

## UKPSF Dimensions of the Framework

The outline below provides an indication, rather than a definitive list, of activities which relate to the UK Professional Standards Framework for teaching and supporting learning 2011 (UKPSF).

This document will help to explain what is meant by the terms used in the UKPSF. Specific guidance on how to claim HEA Fellowship is provided in the published guidance notes for each of the categories of Fellowship.

Depending on the category of Fellowship you are applying for, you will be expected to demonstrate how your experience relates to the various Dimensions of the Framework. **This document provides examples of the types of evidence you might provide.**

In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each descriptor but should include a focus on pedagogy and your subject knowledge. It should typically cover a range of exchanges with peers operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications, all of which potentially provide evidence of good scholarly practice through critique and reflection.

All the experience and evidence included in your application must relate to HE provision. For further details see [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#).

For international qualifications see:

- first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
- level 6 or above of the Australian Qualifications Framework;
- level 5 or above of the New Zealand Qualification Framework;
- other equivalent higher education frameworks;
- delivery of non-credit-bearing continuing professional development for academic and learning support staff in higher education may also be considered as evidence equivalent to the higher education academic frameworks.

### **This guidance addresses the following questions:**

1. What are the UKPSF Dimensions of the Framework?
2. How do the Dimensions relate to each other?
3. How can I demonstrate my engagement with the Areas of Activity?
4. How should I show my understanding of the appropriate Core Knowledge?
5. How should I demonstrate my commitment to the Professional Values?

## 1. What are the UKPSF Dimensions of the Framework?

The UKPSF identifies the diversity of higher education teaching and support roles and environments; this diversity is reflected and expressed in the Dimensions of the Framework.

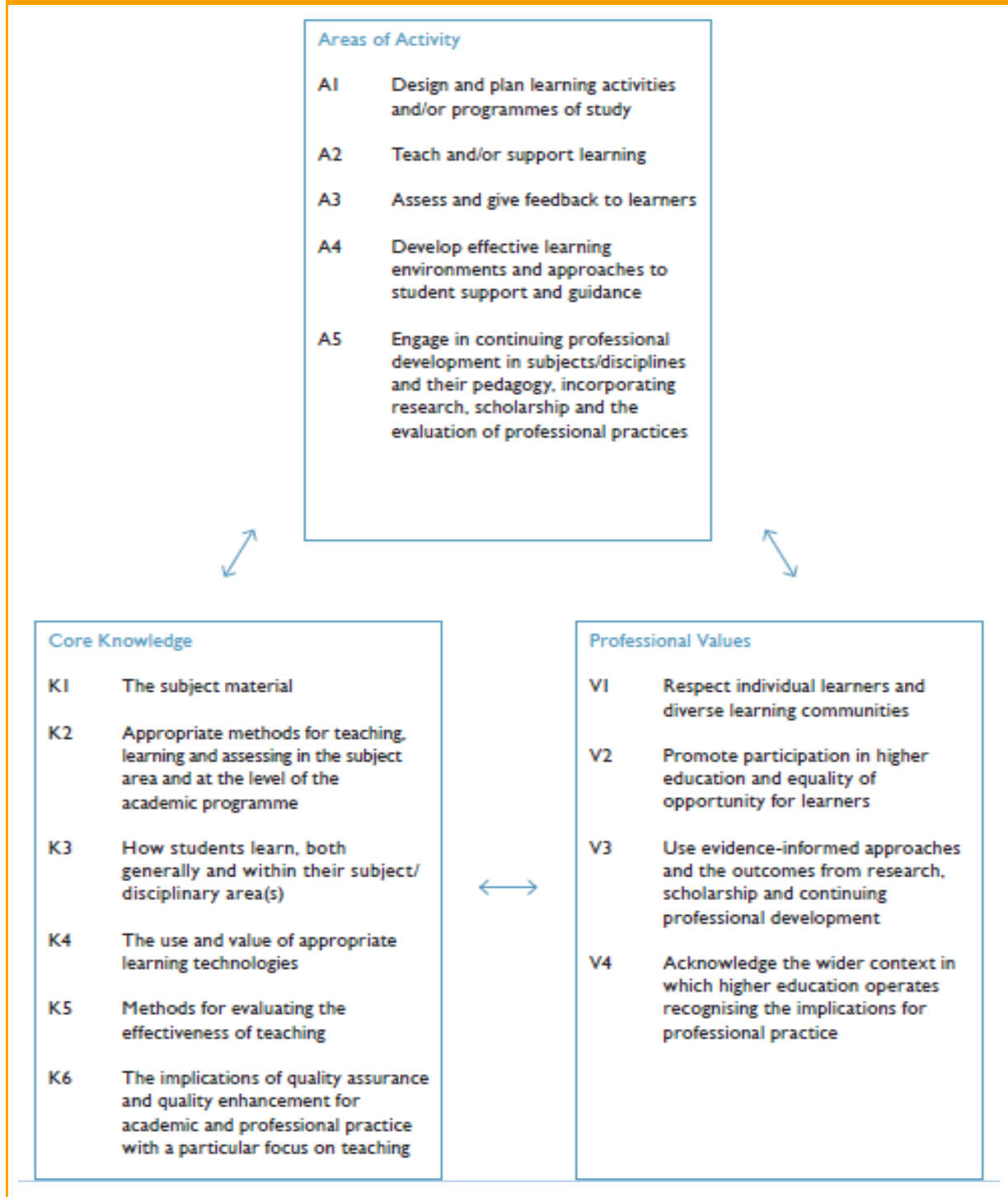
The Dimensions of the Framework are outlined in three key sets as follows:

- **Areas of Activity (A)** which you undertake when teaching, supporting and facilitating learning in higher education;
- **Core Knowledge (K)** which is needed to carry out the areas of activity;
- **Professional Values (V)** which you should embrace and demonstrate in your teaching or support of teaching.

