding process
- not a means to an end.

What SFHEA and PFHEAs have said:

... able to review my own working practices

.... my successful promotion, which was obviously personally rewarding

... personal satisfaction and professional credibility

The status has opened doors for wider institutional impact

Has increased my professional confidence

Reflections

- > "...this process enabled me to think about how my values or passion [for teaching] and original motivation has matured and developed, but not been lost ...!"
- > "...time to reflect on areas of expertise and impact renewed sense of purpose rarely have time to think about and talk about learning and teaching"
- > "It has helped me focus on what I have achieved and plan some goals for the next 5 years."

"A valuable, though very challenging, pause for critical reflection and next steps planning that I would not have done otherwise."

