



Principles

Academic Staff Committee recognise that HEA Fellowship is a formal, internationally-benchmarked professional award that requires the applicant to present evidence of their contribution to teaching and supporting learning in higher education. The particular status of Fellowship achieved (Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) or Principal Fellow (PFHEA)) indicates the breadth and depth of this contribution as specified in the [Professional Standards Framework](#) (PSF) for teaching and supporting learning in higher education.

The University of Bath's promotion criteria have been mapped to the PSF such that being an HEA Fellowship holder may be used as direct evidence for some of the teaching elements. The following tables indicate where this is the case.

Academic Staff Committee require evidence of *sustained* performance of the claimed activity. Therefore, additional commentary indicating recent activity should be provided where the HEA Fellowship was achieved more than 5 years previously.

Fellowship mapping in tables:

Where indicated, categories of fellowship can be considered sufficient for evidence against the optional criteria if achieved in the last 5 years.

In addition, where specified, categories of fellowship may also be used to partially offset mandatory criterion b, but the candidate must provide additional evidence against this criterion and bring their evidence up to date.

In all cases, the precise Fellowship allowed as evidence is stated. Fellowships that are not specifically indicated cannot be considered as evidence for any particular criterion (i.e. they are not interchangeable)

In cases where a candidate's Fellowship claim included content relevant to other criteria in the list that are not automatically offset by being a Fellowship holder, they are encouraged to use and build on that work as part of their evidence for this application.

Providing evidence of Fellowship

All candidates must provide evidence of their Fellowship by attaching it to their application as evidence. In addition, they are expected to have registered their fellowship with university systems.

Promotion of Lecturer (T) from Grade 7 to Grade 8

Teaching Criterion	Use of HEA Fellowship
<p>a. The candidate has an auditable and recent record of a substantial portfolio of high quality and effective teaching and/or supporting learning attested by evidence and evaluation of peer review and student feedback.</p>	
<p>b. The candidate demonstrates an understanding of general issues and current expectations in the teaching of, and/or supporting learning in, her/his subject and discipline. Additionally the candidate is up to date in terms of content and methods of teaching and/or supporting learning, including the value and use of learning technologies. This is reinforced by a record of participation in appropriate continuing professional development,</p> <p>and that the candidate can present auditable and recent evidence of at least two of the following <i>Teaching / Management & Leadership Criteria</i>:</p>	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has led and significantly developed undergraduate or taught postgraduate units 	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has participated in a major way in University, regional or national teaching initiatives, or has had success in obtaining grants or funds (including from the University Teaching Development Fund) for teaching initiatives 	
<ul style="list-style-type: none"> • The candidate has successfully innovated in the development, or application of, teaching and/or assessment and feedback methods, or led departmental initiatives that improve learning environments and approaches to student support, using learning technologies where appropriate and has evidence of the dissemination of these practices in the Faculty/School 	
<ul style="list-style-type: none"> • The candidate has made contributions which advance our ideas on how a subject can be taught either by scholarly publications or by conference presentations 	
<ul style="list-style-type: none"> • The candidate has successfully discharged over several years either one significant management/administrative responsibility, or a range of responsibilities at the level of the Department or Faculty/School 	
<ul style="list-style-type: none"> • The candidate has contributed to and/or generated funding for external networks of contacts within their discipline to the benefit of the Department/School (e.g. to develop the teaching interests of the department). 	
<ul style="list-style-type: none"> • The candidate has made major contributions to initiatives in leading successful recruitment, outreach, public engagement with research and/or widening participation activities within the Department, Faculty/School or University e.g. support for activities such as summer schools, subject taster days, master classes and On Track to Bath 	
<ul style="list-style-type: none"> • The candidate has promoted and/or led change processes related to teaching and learning through Department/School and/or Faculty committees 	
<ul style="list-style-type: none"> • The candidate has evidence of successful initiatives or innovations in administrative processes or departmental responsibilities 	

Promotion to Senior Lecturer – Teaching (major contribution)