## 2. How do the Dimensions of the Framework relate to each other?

Each of these three sets of the Dimensions is subdivided into statements: five Areas of Activity, six aspects of Core Knowledge and four Professional Values. Combined they cover the complexity of professional roles in higher education, be it teaching, learner support or the supervision of research students.

## The UKPSF Dimensions of the Framework



In the sections below we describe what each of the fifteen statements are about and then provide examples of the types of evidence you might provide to demonstrate how your experience relates to them.

Your level of engagement with the three Dimensions will depend on the category of Fellowship for which you are applying. HEA Fellowship is aligned to the UKPSF descriptors that outline the key characteristics of four broad categories of typical teaching and support roles:

- Associate Fellow – Descriptor 1 (D1)
- Fellow – Descriptor 2 (D2)
- Senior Fellow – Descriptor 3 (D3)

Separate guidance is provided for Principal Fellow – Descriptor 4 (D4)

### **3. How can I demonstrate my engagement with the Areas of Activity?**

There are five Areas of Activity:

- A1: Design and plan learning activities and/or programmes of study.
- A2: Teach and/or support learning.
- A3: Assess and give feedback to learners.
- A4: Develop effective learning environments and approaches to student support and guidance.
- A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

You need to provide evidence of successful engagement with these Areas of Activity.

- For D1 you need to provide evidence of engagement with at least **two** of the five Areas of Activity.
- For D2 and D3 you need to provide evidence of engagement with all **five** Areas of Activity.

#### **A1: Design and plan learning activities and/or programmes of study**

##### What is this Area of Activity about?

This is about what you do to plan and prepare learning activities, whether face-to-face or in a virtual learning environment.

You will have different approaches to this activity, based on factors such as the HE level being taught, the learning outcomes for a module, programme of study or individual teaching activity (which may, for example, involve working with individual research students).

##### How can I demonstrate my engagement?

You may not have a great deal of autonomy in this process or you may have total responsibility – this will vary depending on your role and experience. Your application could include the following examples:

##### Associate Fellow (Descriptor 1)

You need to identify and plan different kinds of interactions with learners within different contexts and these could be sessions, or a series of sessions with individual learners and/or small groups.

This might include, for example: seminar, laboratory, library activities, learning support, online support or fieldwork. You need to show that you understand that what you have planned is appropriate for your learner/s. You would typically be able to identify a small range of activities from the examples in the Fellow section below.

##### Fellow (Descriptor 2)

Activities could range from the design of a series of private study sessions, a module or a whole programme of study and may involve:

- designing a new course or programme of study or the redesign of an existing curriculum;
- designing new modules for an existing course or programme;
- developing new bespoke courses or programmes for learning support, individual study skills materials, student support or professional development materials, learner induction;

- contributing to the development and improvement of courses/programmes as part of a team, making clear what your role was within the team;
- any of the examples listed under Associate Fellow (Descriptor 1).

### Senior Fellow (Descriptor 3)

Examples could range from programme and/or module design to a whole programme of study as for the Fellowship, but require a focus on the co-ordination of teams in these activities in order to demonstrate the 'successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning' (UKPSF D3.VII). In all team activities, make clear what your role was within the team.

This may involve activities such as:

- contributing to the development of an institutional strategy related to supporting learning and teaching;
- developing and implementing resources, induction, learner guides and study skills support across departments, Faculties etc;
- co-ordination and evaluation of cross-institution initiatives (programme design, induction, structure of the academic year, learner support, teaching and learning spaces etc);
- contributing to cross-disciplinary services and activities;
- active participation and contribution to approval, validation and enhancement processes.

### How does this Area of Activity interact with the other Dimensions?

In all cases, except D1 which requires K1 and K2 to be addressed as a minimum, the activity should reflect knowledge and understanding of the following aspects of Core Knowledge (see Section 4):

- K1: The subject material.
- K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.
- K3: How students learn, both generally and within their subject/disciplinary area(s).
- K4: The use and value of appropriate learning technologies.
- K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

It should also be possible to link to one or more of the four Professional Values (see Section 5).

## **A2: Teach and/or support learning**

### What is this Area of Activity about?

This is about your direct engagement and interaction with learners, whether in groups or individually, remotely or face-to-face.

This may consist of formal, timetabled approaches or it might be outside of scheduled classes and more informal in nature, but nevertheless essential to learning and taking place in a wide range of contexts including (for example):

- classrooms and lecture theatres;
- seminar rooms;
- in the field;
- learning support centres;
- offices;
- virtual environments;
- studios;
- creative practice environments/performance spaces;
- libraries and resource centres.

