The Higher Education Academy

Review of
The UK Professional Standards Framework (UKPSF) for Higher Education

Consultation Paper on a revised framework and the guidance
and advice relating to its application

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Consultation

Review of UK Professional Standards Framework for Higher Education

The Higher Education Academy plans to provide the sector with a revised UK Professional Standards Framework for higher education.

This consultation paper sets out proposed revisions to the scope, content and application of the current Framework. The proposals outlined in this paper were developed following discussions across the sector during 2010, including initial soundings from a wide variety of individuals, institutions, interest groups and other bodies.

Comment is invited from institutions, sector bodies, agencies and other organisations as well as individuals with an interest in the revised UK Professional Standards Framework and related recommendations. It is essential that respondents indicate whether they are responding on behalf of an organisation or as an individual.

The closing date for this Consultation is **Monday 17 January 2011**.

The Higher Education Academy will produce an overview analysis of responses to the Consultation. A new Professional Standards Framework will be published in Spring 2011.

Enquiries about the consultation process should be directed to ukpsfreview@ heacademy.ac.uk.

1.   Purpose of the Review

1.1   The UK Professional Standards Framework (UK PSF) was published in February 2006. The overarching purposes of the review are:
— To strengthen the Framework, ensuring it remains fit for purpose.
— To develop appropriate enhancements to the Framework, (including, for example, linkages with reward and recognition processes).

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2.   Background to the Review

2.1   The UK Professional Standards Framework (UKPSF) was introduced to the sector in 2006 by the Higher Education Academy (HEA) on behalf of the four UK funding Councils and Universities UK and GuildHE. Since then, 136 institutions have had 357 programmes accredited by the HEA against the Framework.

2.2   The initial development of the Framework stemmed from a recommendation in the Dearing Review (1997) that *"institutions of higher education begin immediately to develop or seek access to programmes for teacher training of their staff"*. This view was supported in the subsequent White Paper, *The Future of Higher Education* (2003) and the Higher Education Act (2004), both of which emphasised the need to establish *"standards for teaching"* in higher education.

2.3   During the past four years, as well as a growing emphasis on the importance of initial professional development for teaching in higher education, there have been calls for a stronger focus on continuing professional development and for teaching to be more strongly represented in institutional reward and recognition procedures.

2.4   Initial soundings were taken from across the sector as part of the HEA's scoping and planning preparations for the UKPSF review. Those invited to offer comment included all Vice Chancellors and other senior institutional managers; subject specialists (through

a survey of academic staff across the HEA's subject network); colleagues representing a variety of HE interest groups concerned with professional development, including those working in staff and educational development roles; and the chair and members of the HEA's Board, Academic Council and Senior Fellowship Committee. In addition, a UKPSF Advisory Group was convened to contribute to the initial planning and focus of the review.

2.5 In summary, initial soundings indicated that:
— the fundamental principles which underpin the Framework are, in general, considered appropriate
— far reaching and radical changes to the UKPSF were not considered necessary, since the overarching principle was now broadly accepted and had been generally well received
— it was, however, considered timely to address specific issues and anomalies in order to minimise confusion and to move the professionalisation of teaching agenda forward in higher education
— there was a need to build on existing achievements in order to confirm and regularise practice
— there were suggestions that further underpinning detail would be very helpful to institutions in relation to the Areas of Activity, Core Knowledge and Professional Values
— there was a clear demand for a more 'joined up' approach to academic staff development: the current UKPSF was seen to lack recognition value within many academic communities and was not perceived as being relevant for many individual academics, for example, in relation to their career development
— it was considered particularly timely and important to address promotion, reward and recognition policies and practices for teaching in higher education as part of the overarching UKPSF agenda
— the Framework needed to demonstrate that it added value and was relevant, robust, transparent and accessible for academic staff (and other staff as/where appropriate)
— there was a need to demonstrate that the implications of changes in 21st century learning environments, pedagogies and technological developments were embedded within the Framework
— any developments to the UKPSF should demonstrate to institutions that they are designed to enhance individual HE institutional and mission differences
— any developments should not carry major resource implications for institutions at a time of major economic restraint.

2.6   More recently, the Browne Report (*An Independent Review of Higher Education and Student Finance* in England, 2010) has emphasised the importance of initial teacher training for higher education. Whilst noting that "Teaching in HE is diverse and a one size fits all licence to teach is not appropriate", it confirms the role of the UKPSF in ensuring that institutional provision "meets a nationally recognised minimum standard".

2.7   The Report also argues that it should "be a condition of receipt of income from the Student Finance Plan for the costs of learning that institutions require all new academics with teaching responsibilities to undertake a teaching training qualification accredited by the HE Academy, and that the option to gain such a qualification is made available to all staff – including researchers and postgraduate students – with teaching responsibilities" (page 45). Echoing the growing emphasis on the importance of public information, the Browne Report also recommends that "Anonymised information about the proportion of teaching-active staff with such a qualification should be made available at subject level by each institution" (page 48).

2.8   Mindful of this developing context and the significant challenges facing the sector, the Higher Education Academy is keen to ensure that the UKPSF remains fit for purpose and continues to provide a supportive yet challenging and stimulating framework for teaching and learning development in higher education.

