

# The Basics of an HEA Teaching Accreditation



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# Schedule for the day

- **Part 1: Intro to Teaching accreditations**
  - Why should we apply for a teaching accreditation?
  - What is the HEA? What kind of accreditation do they offer?
  - What is the UK Professional Standards Framework (UKPSF)?
  - Who is each HEA accreditation for? Best option for you.
  - What are the requirements for applying for AFHEA status?
- **Part 2: What would you write about?**
- **Part 3: Routes to HEA accreditation in Edinburgh Uni**



# Part 1: Intro to Teaching Accreditations



**Why should we apply for a teaching  
accreditation?  
- Open discussion -**



# Why should we apply for a teaching accreditation?

- To consolidate personal development
- To gain recognition that we are involved in teaching in higher education at a professional standard.
- Useful for CV: recognised and sought after
- To obtain a job or promotion in higher education
  - more and more institutions request an HEA accreditation for appointment and promotion;
  - Edinburgh Uni targets >60% staff accredited by 2020



# What is the HEA?

- HEA= Higher Education Academy
- National and independent organisation
- Purpose: support the higher education community in order to enhance the quality and impact of learning and teaching
- Means: professional recognition, resources, events, workshops in the area of learning and teaching in higher education



# What kind of accreditation do they offer?

- 4 types of accreditation:
  - Associate fellow (AFHEA)
  - Fellow (FHEA)
  - Senior fellow (SFHEA)
  - Principal fellow (PFHEA)



# What is the UK Professional Standards Framework (UKPSF)?

- National framework recognising and benchmarking HE teaching and learning roles
- An application for HEA accreditation must demonstrate that practice is aligned with framework
- Components of the framework:
  - **Descriptors**- characteristics of 4 teaching and learning support roles corresponding to the 4 types of accreditation
  - **Dimensions of practice: areas of activity, core knowledge and professional values**





# Focus on the descriptors (1)

Spend a few minutes reading the descriptors for each accreditation level.

- Who is each HEA accreditation for?
- What is the best option for you?



# Focus on the descriptors (2)

- **Associate fellow (AFHEA)**– the most appropriate for PhD students with a few years part-time teaching experience
- **Fellow (FHEA)** – for academics with more substantial teaching responsibilities
- **Senior fellow (SFHEA)**- for experienced staff who can prove effectiveness in relation to teaching and learning
- **Principal fellow (PFHEA)**- for highly experienced academics who can prove strategic impact on teaching and learning



# What is required for making an AFHEA application?

- Quiz (using the 'AFHEA Guidance Notes' and 'Frequently Asked Questions' handouts):
  1. What does your application need to include?
  2. What does APP stand for and what should it contain?
  3. How many referees do you need? What must they do?
  4. Who would you ask to act as your referee?
  5. How is your application assessed?
  6. What is the cost involved in submitting an application?



## **Part 2: What would you write about?**



# Mapping your experience with UKPSF Areas of Activity

On a sheet of paper, with the help of the 'Mapping Areas of Activity' handout, consider:

- Which of your roles and responsibilities would fit within each of the Areas of Activity?
- Which areas of activity would you best write about?



- Individual work, sharing in pairs-

# Focus on Core Knowledge and Professional Values

How would you interpret:

- The Areas of Core Knowledge K1, K2
- The Professional Values V1-V4

required for an AFHEA application?

- Work in pairs -



# Focus on Core Knowledge and Professional Values

- **What areas of activity, core knowledge and/or professional values do these statements address?**

“I attend tutor training sessions and use the tutor handbook.”

“I have been studying this subject since my UG studies and now I am doing a PhD in one of its core areas of research.”

“For MSc students, who are specialised in the subject, I answer to questions first, while for of UG students, who are less acquainted with the technical language of the course, I revise the theoretical background first.”



- **How would you prove engagement with K2?**

# Mapping your experience with UKPSF Core Knowledge and Professional Values

On a sheet of paper, write some examples of how you engage with 2-3 of:

- The Areas of Core Knowledge K1, K2
- The Professional Values V1-V4

- Individual work -





# Useful contacts

- **For information/signing up for IntroAP:** contact [iad.tutdem@ed.ac.uk](mailto:iad.tutdem@ed.ac.uk)
- **For information/signing up for EdTA:** contact [iad.cpdframework@ed.ac.uk](mailto:iad.cpdframework@ed.ac.uk)
- **For information/signing up for PGCAP:** contact [iad.tutdem@ed.ac.uk](mailto:iad.tutdem@ed.ac.uk)
- **For getting support for individual application:** contact the IAD at [iad.tutdem@ed.ac.uk](mailto:iad.tutdem@ed.ac.uk)



# Resources

- [Informatics Teaching Support training webpage](#)
- **The HEA website ([www.heacademy.ac.uk](http://www.heacademy.ac.uk))** – Fellowship and sublinks
- **IAD [Accreditation for tutors and demonstrators](#)**
- “Tutoring and Demonstrating: a Handbook” [chapter 10](#) (“Feedback on teaching”)
- ” Reviewing and recording your teaching, and accreditation processes” material on the [“IAD Resources on Tutoring and Demonstrating” channel in Learn](#)