Your teaching activities might include:

- lecturing and teaching;
- small group tutorial and seminar work;
- demonstrating;

- studio, clinical laboratory or workplace-based teaching;
- distance learning;
- use of virtual learning and other support environments;
- workshops;
- visits;
- supervision;
- coaching and mentoring.

### How can I demonstrate my engagement?

You should demonstrate a current and ongoing awareness of different approaches and methods of teaching and supporting learning, as well as a growing ability to choose the most appropriate approach for the achievement of learning/curriculum aims.

Your application could include the following activities:

### Associate Fellow (Descriptor 1)

As an Associate Fellow you will typically be able to identify activities from the list above. This might include:

- running seminars or tutorials with individuals or groups of learners to support their learning in lectures;
- facilitating learning or supporting another member of staff through mentoring or coaching;
- demonstrating in practical sessions;
- teaching as part of a team;
- providing academic skills/learning support for learners;
- providing bespoke online resources;
- supporting the development of students' research skills;
- working with learners on learning technologies;
- running a formative exercise in class to provide feedback.

### Fellow (Descriptor 2)

You might draw examples from a range of activities to illustrate the appropriate and effective teaching approaches you use with your learners, for example:

- specific approaches you use in your teaching or support of learning. These might be in the range of contexts mentioned above (classroom lectures, seminars, in the field, labs, library etc);
- working with learners on a one-to-one basis, including activities covered for Associate Fellow above;
- contributing to in-house professional learning and teaching programmes;
- developing research and information support on a one-to-one basis or in groups;
- supervision of postgraduates;
- creative studios;
- practice workshops;
- developing approaches to demonstrate high level subject skills;
- contributing to learner practical skills;
- developing services, tools and technologies to support a VLE;
- supporting learning, specific to the context, for example professional, resource based, library, work-based and technology-based learning.

### Senior Fellow (Descriptor 3)

Examples should include reference to your teaching activities as indicated for Associate and Fellow but require a focus on the *'successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.'* (UKPSF D3.VII).

Examples of evidence might include:

- coaching and mentoring of new and existing staff;
- implementing/leading/evaluating the peer observation of teaching in a range of settings;
- leading on effective learning and teaching initiatives and innovations which have influenced the practice of others;
- leading innovations in teaching and learning which influence the practice of others;
- the development of research students in their teaching role, through supervision;

- leading projects, research, strategic targets/aims which have contributed to enhanced student learning or support;
- increasing integration in work teams and committees impacting on the quality of learning.

### How does this Area of Activity interact with other Dimensions?

In all cases, except D1 which requires K1 and K2 to be addressed as a minimum, the activity should reflect knowledge and understanding of the following aspects of Core Knowledge (see Section 3):

- K1: The subject material.
- K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.
- K3: How students learn, both generally and within their subjects/disciplinary area(s).
- K4: The use and value of appropriate learning technologies.
- K5: Methods for evaluating the effectiveness of teaching.

Other aspects of Core Knowledge may also be relevant.

There is also an expectation that appropriate Professional Values will be highlighted.

## **A3: Assess and give feedback to learners**

### What is this Area of Activity about?

This is about how you:

- assess and give feedback to learners, to foster and encourage their learning;
- assess learners' progress and make judgements about their learning during and on completion of their study with you.

The assessment you undertake may be formative and/or summative, formal and/or informal. Feedback may be face-to-face, written, or using electronic means such as podcasts and social media. As assessment and feedback are not always 'formal' and 'summative' you can include work with research students, colleagues and peers and activities relating to learners in learning support contexts. They must however, relate to HE provision. This does not therefore require the summative marking of student work for degree classification but can relate to informal formative assessment of learners within the HE setting.

### How can I demonstrate my engagement?

There is a clear differentiation of how this area is evidenced for the different descriptors and categories of Fellowship due to the different activities typically undertaken by individuals.

### Associate Fellow (Descriptor 1)

You will normally not be setting or writing assessment criteria, but you will need to demonstrate an understanding of:

- the importance of assessment and feedback in the context of your work with learners;
- how you make informed, formative judgements about learners' work;
- the role that assessment and feedback plays in supporting learning;
- the appropriateness of the assessment approaches and feedback techniques for their specific context.

This could be through activities such as:

- one to one meetings in tutorials;
- teaching sessions;
- individual appraisals, mentoring and coaching sessions;
- research interviews;
- practical work;
- work placements;
- reflective diaries and journals;
- observation of practice;
- formal approaches to assessment such as exams, essays and tests;
- conversation and dialogue – responding to learner problems, enquiries;

- practical and skills tests;
- presentations and/or group work;
- crits and displays;
- live performance;
- small groups in surveys and focus groups;
- delivering a staff development programme.

It might include the feedback given on, for example:

- submitted written work and the assignment of marks; through annotating learners' work;
- formative assessment on submitted draft project/dissertation;
- informal assessment of learning within digital literacy sessions or information skills sessions;
- feedback on CVs for learners seeking work;
- feedback to learners whilst working in practical laboratory or fieldwork sessions;
- judging learners' understanding during and following library induction sessions;
- verbal feedback at enquiry help desk;
- feedback to colleagues during teaching observations;
- assessment and support to learners during study skills/academic literacy sessions;
- providing feedback within online resource/training packages;
- preparing learners for assessment through academic support.