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3.   Aims of the UK Professional Standards Framework

3.1   The Framework's original aims were that it should be:
— an enabling mechanism to support the professional development of staff engaged in supporting learning
— a means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development
— a means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
— a means to support consistency and quality of the student learning experience.

> **Question 1**
>
> Do you consider that the original aims of the UKPSF remain appropriate?

Revisions to the UK Professional Standards Framework

4.1 This review recommends that the UKPSF is further developed in relation to the following areas:

A. **Academic Practice Focus:** The need to acknowledge more clearly that academic roles comprise several interlocking responsibilities (teaching, research, administration etc) each of which may contribute to teaching effectiveness (through, for example, teaching-informed research and research-informed teaching)

B. **External Examiner Training and Development:** The need to ensure that training and professional development for external examiners is timely and provides consistency across the sector.

C. **Disciplinary Expertise:** The need to ensure the greater involvement of subject/discipline focused academic staff in initial and continuing professional development programmes for their colleagues.

D. **New and Emerging Technologies:** The recognition of the importance and potential uses of the newer and emerging technologies in the development of effective teaching and learning

E. **Sustainability:** The need for staff to understand the implications of the sustainability agenda for their roles.

F. **Qualified to Teach:** The need for those undertaking teaching in higher education (including full-time and part-time/sessional staff as well as postgraduates who teach) to demonstrate capability by being appropriately qualified, through, for example, the successful completion of a teaching qualification (i.e. a PG Certificate in Higher Education or its equivalent).

G. **Public Information:** The potential for using transparent public information for benchmarking purposes and to inform sector-wide debates about teaching and learning developments.

H. **Alignment of Professional Standards:** The potential for collaboration and possible

alignment between the UKPSF and other professional standards related to teaching (e.g. researcher development and practice-led professional development).

I. Progression and Career Enhancement: The need for the revised UKPSF to support progression and career enhancement through a flexible framework focused around initial and continuing professional development opportunities.

J. Recognition, Reward and Promotion: The need to ensure that the revised UKPSF acts as an enabling mechanism which helps HE institutions to evaluate the role of effective teaching as part of institutional promotion, reward and recognition processes.

4.2   The revised Framework incorporates a number of specific developments and proposed changes. These include:
— a clearer delineation of career development and enhancement stages (with associated links to initial and continuing professional development)
— the designation of Standard Descriptor 1 as 'Associate Fellow'
— the designation of Standard Descriptor 2 as 'Fellow'
— the alignment of Standard Descriptor 3 with 'Senior Fellow'
— the introduction of Standard Descriptor 4: 'Principal Fellow'.

4.3   Further detail on these elements and proposed changes are set out in:
— Appendix 1 which outlines the revised UK Professional Standards Framework in terms of the Standard Descriptors
— Appendix 2 which provides further underpinning detail on the Areas of Activity, Core Knowledge and Professional Values in support of the Framework.

4.4   For ease of reference, the 2006 (i.e. current) version of the UK Professional Standards Framework is provided at Appendix 3.

Question 2
a. Comment is invited on both the content and structure of the revised UK Professional Standards Framework (Standard Descriptors) in Appendix1.
b. Comment is invited on the content and structure of the table in Appendix 2, which provides further underpinning detail regarding the Areas of Activity, Core Knowledge and Professional Values.
c. Comment is also invited on the shorter and refocused title of the Framework.

5. Use and Application of the Framework

A. Academic Practice Focus

5.1 The new UKPSF overtly acknowledges that teaching in higher education takes place in a more flexible and broadly based academic context: academic roles incorporate often interlinked responsibilities and while the balance of activities may differ across institutions, typical academic roles comprise a range of academic practice activities. In general these are:

— teaching and learning;
— research and scholarship;
— academic leadership and/or management/administration; and
— knowledge transfer, enterprise and/or third stream activity.

> ### Question 3
> Comment is invited on the way in which the Framework addresses the importance of recognising the integrated nature of academic roles and responsibilities, whilst maintaining a strong and central role for teaching and learning within the UKPSF.

B. External Examiner Training and Development

5.2 The recent UUK/GuildHE/QAA discussion paper (Review of External Examining Arrangements in the UK, July 2010) indicates that there is evidence that the external examiner system is, overall, robust and effective. However, the paper also acknowledges that there is a need for improvement and development in relation to the cross-sector consistency of external examining practice and process, an aspect of relevance to the UKPSF review.

5.3 The Higher Education Academy proposes that the following professional development elements should be embedded within the new UKPSF. These are

— *Stage 1: Introduction:* all new academic staff, as part of their initial professional development, should be required to undertake a brief but specific induction (e.g. as part of their induction into their HE institution) about the nature of external examining. This development would be set within the context of a general appreciation of quality and standards in the UK HE context. This would normally

be provided as part of academic induction processes for new staff.

— *Stage 2:* Consolidation: as academic staff become increasingly experienced internal examiners, development opportunities focus on deepening their understanding of the external examiner role within the UK context.

— *Stage 3:* Practice: whereby those undertaking external examiner duties demonstrate effective academic practice in relation to this aspect of their work, (and, where appropriate, may wish to use it as contributing evidence of teaching-related effectiveness within, for example, submissions for promotion).