Teaching Criterion	Use of HEA Fellowship
Requires:	
<p>a. The candidate has a sustained and auditable record of high quality and effective teaching and/or supporting learning attested by: evidence from a teaching profile, evaluation of student feedback and peer review of teaching; or a prize for teaching. This is reinforced by significant professional development; and</p>	
<p>b. The candidate demonstrates a broad understanding of general issues and current expectations including effective and inclusive approaches to the teaching of, and supporting learning in, her/his subject and discipline and is informed by an appropriate evidence base, and is up to date in terms of content and methods of teaching and supporting learning including the value and use of learning technologies. This is reinforced by significant professional development.</p>	FHEA or SFHEA
and auditable evidence of <u>two or more</u> of the following:	
<ul style="list-style-type: none"> • The candidate has successfully innovated in the development of, or application of, effective teaching and assessment and feedback methods, or led departmental initiatives that improve learning environments and approaches to student support and guidance including the use of learning technologies where appropriate 	
<ul style="list-style-type: none"> • The candidate has designed, planned and implemented a wide range of effective and inclusive teaching and supporting learning activities 	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has built, and/or generated funding for, external networks of contacts (including international contacts) to develop and/or consolidate one or more teaching interests of the Department/School 	
<ul style="list-style-type: none"> • The candidate has participated in a major way in regional, national or international teaching initiatives, or had success in obtaining grants for teaching initiatives 	
<ul style="list-style-type: none"> • The candidate has an established reputation with external agencies/clients (including international) and a portfolio of activities that lead to financial, reputational or other significant benefits to the University's teaching and/or student support 	
<ul style="list-style-type: none"> • The candidate has made contributions which advance our ideas on how a subject can be taught either by scholarly publications which are critical, reflective and evaluative of teaching and/or student support; and/or by invitations to major conferences, and/or by advising other educational providers 	
<ul style="list-style-type: none"> • The candidate has been significantly involved in course development, particularly the development of new programmes of study which takes an inclusive approach to delivery and where appropriate, considered the use and value of appropriate learning technologies 	
<ul style="list-style-type: none"> • The candidate has made a significant contribution to the professional development of others at the University in relation to teaching. For example, through tutoring or facilitating sessions on the Bath Course, supporting colleagues and sharing practice through mentoring, projects and events. 	SFHEA
<ul style="list-style-type: none"> • The candidate has made a significant contribution to outreach and/or Widening Participation public engagement with research activity within the Department, Faculty/School or University e.g. support for activities such as summer schools, subject taster days, master classes and On Track to Bath 	
<ul style="list-style-type: none"> • Other (please specify) e.g. the candidate has contributed to the development of the student experience (including for international students); the candidate has engaged with international mobility opportunities; the candidate has contributed to standard setting forums; the candidate has supported professional doctorates (EngD, DTC). 	

Promotion to Senior Lecturer – Teaching (effective contribution)

Teaching Criterion	Use of HEA Fellowship
<p>a. The candidate has auditable and sustained evidence that he/she is an effective teacher; and</p>	
<p>b. The candidate has an awareness of general issues and current expectations in the teaching of, and/or supporting learning in, her/his subject, and is up to date in terms of content and methods of teaching and/or supporting learning including the value and use of learning technologies;</p> <p>and auditable evidence of <u>one or more</u> of the following:</p>	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has successfully innovated in the development of, or application of, effective teaching and assessment and feedback methods, or led departmental initiatives that improve learning environments and approaches to student support and guidance using learning technologies where appropriate (student support for international students) 	
<ul style="list-style-type: none"> • The candidate has designed, planned and implemented a wide range of effective and inclusive teaching and supporting learning activities 	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has built, and/or generated funding for, external networks of contacts (including international partners) to develop and/or consolidate one or more teaching interests of the Department/School 	
<ul style="list-style-type: none"> • The candidate has participated in a major way in regional, national or international teaching initiatives, or had success in obtaining grants for teaching initiatives 	
<ul style="list-style-type: none"> • The candidate has an established reputation with external agencies/clients (which may be international) and a portfolio of activities that lead to financial, reputational or other significant benefits to the University's teaching and/or student support 	
<ul style="list-style-type: none"> • The candidate has made contributions which advance our ideas on how a subject can be taught either by scholarly publications which are critical, reflective and evaluative of teaching and/or student support; and/or by invitations to major conferences, and/or by advising other educational providers 	
<ul style="list-style-type: none"> • The candidate has been significantly involved in course development, particularly the development of new programmes of study which takes an inclusive approach to delivery and where appropriate, considered the use and value of appropriate learning technologies 	
<ul style="list-style-type: none"> • The candidate has made an effective contribution to the professional development of others at the University in relation to teaching. For example, through tutoring or facilitating sessions on the Bath Course, supporting colleagues and sharing practice through mentoring, projects and events. 	SFHEA
<ul style="list-style-type: none"> • The candidate has made an effective contribution to outreach and/or Widening Participation public engagement with research activity within the Department, Faculty/School or University, e.g. support for activities such as summer schools, subject taster days, masterclasses and On Track to Bath 	
<ul style="list-style-type: none"> • Other (please specify) e.g. the candidate has contributed to the development of the student experience (including for international students); the candidate has engaged with international mobility opportunities; the candidate has contributed to standard setting forums; the candidate has supported professional doctorates (EngD, DTC). 	