### **Fellow (Descriptor 2)**

Your application needs to demonstrate:

- a routine use of feedback and feed-forward approaches to improve learning and develop learner autonomy. This may be regarding specific pieces of assessed work or assignments (written or practical), approaches developed or changed over a period of time to adapt to increasing learner autonomy;
- how assessment and feedback contributes to students' and/or others' learning; this might be about approaches developed or used to enhance the learning of specific attributes or skills (individuals working in groups, self-reflection, critical thinking, personal learning strategies, research skills, library skills, digital literacy etc);
- an awareness of an appropriate range of assessment methods and the rationale for their use. This might include focus on the combination of assessment approaches used to develop and assess specific outcomes or aims, changing assessment and feedback approaches to ensure they are more effective for different types of learners, at different levels, in different contexts etc;
- an understanding of the implications of quality assurance and a commitment to quality enhancement (links to K6). This might be about approaches used within the context of a new/revised module, course or programme where subject benchmarking and/or professional standards are integral, or in a service learning support activity where timeframes or other restrictions influence the approaches you are able to use. Evidence of how you have applied this knowledge to your practice should feature within your application;
- feedback and assessment related to diagnostic activities such as informal assessment of learning, review of documentation in preparation for placements etc for staff in learning support roles.

### **Senior Fellow (Descriptor 3)**

Your application can draw on the examples above for Fellows, but needs to additionally demonstrate how your practice has impacted on learners, the curriculum (or programme of study/learning) and how assessment and feedback contribute to the learning of others and the enhancement of their practice.

This might be through:

- management and co-ordination of programmes of study, subjects and/or learning support functions where assessment and feedback is integral to effective learning;
- development/co-ordination of feedback and assessment support materials;
- co-ordination, supervision, management of assessment panels;
- supporting new or experienced teachers through providing developmental feedback on evidence about their practice;
- staff development activities and appraisals that focus specifically on learning and teaching and assessment and the enhancement of student learning;



- mentoring and coaching of staff focused on assessment and feedback in, for example, professional skills training and work-related learning;
- research-informed work on the impact of assessment and feedback and implementing recommendations.

### How does this Area of Activity interact with other Dimensions?

In all cases it is important to include a context statement and basic information about your learners with a rationale for your choice of assessment and feedback approach. This will enable you to address, as a minimum, the following Professional Values and Core Knowledge statements:

- V1: Respect individual learners and diverse learning communities.
- V2: Promote participation in higher education and equality of opportunity for learners.
- V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

## **A4: Develop effective learning environments and approaches to student support and guidance**

### What is this Area of Activity about?

This is about how you effectively use both formal and informal learning environments to facilitate learning and how you meet the needs of your learners for educational support and guidance. The examples you might use will vary greatly depending on the physical and virtual environments in which you teach or support learners, the nature of the subject or discipline and the nature of the learner/s. All these points need to be considered in evidencing how you:

- utilise and manage the range of physical or virtual learning environments so that they are appropriate to your learners' needs;
- work with learners, service providers and/or teaching staff to ensure that your learners can access and use a broad range of learning opportunities.

### How can I demonstrate my engagement?

Your application should draw upon the activities that you use and include a clear rationale for your use of these. It may link directly to activities you have used in other Dimensions.

### Associate Fellow (Descriptor 1)

As you would typically be identifying a small range of activities for A1 and A2, it is possible that you will focus on these same activities. The emphasis should be on your understanding of the importance of the learning environment/s, acknowledging the different styles of learning that take place in them. This may be physical and virtual learning spaces, visual, written and practice-based learning. Learning support activities might refer to learning through tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access, supporting learners with disabilities etc.

This could be through activities such as:

- physical space layout and/or redevelopment;
- induction and warm up events;
- changing how learners work in the space;
- development of digital learning spaces for specific disciplines or learner needs;
- practice based learning;
- using technology through, for example, flipped classrooms;
- development of learner guides and/or resource packs.

### Fellow (Descriptor 2)

A Fellow will typically draw on a wider range of activities than those outlined for Associate Fellow. You need to clearly show the links between environments and learning and explain how and why the environment is appropriate within your context and/or discipline. As you will have a greater range of activities to draw from you might include activities such as:

- creating new approaches to utilise the spaces in which you have to teach and/or support learners;
- developing resources and interactivity for a virtual learning environment;

- developing interdisciplinary or professional/work-based resources;
- work-based learning and placements;
- bringing in aspects of professional practice to the learning environment;
- using digital literacies;
- developing pro-active ways for students to positively engage with student services.

### Senior Fellow (Descriptor 3)

For Senior Fellow you will need to further develop the Descriptor 2 requirements through providing an understanding of learner support in its widest context and illustrating how your practice has supported student learning. This can include how you have worked with others (learner support, professional services, academic or teaching staff, employers or professionals) to create physical learning spaces and how they are integrated into curriculum planning and development. Once again you do not have to be directly engaged in teaching and supporting learners but may be demonstrating your influence on how others deliver or support student learning.

Examples of evidence might include:

- working with senior teams or committees to design and/or redevelop learning environments and spaces, explaining and making clear your role and contribution within the team;
- leading projects or initiatives that result in changes to learning environments and spaces (physical or virtual);
- co-ordinating support teams in projects that enhance learner support – student partnerships, peer assisted learning, student mentors etc;
- leading the design and implementation of virtual learning resources or support.