5.4 The Higher Education Academy will, by working with HE institutions and other interested parties in the sector, develop guidance which will support institutions in delivering the above elements as part of their overarching initial training and professional development provision for academic staff.

Question 4

Comment is invited on the proposed approach to initial training and professional development for external examining as part of the UKPSF.

C. Disciplinary Expertise

5.5 In order to establish an agreed benchmark for discipline-based teaching expertise, the Higher Education Academy proposes that:

— HE institutions should implement a formal mentoring policy whereby academic staff undertaking an HE teaching qualification (e.g. PG Certificate in HE or equivalent) are mentored by discipline-based academic staff with acknowledged teaching expertise.

— HE institutions should implement a policy whereby all probationary academic staff are observed in their teaching on more than one occasion by discipline-based staff with acknowledged teaching expertise in the specific discipline or a related discipline/subject area.

— HE institutions should ensure that where academic staff undertake a teaching qualification (e.g. PG Certificate in Higher Education or equivalent) they are provided with a core module (or equivalent) which has a clear focus on the pedagogy of their discipline/subject area and is supported by relevant discipline/ subject specialists.

D. New and Emerging Technologies

5.6 The new Framework provides explicit guidance to support institutions in the *"the use and value of appropriate learning technologies"* (Core Knowledge), reflecting the growing emphasis on technology-enhanced learning and teaching, and the recommendations in, for example, *Learning and Teaching through the Use of Technology: A revised approach to HEFCE's strategy for e-learning* (May 2009).

E. Sustainability

5.7 There is a growing and important focus on sustainability in higher education which impacts across the curriculum and influences approaches to teaching and learning. This means staff will increasingly need to understand and articulate the nature and value of the sustainability agenda. As a support for this, the revised UKPSF incorporates sustainability literacy within the new professional value of 'global citizenship'.

F. Qualified to Teach

5.8 There has been, since the Dearing Review (1997), a steadily increasing emphasis on the need for those who teach in higher education to demonstrate that they are appropriately qualified – a view recently reinforced in the Browne Report. It is also notable that, over the past decade, the majority of higher education institutions have developed HEA-accredited initial professional development provision largely targeted at new academic staff. Building on this platform, the Higher Education Academy now strongly recommends that:

1. All probationary academic staff in HE institutions should be required to complete a relevant Higher Education Academy-accredited teaching programme (e.g. PG Certificate in Higher Education).

2. All post-graduates who teach in UK higher education institutions (e.g. PhD students working as Graduate Teaching Assistants) should be required to complete HEA accredited provision (equivalent to at least 20 M level/level 7 credits) as a basic induction into higher education teaching.

3. All HE staff with teaching responsibilities in higher education (including researchers, part-time/sessional staff and PG students who teach) should be offered opportunities to gain a teaching qualification (e.g. PG Certificate in Higher Education or equivalent), whether through initial or continuing professional development provision.

4. Teaching observations should become a formally required element and benchmark of teaching capability within all HE teaching qualification programmes for staff with teaching responsibilities.

Question 8

Comment is invited on the above proposals with particular reference to their feasibility within, for example, the current economic and higher education policy climate.

G. Public information

5.9 The Higher Education Academy considers that greater transparency of information in relation to teaching will support institutional efforts to benchmark themselves against sector-wide practices. It will also offer greater clarity for students and others at subject and institutional levels about the nature of the institutional commitment to teaching and learning through initial and continuing professional development.

5.10   The Higher Education Academy proposes, therefore, to publish, on an annual basis, a sector-wide profile containing data provided by HE institutions relating to the numbers of staff who have, for example, completed Academy accredited provision against each standard descriptor.

Question 9

a. Comment is invited on the potential use of anonymised information about higher education teaching staff qualifications and fellowships.

b. Are there any potential benefits and/or drawbacks you would identify?

H. Alignment of Professional Standards

5.11   The Higher Education Academy recognises that there may be potential for a closer alignment between the UK Professional Standards Framework and related professional standards (e.g. researcher development and practice-led frameworks). At a time when flexible learning approaches are becoming increasingly important across the sector (whether within undergraduate or postgraduate/professional or work-based settings), the Higher Education Academy is keen to explore commonalities around teaching standards with various professional bodies and associations.

Question 10

Comment is invited on the potential for greater collaboration with regard to professional standards related to teaching, between the Higher Education Academy and other professional bodies/associations.

I. Progression and Career Enhancement

5.12   Feedback from across the sector has identified the need for the new Professional Standards Framework to provide clearer progression and career enhancement routes supported by initial and then continuing professional development opportunities. Whilst maintaining a flexibility of approach which enables institutions to meet individual needs, the revised UKPSF offers clearer progression pathways by, for example,

— aligning Standard Descriptor 3 with 'Senior Fellowship'
— introducing Standard Descriptor 4 ('Principal Fellowship') which builds on achievements at previous standard descriptor/career development stages and acknowledges the importance of the strategic leadership and management of teaching and learning within and beyond institutions.

> ### Question 11
> Comment is invited on the revisions to the Framework with respect to the Standard Descriptors, including the introduction of Standard Descriptor 4: Principal Fellowship.

