

**Title:** Sector wide engagement with HEA fellowship: Exploration and discussion

**Presenter:** Kathryn James & Julia Fotheringham  
Edinburgh Napier University

### Session Learning Outcomes

By the end of this session, delegates will be able to:

Have an overview of UK frameworks and models currently adopted by Higher Education Institutions to implement and support HEA Fellowship.

Have an awareness and consideration of the language and discourses of professionalisation of learning and teaching.

### Session Outline

Recent decades have seen a rise in professionalisation in teaching and supporting learning in higher education, linked to raising the profile of teaching and learning scholarship (Nixon, 1996; Henkel, 2005; Morgan, 2014). A report by Turner et al (2013) highlights the importance of full participation by academics in 'structured development' to gain insight and understanding of pedagogic scholarship. This raises questions about how the sector is driving and managing change through requirements and opportunities for structured professional development and specifically Higher Education Academy (HEA) accreditation. For many years universities have run development centred on PG Certificates in Academic Practice related to learning and teaching. Understanding of how institutions set up models and frameworks for scalable academic development leading to HEA Fellowship is an important aspect of increasing understanding of changing academic roles and practises. Now, with the increasing requirement for colleagues to engage with HEA Fellowship, understanding of how institutions establish models and frameworks for scalable academic development leading to HEA Fellowship is an important aspect of understanding changing academic roles and practises, in addition to the support required.

The session will present initial insights from a project that internet scoped 145 UK universities and identified a range of accredited frameworks and models supporting academic colleagues towards HEA Fellowship. Subsequent telephone discussions with academic development colleagues from Post 1992; Research Intensive and Russell Group universities. The preliminary analysis considered strategic drivers, framework model rationale and the perceived value of these models, processes and outcomes from an academic development perspective.

Exploring the language and models of professional development and the UKPSF provides an opportunity for participants to reflect on their own practice and experiences as colleagues engages with supporting professional recognition leading to HEA fellowship. We will consider the ways this drive towards HEA Fellowship represent an academic transition process into the scholarship of teaching and learning within institutions, subsequently raising its profile? Or does it represent the introduction of an additional and visible public element of scrutiny into academic teaching identity (Kreber, 2010; Kensington-Millera, et.al. 2014).

## Session Activities and Approximate Timings

<b>Presentation</b> Opening & introductions	Introduction to the session. Outlining the project aims, methodology & findings.	10 minutes
<b>Participant activity</b> Mapping your own provision: Where are you and what are you doing?	Participants map their institutional provision against the presented model followed by open floor discussion.	15 minuets
<b>Presentation</b> The matter of words	Short presentation on the language of professionalisation, the values of institutional HEA Fellowship Schemes and links to the transition into becoming a scholar in learning and teaching	5 minuets
<b>Participant activity</b> Having or being: A matter of words	Participants working in groups engage with the vocabulary of professional development and consider language and discourse and it influence on engaging with professional development.	5 minuets
<b>Discussion</b> Looking back, looking forward Exploring the roots of fellowship.	Summary and open floor discussion into themes, issues and questions raised from the session.	10 minuets

## References

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