### How does this Area of Activity interact with the other Dimensions?

Your evidence for this dimension should highlight your application of Core Knowledge and inclusive practice and link to:

- K3: How students learn, both generally and within their subject/ disciplinary area(s).
- K4: The use and value of appropriate learning technologies.
- K5: Methods for evaluating the effectiveness of teaching.
- V1: Respect individual learners and diverse learning communities.
- V2: Promote participation in higher education and equality of opportunity for learners.

## **A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

### What is this Area of Activity about?

This is about how you maintain and continue to develop your capability in teaching and learning support and, for the Senior Fellow, your leadership activities and roles. It includes:

- how you gather and utilise information on the effectiveness of your own practice;
- how you engage with and use your own CPD activities to enhance your practice;
- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
- how the activities you undertake as part of a group or team impact on your approaches and practices and that of others, such as colleagues engaged in teaching and learning, in your discipline or more widely.

You do not have to be directly involved in research but you do need to indicate how you use scholarly and/or professional activity to maintain your teaching and support of learning. In this context the definitions by Kreber could be considered:

“the scholarship of teaching is the intellectual, practical and critical work done by college and university teachers; that is, aimed at pursuing significant educational goals” (p393, 2005)  
and

“scholarship is enacted when we engage in purposeful and critical reflection on our own teaching”.  
(p81, 2013)

In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each descriptor but should include a focus on pedagogy and your subject knowledge. It should typically cover a range of exchanges with peers operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications, all of which potentially provide evidence of good scholarly practice through critique and reflection.

### How can I demonstrate my engagement?

#### Descriptor 1 (Associate Fellow)

This would minimally include showing how you use other people's work to inform your practice for teaching or learner support and examples of activities which have resulted in the development of your understanding and practice.

For example:

- annual personal/professional development review discussion about your teaching development;
- participating in staff development events relating to teaching and learning, generally and/or in your discipline;
- engagement with a credit-bearing programme in HE education;
- evidence of engagement with continuing professional development activities and how you have used the learning;
- use of academic and/or professional practice resources as part of your work;
- observation of teaching/learner support;
- inviting observation and feedback on your own practice;
- making use of a piece of published pedagogic research to inform your practice.

#### Descriptor 2 (Fellow)

This would minimally include using the work of others to inform your practice and identifying areas in which you have made a difference, or a contribution, locally.

For example:

- using the experience of peer observation of teaching to reflect upon and change aspects of your own teaching;
- reading and making use of the published pedagogic literature to inform your practice;
- conducting a piece of action research and disseminating the findings at a teaching and learning conference;
- writing a research paper on the approaches to supporting learners with learning difficulties;
- contributing to staff development/staff research events;
- engagement with your professional association;
- attending validation training.

#### Descriptor 3 (Senior Fellow)

This would typically include how you have made a contribution to the enhancement of learning through discussion and debate (within your institution, at external conferences or through published literature).

For example:

- mentoring staff to take on academic responsibilities;
- leading a team through curriculum redesign;
- external examining;
- leading staff development;
- undertaking CPD related to academic leadership;
- supporting staff in the enhancement of learning through their CPD;
- carrying out an active role within a Professional Association or Professional Body;
- co-ordinating the dissemination of good practice with respect to professional development.

Engagement in CPD should support the development and improvement of your own practice and that of others.

### How does this Area of Activity interact with the other Dimensions?

It is important to consider how you are developing other aspects of Core Knowledge and applying Professional Values. It may help to start thinking this through in relation to K1–K3, V3 and V4.

## **4. How should I show my understanding of the appropriate Core Knowledge?**

The six aspects of Core Knowledge are:

- K1: The subject material.
- K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.
- K3: How students learn, both generally and within their subject/disciplinary area(s).
- K4: The use and value of appropriate learning technologies.
- K5: Methods of evaluating the effectiveness of teaching.
- K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

Your understanding of Core Knowledge is most easily demonstrated through your engagement with the Areas of Activity. For example:

- designing and planning a learning activity (Area of Activity 1) successfully would be determined by your level of subject knowledge (Core Knowledge1) and the use of appropriate teaching and learning methods (Core Knowledge 2);
- an understanding of how particular learners learn (Core Knowledge 3) and the use of appropriate learning technologies (Core Knowledge 4).

You do not have to link every Area of Activity to every aspect of Core Knowledge. However, linking elements of Core Knowledge to a selection of Areas of Activity provides greater coherence and depth to the evidence and more accurately reflects the reality of practice.

### **K1: The subject material**

#### What is this Core Knowledge about?

This statement is about how the design and planning of learning activities and programmes of study together with associated teaching, assessment and feedback strategies, is informed and influenced by the nature of the subject being taught. For those in learning support areas the 'subject' should be identified as the 'service'. For example – study skills support, information management, learning technologies etc. This aspect of Core Knowledge is particularly influenced by a wider understanding of the nature of the subject, the student body and the context in which learning, teaching activities and learning support happens.