J. Recognition, Reward and Promotion

5.13   Recent reports have highlighted developing concerns over practice with regard to teaching-related promotion within HE institutions. For example, the research report, *Reward and Recognition of Teaching in Higher Education* (HEA & Genie CETL, 2009) notes that 90% of academic staff responding to a cross-sector survey argued that teaching should be important in promotion; yet only a minority found it actually was. The research also found that teaching performance was not consistently included in academic promotion criteria – and can sometimes be absent. Whilst all of the 104 institutions surveyed included research performance criteria in their promotion policies, only 73 included teaching performance criteria.

5.14   The recently published Academy of Medical Sciences (AMS) report, *'Redressing the balance: the status and valuation of teaching in academic careers in the biomedical sciences'* (AMS, March 2010) echoes these concerns. It states that *"mechanisms of assessment focus on research success and undervalue the teaching contributions of individual academics"* and calls for the *"evaluation of teaching at institutional, department and individual levels"*.

5.15   Whilst all HE institutions must be able to determine their own promotional criteria in line with their institutional missions, in light of the above evidence, the Higher Education Academy now strongly encourages
— All HE institutions to review and, where appropriate, revise their reward, recognition and promotional practices and procedures in order to ensure that they take full and clear account of high quality teaching-related activities

(i.e. from probationary staff through to those aspiring to senior academic leadership roles).

— All HE institutions to review, and where appropriate, utilise any relevant indicators and/or sources of evidence as outlined in Appendix 4 as a basis for establishing their own teaching-related criteria for use in promotional and reward/ recognition processes.

— All HE institutions to make use of the revised UK Professional Standards Framework as a supportive mechanism for ensuring that teaching-related activity is given parity of esteem with other academic responsibilities within institutional promotional policies and structures.

5.16   Clearly, institutions must determine their own weightings for various teaching-related criteria. Nevertheless, the Higher Education Academy would hope that it may be possible to identify whether a measure of agreement exists across institutions about key indicators of teaching quality and which sources of evidence are most likely to be called upon within promotional processes – regardless of institutional tradition, custom and practice.

5.17   Appendix 4 is not prescriptive but is provided by the Higher Education Academy as a stimulus for debate across the sector, as a potential outline framework for further development within individual institutions, and as a way of encouraging, on a sector-wide basis, the development of a shared consensus around a possible core of teaching related criteria and evidence.

5.18   The Higher Education Academy will share the overall analysis of responses to Appendix 4 with the sector as part of its work in facilitating and supporting the further development of effective practice in this area. For this reason, the Higher Education Academy strongly welcomes feedback on its contents and its potential for use within individual institutions.

> **Question 12**
>
> Comment is invited in relation to:
>
> a. The appropriateness of the potential criteria/indicators outlined in Appendix 4 and the degree to which these reflect the focus adopted within individual institutions.
> b. The appropriateness of the likely sources of evidence outlined in Appendix 4 and their potential value within individual institutions.
> c. Possible approaches to 'populating' the various career stages (i.e. how far any of the evidence sources might be seen within individual institutions as 'essential' or 'desirable' for particular career points).

5.19   Should they wish to do so, institutions are encouraged to populate and return a copy of Appendix 4, which is available as a separate document on our website, to ukpsfreview@ heacademy.ac.uk for information.

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6. Conclusion

6.1   The Higher Education Academy recognises that this is a challenging time for the sector, not least for those institutions, agencies and individuals being asked to respond to yet another consultation document. We are, consequently, most grateful for your contribution to the UKPSF Consultation and for taking the opportunity to assist us in the future development of the UK Professional Standards Framework.

6.2   As an organisation we remain committed to working in partnership, to adding value, and to facilitating the sharing of effective practice across institutions and disciplines, as well as with individuals and related bodies.

Summary of consultation questions

Consultation question [1]
Do you consider that the original aims of the UKPSF remain appropriate?

Consultation question [2]
a. Comment is invited on both the content and structure of the revised UK Professional Standards Framework (Standard Descriptors) in Appendix 1.
b. Comment is invited on the content and structure of the table in Appendix 2, which provides further underpinning detail regarding the Areas of Activity, Core Knowledge and Professional Values.
c. Comment is also invited on the shorter and refocused title of the Framework.

Consultation question [3]
Comment is invited on the way in which the Framework addresses the importance of recognising the integrated nature of academic roles and responsibilities, whilst maintaining a strong and central role for teaching and learning within the UKPSF.

Consultation question [4]
Comment is invited on the proposed approach to initial training and professional development for external examining as part of the UKPSF.

Consultation question [5]
Comment is invited on the practical implications of introducing a formal requirement for subject/disciplinary based support for
a. mentoring
b. teaching observations
c. discipline-focused module (or equivalent)

Consultation question [6]
Comment is invited on how far the guidance provided in the Framework is appropriate with regard to new and emerging technologies.

Consultation question [7]

Comment is invited on the location of the sustainability focus within 'global citizenship', one of the Framework's professional values.

Consultation question [8]

Comment is invited on the proposals under the section headed 'qualified to teach' with particular reference to their feasibility within, for example, the current economic and higher education policy climate.

Consultation question [9]

a. Comment is invited on the potential use of anonymised information about higher education teaching staff qualifications and fellowships.
b. Are there any potential benefits and/or drawbacks you that would identify?