Promotion to Senior Lecturer (T)

Teaching Criterion	Use of HEA Fellowship
<p>a. The candidate has a sustained and auditable record of high quality and effective teaching and supporting learning attested by: evidence from a teaching profile, evaluation of student feedback and peer review of teaching; or a prize for teaching. This is reinforced by significant professional development; and</p>	
<p>b. The candidate demonstrates a broad understanding of general issues and current expectations including effective and inclusive approaches in the teaching of, and supporting learning in, her/his subject and discipline and is informed by an appropriate evidence base, and is up to date in terms of content and methods of teaching and supporting learning including the value and use of learning technologies.;</p> <p>and auditable evidence of three or more of the following:</p>	FHEA or SFHEA
<ul style="list-style-type: none"> • The candidate has built, and/or generated funding for, external networks of contacts to develop and/or consolidated one or more teaching interests of the Department/School. 	
<ul style="list-style-type: none"> • The candidate has participated in a major way in regional, national or international teaching and learning initiatives, or has had success in obtaining grants for teaching initiatives 	
<ul style="list-style-type: none"> • The candidate has an established reputation with external agencies/clients and a portfolio of activities that lead to financial, reputational or other significant benefits to the University's teaching and/or student support 	
<ul style="list-style-type: none"> • The candidate has successfully innovated in the development, and application of, teaching and/or assessment and feedback methods, or led departmental initiatives that improve learning environments and approaches to student support, and has evidence of the dissemination of these practices in the University or more widely through significant participation in discipline groups or learned-society groups for improving teaching 	
<ul style="list-style-type: none"> • The candidate has successfully engaged in developing international placements and/or student exchange 	
<ul style="list-style-type: none"> • The candidate has made contributions which advance our ideas on how a subject can be taught either by scholarly publications which are critical, reflective and evaluative of teaching and/or student support; and/or by invitations to major 	SFHEA
<ul style="list-style-type: none"> • The candidate has made a significant contribution to the professional development of others at the University in relation to teaching. For example, through tutoring or facilitating sessions on the Bath Course, supporting colleagues and sharing practice through mentoring, projects and events 	
<ul style="list-style-type: none"> • The candidate has made an effective contribution to outreach and/or Widening Participation public engagement with research activity within the Department, Faculty/School or University e.g. support for activities such as summer schools, subject taster days, masterclasses and On Track to Bath 	
<ul style="list-style-type: none"> • Other (please specify) e.g. the candidate has contributed to the development of the student experience (including for international students); the candidate has engaged with international mobility opportunities; the candidate has contributed to standard setting forums. 	

Promotion to Professor – Teaching (major contribution)

a. The candidate has auditable and sustained evidence of effective achievements in teaching and/or supporting learning in terms of personal performance, strategic leadership, innovation impact and dissemination, which are at least of national eminence and which have been sustained over a significant period (external recognition is an essential hallmark at this level and the appropriate evidence must be provided). This is reinforced by a sustained commitment to and engagement in, continuing professional development related to academic, institutional and/or other professional practises.

and significant and auditable achievements in two or more of the following:

<ul style="list-style-type: none"> The candidate has contributed in a major way to successful cross-departmental teaching, learning and assessment projects and policies 	
<ul style="list-style-type: none"> As a key contribution to high quality student learning, the candidate has taken a lead in steering the teaching and learning strategy of the Department/School 	PFHEA
<ul style="list-style-type: none"> The candidate has an established reputation with external agencies/clients and portfolio of activities that lead to financial, reputational or other significant benefits to the University's teaching and/or student support, including international students and student mobility 	
<ul style="list-style-type: none"> The candidate has shown innovative development and leadership within the Department/School and the University more widely. This may include the appropriate use of learning technologies and techniques, such as e-assessment or the creative exploitation of electronic resources to support learning 	PFHEA
<ul style="list-style-type: none"> The candidate is the author of teaching materials in her/his subject/ discipline area which are widely acknowledged as effective and valuable, e.g. major textbook, web resource 	
<ul style="list-style-type: none"> The candidate has major publications which are critical, reflective and evaluative of teaching, and which advance our ideas on how a subject should be taught 	
<ul style="list-style-type: none"> The candidate has developed and successfully marketed curricula or methods of teaching designed to attract new client groups, especially in national and international markets 	
<ul style="list-style-type: none"> Other (please specify). 	

Promotion to Professor – Teaching (effective contribution)

Requires significant and auditable achievements in <u>two or more</u> of the following:		
<ul style="list-style-type: none"> The candidate has a personal profile of excellent effective teaching and supporting learning in the University 		FHEA or SFHEA
<ul style="list-style-type: none"> The candidate has contributed to successful departmental/cross-departmental teaching, learning and assessment projects and policies 		
<ul style="list-style-type: none"> The candidate has an established reputation with external agencies/clients and a portfolio of activities that lead to financial, reputational or other significant benefits to the University's teaching and/or student support 		
<ul style="list-style-type: none"> The candidate has shown innovative development and leadership within the Department/School/University. This may include the appropriate use of learning technologies and techniques, such as e-assessment or the creative exploitation of electronic resources to support learning 		PFHEA
<ul style="list-style-type: none"> The candidate is the author of teaching materials in her/his subject/discipline area which are widely acknowledged as effective and valuable, e.g. major textbook, web resource 		
<ul style="list-style-type: none"> The candidate has major publications which are critical, reflective and evaluative of teaching, and which advance our ideas on how a subject should be taught 		
<ul style="list-style-type: none"> The candidate has developed and successfully marketed curricula or methods of teaching designed to attract new client groups 		