You are expected to demonstrate:

- an awareness of scholarship, and possibly research (if appropriate to your role) relating to the particular subject, which in turn informs the curriculum/programme of study;
- an up to date knowledge of the subject area which links to:
  - A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices;
  - V3: Use evidence-informed approaches and the outcomes from research, scholarship and CPD.

#### How should I demonstrate this?

In discussing your practice you should show that:

- subject matter links to learning and teaching methods and to assessment and feedback;
- subject matter aligns with the appropriate method, course design and assessment approaches;
- there is an awareness of subject matter in relation to academic level of study.

In the context of supporting learning this may, for example, relate to skills such as digital literacy, employability, specific learning needs or practical skills, such as health and safety within laboratories.

Examples might include:

- applying knowledge from professional practice, from postgraduate studies or research;
- awareness and implementation of up-to-date subject knowledge;
- leading on the development of subject resources;
- directing staff activities and development of discipline research;
- leading professional body accreditation.

How does this Core Knowledge interact with the other Dimensions?

- A1: Design and plan learning activities and/or programmes of study.
- A2: Teach and/or support learning.

## **K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme**

What is this Core Knowledge about?

This is about:

- the distinctive methods used in teaching or supporting learning in your subject area;
- acknowledging that some approaches are more appropriate than others given the level of the material being taught and the readiness and learning stage of learners.

How should I demonstrate this?

This requires a clear rationale, underpinned by scholarship (see below), for the approach taken and evidence of its effectiveness. An example might be articulating the rationale for the use of large lectures within certain situations versus an alternative approach such as group work. This is clearly linked to demonstrating Core Knowledge 1 and 3 with a focus on understanding the subject material. It is also specifically concerned with the strategies and approaches used to teach or support the learning of the subject. You should also refer to the challenges encountered by different groups or types of learners and indicate how you are able to adapt accordingly.

In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each descriptor but should include a focus on pedagogy and your subject knowledge. It should typically cover a range of exchanges with peers operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications, all of which potentially provide evidence of good scholarly practice through critique and reflection.

Examples might include:

- group work;
- workshops in creative writing;
- problem-based learning.

How does this Core Knowledge interact with the other Dimensions?

- A2: Teach and/or support learning.
- A3: Assess and give feedback to learners.
- A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.
- K5: Methods of evaluating the effectiveness of teaching.

## **K3: How students learn, both generally and within their subject/discipline area**

What is this Core Knowledge about?

This requires you to think generally about how learners learn within the context of their subject/discipline. You will need to demonstrate your understanding of the characteristics of different learners (such as mature learners, recent school leavers or workplace learners) and how you meet their needs through the teaching and supporting learning approaches and the learning environment.

You will also need to show how you adapt and change your practices and approaches in response to the specific characteristics of your subject. Reference could be made to different theories of, or approaches to, learning and how you use these to develop subject specific strategies for teaching and supporting learning. (Core Knowledge 1).

### How should I demonstrate this?

There is an expectation that an application for Fellowship will include discussion about your rationale for the approaches you use and their effectiveness and some evidence of the learner response to this. You might take into account the characteristics of and the diversity within the group of learners. There should ideally be reference to scholarship and inclusive practice.

While you are not expected to critique various learning theories there is an expectation that you will demonstrate a scholarly understanding (see below) of the particular theoretical models which underpin your practice.

In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each descriptor but should include a focus on pedagogy and your subject knowledge. It should typically cover a range of exchanges with peers operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications, all of which potentially provide evidence of good scholarly practice through critique and reflection.

For example:

- how provision of dedicated group study spaces enhances learning;
- why simulations are used in teaching;
- how changes from a didactic approach to increased interaction and participation in sessions impact on learning;
- sensitivity to the varied learning styles of learners.

### How does this Core Knowledge interact with the other Dimensions?

- A1: Design and plan learning activities and/or programmes of study.
- A2: Teach and/or support learning.
- V1: Respect individual learners and diverse learning communities.

## **K4: The use and value of appropriate learning technologies**

### What is this Core Knowledge about?

The value and use of learning technologies are wide and varied, typically extending beyond the basic use of PowerPoint and a virtual learning environment. In many instances the use of learning technologies will be highly subject or context specific. The rationale for your use of learning technologies, therefore, needs to be clearly articulated.

### How should I demonstrate this?

Your examples should demonstrate:

- how and why specific technologies are used to support learning;
- the use of appropriate technologies (including assistive technologies and/or related reasonable adjustments);
- how such assistive technologies can be incorporated into a personal learning plan;
- how the needs of learners with disabilities are accommodated in light of the institution's responsibilities;
- relevance to the context of the subject or discipline;
- the impact on student learning;
- how the impact, made by using technology, is evaluated.

For Associate Fellow and Fellow this should relate to individual use of technology, rather than institutional policy.

For Senior Fellow this may relate to your influence on the inclusion and implementation of policies within the local context and beyond.

For example:

- incorporating the use of social media to support learners;
- providing online tutorials;
- making tablets available in sessions; introduction of video capture software;
- developing Apps to support online learning and information management;
- developing FAQs as a resource for staff and learners.

How does this Core Knowledge interact with the other Dimensions?

- A2: Teach and/or support learning.
- A3: Assess and give feedback to learners.
- A4: Develop effective learning environments and approaches to student support and guidance.
- K3: How students learn, both generally and within their subject/disciplinary area(s).