Consultation question [10]

Comment is invited on the potential for greater collaboration with regard to professional standards related to teaching, between the Higher Education Academy and other professional bodies/associations.

Consultation question [11]

Comment is invited on the revisions to the Framework with respect to the Standard Descriptors, including the introduction of Standard Descriptor 4: Principal Fellowship.

Consultation question [12]

Comment is invited in relation to:

a. The appropriateness of the potential criteria/indicators outlined in Appendix 4 and the degree to which these reflect the focus adopted within individual institutions.
b. The appropriateness of the likely sources of evidence outlined in Appendix 4 and their potential value within individual institutions.
c. Possible approaches to 'populating' the various career stages (ie. how far any of the evidence sources might be seen within individual institutions as 'essential' or 'desirable' for particular career points).

Appendix 1: UK Professional Standards Framework: Fellowship Descriptors

Standard Descriptor	Description	Typical role/career stage	Typical Activities [1]
1. Associate Fellow	**Associate Fellow** Provides clear evidence of an understanding of specific aspects of effective teaching and/or learning support methods and the student learning experience. This is achieved through: — engaging with at least two of the five areas of activity — demonstrating appropriate core knowledge and understanding of at least the following areas of core knowledge: (1) How students learn both generally and in the subject, and (2) The subject material — engaging successfully in relevant teaching practices related to the above chosen areas of activity — demonstrating all the professional values in facilitating others' learning — incorporating relevant aspects of (e.g. pedagogic) research and/or scholarship within the above activities, as part of an integrated approach to academic practice — using where appropriate, profession-specific knowledge, skills and understanding in stimulating and supporting others' learning.	**Associate Fellow** is awarded to individuals able to provide clear evidence of success and effectiveness in relation to their professional role(s) which, typically, will include at least some teaching and/or learning support responsibilities and/or the need to support learning (sometimes but not always with assistance from more experienced teachers or mentors). Associate Fellows are likely to be: — early career researchers (PhD students, GTAs, contract researchers/post docs etc.) who have some teaching responsibilities — staff whose role supports academic provision (e.g. learning technologists and learning resource/ library staff) — staff who hold senior practitioner roles which incorporates some teaching/ mentoring responsibilities (e.g. practice/clinical educators) — staff who undertake demonstrator/technician roles which include some teaching-related responsibilities — experienced individuals in relevant professional areas but relatively new to teaching and learning related responsibilities.	**Typical activities may include:** — undertaking (sometimes limited) teaching and / or mentoring responsibilities as a team member within an established programme — assisting in assessment-related activities and undertaking, (possibly under supervision), specified assessment tasks — providing constructive feedback (formative and summative) to students as part of teaching duties — contributing to skills development of learners/ students, e.g. introducing the use of techniques and/or equipment — contributing to the development of learners in relation to e.g. professional codes of conduct — developing teaching and learning materials, resources, methods and approaches — using a range of technologies to support the learning of others and one's own professional development in relation to teaching — critically evaluating the support offered to learners — establishing an initial appreciation and knowledge of HE quality assurance processes, including the role of external examiners

Standard Descriptor	Description	Typical role/career stage	Typical Activities [1]
2. Fellow	**Fellow** Provides clear evidence of a clear understanding of and the effective use of relevant teaching and learning support methods as a key contribution to high quality student learning experiences. This is achieved through: — engaging in relevant practices across the five areas of activity — demonstrating appropriate knowledge and understanding across all aspects of core knowledge — demonstrating a commitment to all the professional values in facilitating others' learning — engaging in relevant and successful teaching practices related to the chosen areas of activity — incorporating relevant (e.g. pedagogic) research and/or scholarship in one or more areas of activity — using and/or developing core knowledge (e.g. subject material) — demonstrating clear evidence of engagement in continuing professional development in relation to teaching and learning and, where appropriate, other professional practices.	**Fellow** is awarded to individuals who are able to provide clear evidence of broadly-based success and effectiveness in their substantive teaching and learning support role(s). Such individuals may be established members of one or more academic teams. Fellows are likely to be: — early career academics — staff holding substantive teaching and learning roles — experienced academics relatively new to UK higher education — staff who hold 'teaching only' contracts and/ or whose roles include significant teaching responsibilities in, for example, work-based settings — academics and/or other individuals working in relevant roles in higher education and who have demonstrated that they are qualified to teach through, for example, the successful completion of an HEA accredited PG Certificate in Higher Education or equivalent qualification.	**Typical activities may include:** — identifying the learning needs of students and gauging appropriate learning outcomes — ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes — developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures) — selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment — selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment — providing critical and constructive feedback and guidance to learners — supervising the work of students (teaching and/or research related) — seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback — participating in teaching-related observations and mentoring activities to improve professional practice — engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes.

Standard Descriptor	Description	Typical role/career stage	Typical Activities [1]
3. Senior Fellow	**Senior Fellow** Provides clear evidence of an understanding of and the successful use of relevant teaching methods as a key contribution to high quality student learning experiences. This is achieved through: — engaging in relevant practices across all five areas of activity — demonstrating appropriate knowledge and understanding across all aspects of core knowledge — demonstrating a commitment to all the professional values in facilitating others' learning — demonstrating clearly the ability to co-ordinate, support, supervise, manage and/or mentor others (whether individuals and/or teams), in relation to teaching and learning — demonstrating clearly the ability to incorporate research (e.g. into pedagogy) and/or scholarship within the above activities as part of an integrated approach to academic practice — demonstrating a clear commitment to continuing professional development in relation to personal academic and/or other professional practices.	**Senior Fellow:** Is awarded to experienced academics and others in relevant academic-related areas who, typically, are able to demonstrate a sustained track record of success and effectiveness in relation to teaching and/or the organization and management of specific aspects of teaching and learning provision. Such individuals may be established members of academic/delivery teams as well as more independent practitioners. Senior Fellows are likely to be: — experienced staff with responsibility for the management, organisation and operation of one or more programmes, subjects, modules and/or areas of study as, for example, Subject, Course or Programme Leaders, Heads of centres/departments, Deans etc.	**Typical activities may include:** — demonstrating leadership in the design, delivery and evaluation of a range of programmes of study (sometimes for entirely new courses) at various levels — designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate — incorporating learning from scholarship and research into teaching and evaluating its effectiveness. — ensuring that course design and delivery complies with relevant quality standards and regulations — exercising appropriate operational leadership within own institutional setting (e.g. in developing and/or leading local policy implementation, participating in relevant committees; participating in peer review of programme validation and subject review) — undertaking academic responsibilities in an external service capacity beyond one's own institution (e.g. external examining responsibilities, serving scholarly and professional societies, reviewing and providing feedback as a peer reviewer for e.g. pedagogically focused research journals and grant awarding bodies) — demonstrating effective practice as an external examiner, including , as appropriate, contributing to reviews of internal quality assurance processes at e.g. disciplinary and/or institutional levels in light of both internal and external examiner experience.

Standard Descriptor	Description	Typical role/career stage	Typical Activities [1]
4. Principal Fellow *NB. The current UK Professional Standards Framework does not incorporate a Standard Descriptor 4*	Principal Fellow Provides clear evidence of (a) successful senior strategic leadership within higher education and (b) an understanding of and the effective leadership of academic development as a key contribution to high quality student learning experiences. This is achieved through: — using effective strategic leadership and management skills to enhance students' learning opportunities, with a particular, but not necessarily exclusive, focus on the enhancement of teaching quality within institutional, national and/or international settings — establishing effective organizational strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and learning experiences — championing, within institutional and/or (inter) national settings, an integrated approach to academic practice (incorporating, for example, a focus on teaching, learning, research, scholarship, administration, knowledge transfer etc) — a demonstrable commitment to continuing professional development (CPD) in relation to institutional, academic and/or other professional practices.	Principal Fellow: Is awarded to highly experienced, senior academics and others in related senior roles who are typically able to evidence a sustained and succesful track record of impact as strategic leaders and managers, with a particular focus on teaching, learning, assessment and related areas within their own institution and/or within national and/or international settings. Principal Fellows are likely to be: — highly experienced staff undertaking academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning (e.g. Heads and/or Deputies of Faculties, Departments, Schools, Centres; PVCs, DVCs, VCs, etc.)	Typical activities may include: — demonstrating active strategic leadership in relation to the management of change and innovation, often with a particular focus around teaching and learning – whether cross-institutionally, nationally or internationally — making a significant and sustained leadership contribution within her/his own institution to teaching and learning developments (e.g. initiating and/or leading policy developments; participating in (and often chairing) programme evaluation, discipline/subject review and other audit-related activity), including where appropriate reviews of quality assurance and quality enhancement processes — acting in an external service capacity (e.g. in relation to consultancy/professional advice, external examining; institutional reviews, programme and/or subject evaluations; contributions to scholarly and professional societies) — achieving national and/or international recognition through contributions to policy developments, publication and the presentation of novel ideas (e.g. via conference keynotes) in areas related to teaching related developments, including pedagogic innovation, applied (e.g. educational, pedagogic) research and scholarship.

I   NB. A typical role or career stage would normally include, but would not be limited to, the activities listed.

Appendix 2: UK Professional Standards Framework: Areas of Activity, Core Knowledge and Professional Values

NB. The Areas of Activity, Core Knowledge and Professional Values detailed below are all set within the context of an *Integration of scholarship, research and professional activities with teaching and supporting learning.*

A. Areas of Activity	Activity should include:	Evidence might include:

1. Designing and planning learning activities and/or programmes of study	Engagement in
	— a variety of learning activities – at a variety of levels e.g.
	   — micro: individual/one to one or small group sessions
	   — meso: module sessions; course or programme level
	   — macro: policy, HEI, professional body level
		— Session plans
		— Module or programme materials
		— Major curriculum design/developments
		— Use of individual's learning materials by others (e.g. within/ beyond own institution)
		— Mapping against benchmarks / regulatory criteria

2. Teaching and/or supporting learning	Engagement in:
	— appropriate teaching and learning strategies including:
	   — use of a range of teaching approaches and modes of delivery
	   — use of relevant assessment approaches with a variety of groups
	   — selection based on educational evidence and values
		— Peer assessment of teaching or teaching observations
		— Student feedback/evaluations
		— Reflective diary
		— Learning outcomes-related indicators (e.g. relevant session plans/module materials)
		— Material from online teaching