### **K5: Methods for evaluating the effectiveness of teaching**

What is this Core Knowledge about?

This is concerned with the ways you gather information about the success of your teaching, assessment and feedback in enabling learners to meet the intended learning outcomes.

An essential part of higher education is ensuring the effectiveness of teaching practices. This core knowledge focuses on how you use different approaches (formal and/or informal) to gather information and data about the impact of teaching and how this is used to enhance and develop teaching and learning support practice.

How should I demonstrate this?

You should consider the different ways you gain feedback about your teaching, both formally and informally. This will normally be from learners but can also be from peers/colleagues and other sources and can include formal evaluation processes such as information gathered at the end of a period of teaching (end of module evaluation). There may also be examples of where you have used other sources of information to analyse and, as a consequence, change your approaches/practices. This might include:

- learner performance;
- responses to learner feedback;
- learning gained from peer review/observation;
- changes made on the basis of your personal reflections on practice;
- using information from external evaluation or review to critically analyse your practice and make desired changes.

Evaluation is a continuous cycle and the application of this can raise concerns (one's own and that of learners, colleagues, managers and leaders). Through a process of reflection and action you need to evidence how these activities have led to changes and enhancement.

For Senior Fellowship (Descriptor 3), it is particularly important to demonstrate how you know your practice has positively influenced others, been effective and generated sustained impact.

For example, by:

- peer observation of teaching;
- conducting a library use survey;
- using computer information systems to enhance learning and teaching practice;
- implementation of periodic review;
- evaluation of workshop events;
- measuring the impact of VLE analytics;
- involvement in validation and course approval;
- formalising feedback mechanisms and analysis of results.

## **K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching**

### What is this Core Knowledge about?

Quality assurance and quality enhancement are deeply embedded in higher education through procedures such as programme validation, monitoring, review and exam boards. These processes shape academic practice and are implicit in what you do as a teacher or in your support of learning. Critical to Core Knowledge 6 is the awareness of formal quality assurance and quality enhancement processes and requirements such as the need to work within institutional frameworks and professional and statutory body requirements e.g. [QAA subject benchmark statements](#), [UK Quality Code](#).

### How should I demonstrate this?

You should consider:

- how you use feedback from quality assurance and enhancement activities or processes to improve your practice and the student learning experience;
- how you seek opportunities to obtain feedback, other than relying on the institutional procedures already in place, to develop your teaching and support activities;
- how you understand and respond to the HE quality regulations and the need to continually enhance the student learning experience.

For those working outside higher education institutions or in a freelance capacity, you will need to evidence your personal interest in, understanding of, and commitment to quality assurance and enhancement procedures and how these are established and embedded within your practice. This would typically include evidence of a knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested (at the appropriate level and context) in your work.

### How does this Core Knowledge interact with the other Dimensions?

Quality assurance and enhancement is implicit within the academic infrastructure and links directly to:

- A1: Design and plan learning activities and/or programmes of study.
- A2: Teach and/or support learning.
- A3: Assess and give feedback to learners.

Adherence to policy and practice in ensuring equality and transparency/fairness links to:

- V1: Respect individual learners and diverse learning communities.
- V2: Promote participation in higher education and equality of opportunity for learners.
- V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice.

Some engagement with formal processes and commentary on how these have shaped practice will demonstrate that you are not merely adopting a tick box approach but show your understanding of how assurance and enhancement is applied, its impact and why it is important to the learner experience and wider context.

While this is possibly one of the hardest Dimensions to articulate, you should try to demonstrate that as a teacher or supporter of learning you do not 'exist in a bubble' and that you are responsible to external imperatives (for example, institutional quality assurance, Professional and Statutory bodies, the Quality Assurance Agency etc) and that you can demonstrate that you work towards improving practice in this context.

For staff in support roles, quality assurance and quality enhancement might relate to the development of in-house quality processes relating to relevant professional practice.

Examples:

- involvement in periodic review teams;
- working with other aligned professional bodies;
- quality assurance of learning resources to ensure they support teaching effectively;
- staff development;



- development of institutional assessment policy;
- conduct review for a professional body;
- sitting on validation panel(s) to provide information of how learning resources and learner support contribute to the quality of the learner experience;
- the evaluation of peer-observation to enhance teaching quality;
- feedback from external examining, moderation into practice.

## **5. How should I demonstrate my commitment to the Professional Values?**

The focus of Professional Values is associated with the integrity of the individual practitioner. How you are able to demonstrate this is likely to be different depending on the role/s you have.

The UKPSF articulates how the professional values should explicitly underpin teaching and supporting learning in higher education and the process of recognition requires the explicit demonstration of 'a commitment to all the professional values'.

As with the other Dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the professional values overlap and are integrated in individual and institutional practice. For example, your Professional Values impact on your Core Knowledge and your Areas of Activity by shaping the activity, your understanding and knowledge.

Evidencing the Professional Values takes place in a setting which itself reflects values through the institutional mission and culture, which may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence.

In an application, Professional Values emerge most clearly in the way that you are able to draw examples from practice for each of the Dimensions which provides context, rationale, evidence of impact or response.