3. Assessing and giving feedback to learners	Engagement with
	— appropriate assessment strategies including:
	   — use of assessments relevant to learning outcomes
	   — appropriate assessments for the student profile
	   — engagement in formal quality assurance processes relating to assessment
	   — selection and use of appropriate feedback mechanisms
		— Appropriately targeted assessment tasks
		— Student evaluations
		— Peer reviews
		— Observation feedback
		— Learning materials
		— Moderation documents
		— External examiner activity
		— Innovative approaches to assessment and feedback
		— Student responses to feedback

A. Areas of Activity	Activity should include:	Evidence might include:
4. Developing effective learning environments and approaches to student support and guidance	Engagement with: — different media and technologies, both physical and virtual — different kinds of learners e.g. international, culturally diverse, special needs home-based, full-time, part-time, etc. — different modes of learning e.g. distance-based, blended, work/practice-based etc.	— Reflective logs — Peer review — Formal and informal/unsolicited feedback from students and colleagues — Observations of teaching/learning activities — Evidence from electronic for a e.g. blogs and discussion boards
5. Engaging in continuing professional development, research and the evaluation of teaching and learning related professional practices	Engagement in: — self-reflective practice — proactive planning — participation in a range of activities to extend professional learning — successful involvement in/completion of relevant teaching-related qualification(s).	— Portfolios related to academic/professional development — Reflective logs — CPD records for formal institutional schemes — Involvement in professional education activities — Exemplars of proactive changes in teaching /supporting learning based on own new learning. — Evidence of changes in practice following engagement with initial and/or continuing professional development

B. Core Knowledge	Core knowledge and understanding should include:	Evidence might include
1. The subject material	— Academic or practice-based knowledge appropriate to the unit of study.	— Qualifications — The range and level of subject focused teaching — Publications, including electronic, with subject focus — Participation in subject associations
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	— Knowledge and understanding of a range of teaching methods and approaches — Appreciation of criteria for selecting and using appropriate approaches to facilitate learning — Alignment of teaching, learning and assessment. — Familiarity with literature (both generic and, as appropriate, discipline focused) in relation to theories of teaching	— Formal assessment — Self reflective logs — Peer review — Student evaluations — Pedagogically based publications
3. How students learn, both generally and within their subject/disciplinary area(s)	— Learning style constructs — Familiarity with literature (both generic and, as appropriate, discipline focused) in relation to theories of learning	— Formal assessment — Reflective logs — Publications on teaching and learning
4. The use and value of appropriate learning technologies	— A range of technologies to enhance learning, including current innovations which support a diversity of learners, including those with visual and/or hearing impairments — The effectiveness of technologies for individual contexts	— Accounts of use — Reflective logs — Materials and resources demonstrating the use
5. Methods for evaluating the effectiveness of teaching	— Range of evaluation techniques — Understanding of rationales for choice and ways of using evaluation outcomes	— Resources developed for evaluation — Meta-analyses of student feedback (including NSS) — Accounts of the use of evaluation outcomes — Accounts of the impact of development(s)
6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.	— Knowledge and understanding of the implications of building a quality culture, for example, at session, module and course levels, within academic and/or practice-based settings.	— Involvement in review and validation processes — External examiner activity

C. Professional Values

The Professional Values outlined below underpin and help to define professionalism in teaching and learning in higher education.

Professional Value	Demonstrated by, for example	Evidenced through, for example
1. A commitment to and respect for both individual learners and diverse learning communities	— The use of learner-centred and co-learning approaches to teaching where appropriate — A concern for individual progress and achievement — Sensitivity to a range of background factors (e.g. cultural, ethnic, socio-economic) that may impact on learning — Knowledge of relevant legislation in relation to e.g. disability, equality and diversity — The promotion and facilitation of student responsibility and autonomy — Modelling discourse(s) about and evaluating the discipline/subject area — Curriculum developments reflecting the above as/where appropriate	— Peer and student feedback — Design of teaching materials — Teaching and learning philosophies, strategies and methods — Teaching session/programme materials and resources — Organisation and approach taken to tutorial support — Online logs, blogs, and discussion boards — Evaluations/reflections of the above
2. A commitment to participation in higher education and equality of opportunity for learners	— Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice — Knowledge of in-reach and out-reach initiatives in, for example, schools and partner colleges — Curriculum developments reflecting the above	
3. A commitment to evidence-informed/based approaches and using the outcomes of research, scholarship and professional practice	— Teaching which is clearly informed by subject research — Teaching which is informed by research and scholarship in subject pedagogy — Teaching which is demonstrably fit for purpose — Knowledge and use of subject pedagogy literature — Curriculum developments reflecting the above	
4. A commitment to the sustainability of higher education and the concept of global citizenship	— Knowledge of sustainable curriculum approaches and an understanding of its implications for personal, professional practice — A pro-active approach to developing student literacy in this area — Curriculum developments reflecting the above	

Appendix 3: UK Professional Standards Framework for teaching and supporting learning: 2006 Configuration

The Standards Framework

The framework is a descriptor based approach whereby HE institutions determine their own criteria in the application of the standards framework. In order to demonstrate application of the standards, six areas of activity, core knowledge and professional values (all derived from the Higher Education Academy's existing Accreditation Scheme) are applied to learning outcomes and assessment activities within the institution's professional development programmes.