For Associate Fellow, Fellow and Senior Fellow (Descriptor 1, 2 and 3) the evidence of commitment to the Professional Values in practice will influence teaching and learning and the adoption and communication of positive attitudes and behaviours will provide evidence of a commitment to the (relevant) values.

### **V1: Respect individual learners and diverse learning communities**

#### What is this Professional Value about?

The way teaching, learning development, learning support and service provision incorporates activities, actions, attitudes and approaches, which understand, consider and respond to the individual needs of learners and diverse learning communities. 'Diverse learning communities' can be defined in a number of ways e.g. location, campus based students, distance learners, work-based students. Learning communities may also be defined by the protected characteristics as outlined in the [2010 Equality Act](#). You need to be able to demonstrate that you value and can work effectively with, and within, these diverse learning communities.

#### How can I demonstrate my commitment to this Value?

Examples:

- designing flexible learning activities that are accessible to all learners;
- ensuring that the language, content and imagery used in classes or resources, reflect the cultural diversity and identities of the student cohort;
- tailoring delivery for specific learners, for example: parents with young children, non-native speakers, first year undergraduate, first generation students;
- induction for students entering at level 6 from Foundation degrees/HNDs;
- developing accessible online resources for learners with specific learning needs;
- developing accessible online resources for staff;
- providing an enquiry service for remote access;
- webinars for international learners;
- video inductions;
- induction and language support for international learners;

- assisted learner scheme;
- provision of individual Personal Learning Plans.

## **V2: Promote participation in higher education and equality of opportunity for learners**

### What is this Professional Value about?

This is about providing evidence of how a commitment to participation in higher education and equality of opportunity for learners underpins your practice in relation to teaching and supporting learning.

### How can I demonstrate my commitment to this Value?

There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity, supported by examples of inclusive and accessible practice.

#### Examples:

- admissions processes;
- induction activities;
- outreach work;
- providing alternative formats;
- digitisation of resources to increase accessibility;
- widening participation and access strategy;
- design of a survey regarding accessibility;
- extended opening hours for library and IT services;
- adjusting procedures to ensure they are fair and equitable;
- inclusive curriculum design;
- review assessment patterns to be responsive to learner employment and other commitments;
- showing awareness of issues stemming from the social, cultural and economic diversity of the learner population;
- ensuring websites are accessible for students with SpLD or for non-native speakers.

## **V3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development**

### What is this Professional Value about?

This is about the use of evidence informed approaches, the ability to draw on and contribute to, a range of sources of evidence and to use them to inform teaching and learning practice. You should use the outcomes from relevant research, scholarship and professional development to make principled, informed and considered judgements that enhance practice and the learning experience. This value advocates the importance of direct involvement in enquiry (in teaching and learning) to support your own professional development and to enhance your teaching or learning support activities. V3 closely links to A5: '*Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices*'.

### How can I demonstrate my commitment to this Value?

#### Evidence might include:

- consideration and application of the findings from reading, studies (your own or that of others);
- personal enquiry of (for example) teaching, learning, learners, the subject, the environment, support approaches, in order to enhance practice and the student learning experience;
- conducting and using your own research to enhance the curriculum, for example curriculum design, the nature of the subject and the learners, and to provide a rationale for the design of the curriculum and its delivery;
- developing and/or using informed approaches to plan learning and support activities in response to relevant professional body requirements, research and resources.

Examples:

- learners involved as researchers in projects;
- measuring impact on service delivery;
- JISC benchmarking;
- using NSS data;
- learners as producers as well as consumers of knowledge;
- enhancement of teaching and learning practice through practice-based and practice-led research.

#### **V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice**

What is this Professional Value about?

This is about being alert to the issues that may impact on institutional missions and/or which might have an influence on the student learning experience, curriculum design and/or personal and collective professional practice. These may arise from a wide range of influences including (but not exclusively) the HE sector, professional associations, disciplinary bodies or networks, government or research bodies.

How can I demonstrate my commitment to this Value?

- showing how you have responded to the current demands of the Equality Act 2010, the employability or the widening access and participation agendas;
- addressing professional body requirements;
- responding to relevant government legislation;
- addressing any decreasing learning and teaching resources;
- responding to new institutional strategic aspirations/targets.

Current agendas include: sustainability (the practice of sustainability and education for sustainability), learner engagement, and inclusive practice which includes reasonable adjustments for learners with disabilities.

Examples:

- engagement in/leading on enhancement activities;
- involvement in regional groups;
- contribution to senior committees;
- increasing employability funding and extending availability to sections of the university;
- developing a multidisciplinary approach.

## Notes

All the experience and evidence included in your application must relate to HE provision, for further details see [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#).

For international qualifications see:

- first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
- level 6 or above of the Australian Qualifications Framework;
- level 5 or above of the New Zealand Qualification Framework;
- other equivalent higher education frameworks;
- delivery of non-credit-bearing continuing professional development for academic and learning support staff in higher education may also be considered as evidence equivalent to the higher education academic frameworks.

## References

Kreber, C. (2005). Charting a critical course on the scholarship of university teaching movement. *Studies in Higher Education* Vol. 30, No. 4, August 2005, pp. 389–405.

Kreber, C. (2013). *Authenticity in and through teaching in higher education: The transformative potential of the scholarship of teaching*. Routledge.

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