Standard descriptor	Examples of staff groups
1. Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity
2. Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Staff who have a substantive role in learning and teaching to enhance the student experience
3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities	Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience

Areas of activity, core knowledge and professional values within the Framework

Areas of activity

1. Design and planning of learning activities and/or programmes of study
2. Teaching and/or supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments and student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

Core knowledge

Knowledge and understanding of:

1. The subject materials
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. How students learn, both generally and in the subject
4. The use of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching
6. The implications of quality assurance and enhancement for professional practice

Professional values

1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of learning communities
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation of practice

Appendix 4: Reward and Recognition in Higher Education
Potential criteria for evaluating teaching and learning

Criteria & Evidence	Appointment to Lecturer/ equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/ equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Positive impact on Student Learning						
Likely sources of evidence may include:						
Student evaluations (more formal)						
Student feedback(less formal)						
Students' use of learning materials						
Students' achievement profiles						
Outcomes of module/course experience questionnaires						
Nomination(s) for/success in student led teaching awards (institutional, national, international)						

Criteria & Evidence	Appointment to Lecturer/ equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/ equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Engagement with and responsiveness to Peer Review, Evaluation and Feedback						
Likely sources of evidence may include:						
Peer evaluation(s) of teaching-related activity (formal/internal)						
Peer feedback in relation to teaching/learning (informal)						
Probationary reviews of teaching performance						
Peer observation(s) of teaching sessions						
External peer review(s) for contribution(s) to external, national/international teaching-related activity, committees, symposia; external examining role(s) etc.						
Nomination for/success in teaching-related awards (institutional, national, international)						
External impact as reviewer, lecturer/speaker, advisor, consultant, journal editor etc						
Feedback from mentor(s)						

Criteria & Evidence	Appointment to Lecturer/ equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/ equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Commitment to and engagement in Teaching, Learning and Curriculum Development						
Likely sources of evidence may include:						
Effective contributions to curriculum delivery and assessment						
(Contributions to) specific innovations in curriculum design/planning and delivery						
Overt support for student learning						
Use of innovative teaching approaches and pedagogies						
Effectiveness as role model teacher (e.g. for students, staff)						
Reputation for innovatory approaches to teaching and learning (e.g. internal/ university; external/national, international)						
Enhancement-focused approach to teaching and learning						
Peer and/or student reviews of self-generated learning resources and materials						
Overt use of own learning materials by others (within and/or beyond own institution)						
Innovative and critical use of newer technologies for teaching						
Diversity/range of contributions across variety of provision						
Clear national and/or international impact in relation to teaching and learning						

Criteria & Evidence	Appointment to Lecturer/ equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/ equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Integration of Teaching, Scholarship and Research						
Likely sources of evidence may include:						
Evaluation(s) of own use of research in teaching performance(s)						
Scholarly approach to teaching						
Contributions to/authoring of teaching and learning materials and/or resources						
Development of texts/textbooks (with evidence of adoption)						
Well-regarded teaching and learning-related presentations (within institutional, national, international settings)						
Well-regarded teaching and learning-related publications (for institutional, national, international audiences)						
Effective integration of teaching with personal research						
Success in cultivating student interest in teaching-research linkages						
Success in gaining pedagogically-related grants and bursaries						

Criteria & Evidence	Appointment to Lecturer/ equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/ equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Personal commitment to academic and professional development						
Likely sources of evidence may include:						
Learning from personal professional development						
HE teaching qualification (or equivalent)						
HEA fellowship, senior fellowship etc						
Membership of relevant professional bodies/associations etc						
Capacity to critique personal approach to teaching and learning						
Up-to-date knowledge of developments in HE learning and teaching						
Innovations in teaching and learning practices						

Criteria & Evidence	Appointment to Lecturer/equivalent Teaching/learning related evidence		Appointment to Senior Lecturer/equivalent Teaching/learning related evidence		Appointment to Professor/equivalent Teaching/learning related evidence	
	Essential	Desirable	Essential	Desirable	Essential	Desirable
Demonstrates: Academic Leadership and Management						
Likely sources of evidence may include:						
Effective module co-ordination						
Effective programme and/or area leadership						
Successful leadership of curriculum design/development						
Effectiveness in mentoring role(s)						
Effective contribution(s) to disciplinary/subject-based developments (e.g. internal and/or external, national, international)						
Effective contribution(s) to teaching and learning policy and strategy development (e.g. internal/university; external/national, international; committees/professional bodies etc)						
Recognition for external advisory role(s) in relation to teaching/learning						
Effective leadership and/or management of peers in specific areas of responsibility						
Effective leadership and/or management of support for student learning						
Effective leadership of teaching and learning initiatives (internally, externally)						
Overall impact (internally) in various fora - as teacher, mentor, peer reviewer, staff developer, scholar, committee chair etc						
Overall impact (externally) in various national/international fora – e.g. as invited reviewer, speaker, advisor, consultant, journal editor etc.						
Effective contributions as an External Examiner to higher education provision						

Review of the UK Profesional Standards Framework (UKPSF) for Higher Education