Descriptor for the UK Professions Standards Framework (UKPSF) at D1 (Associate Fellow)

D1.I: Successful engagement with at least TWO of the five Areas of Activity.

D1.II: Successful engagement in appropriate teaching practices related to the Areas of Activity.

D1.III: Appropriate knowledge and understanding of at least K1 and K2.

D1.IV: A commitment to appropriate Professional Values in facilitating others' learning.

D1.V: Successful incorporation of relevant professional practices, subject and pedagogic research and/or scholarship as part of an integrated approach to academic practice.

D1.VI: Successful engagement, where appropriate in professional development activity related to teaching, learning and assessment responsibilities.

Descriptor for the UK Professions Standards Framework (UKPSF) at D2 (Fellow)

D1.I: Successful engagement with at least TWO of the five Areas of Activity.

D1.II: Successful engagement in appropriate teaching practices related to the Areas of Activity.

D1.III: Appropriate knowledge and understanding of at least K1 and K2.

D1.IV: A commitment to appropriate Professional Values in facilitating others' learning.

D1.V: Successful incorporation of relevant professional practices, subject and pedagogic research and/or scholarship as part of an integrated approach to academic practice.

D1.VI: Successful engagement, where appropriate in professional development activity related to teaching, learning and assessment responsibilities.

What sort of evidence, activity and practice could you provide/draw upon in making your claim for FHEA:

(The guidance from the HEA's dimensions of practice document has been drawn upon throughout and integrated where appropriate.)

Area of Activity		**D2.I: Successful engagement across all FIVE Areas of Activity.** **D2.IV: Successful engagement in appropriate teaching practices related to the five Areas of Activity**
A1	Design and plan learning activities and/or programmes of study	This is about how you plan and prepare before you meet your students whether face-to-face or in the virtual learning environment. **This may involve activities such as:** • developing new bespoke courses or programmes for learning support, study skills, student support or professional development, induction; • may relate to different contexts you are preparing your teaching for, e.g. interacting with students in seminars, labs, library activities, learning support, online or fieldwork; • contributing to the development and improvement of courses/programmes as a part of a team and making clear what your role was within the team. **Questions you might ask yourself?** • How do you go about designing a unit, or programme or series of sessions? • What models, principles or frameworks inform your decision? (e.g. Constructive alignment, spiral curriculum, Subject benchmarks and so on) • What do you take into account and why? For example, your learners, the level, the discipline characteristics and so on. • What is your underpinning educational philosophy? • How do you know your approach is successful? What will you need to think about? • How is the Core Knowledge K1, K2, K3, K4 and K6 in particular reflected in such activities? • How about the professional values?

A2	Teach and/or support learning	This is about your direct engagement and interaction with learners, whether groups or individually, remotely or face-to-face. These may be formal timetabled approaches, or they might be outside of planned timetables and more informal in nature, but still essential to student learning.

Examples of evidence might include:
- specific approaches you use in your teaching or support of learning. These might be in the range of contexts mentioned above (classroom lectures, seminars, field, labs, library etc);
- working with students on a one-to-one basis;
- 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 student practical skills;
- developing services, tools and technologies to support the VLE;
- supporting learning, specific to the context i.e. professional, resource based, library, technology based etc.

Questions you might ask yourself?
- In what contexts does this happen (e.g. classrooms, lecture theatres, studio, laboratories, learning support centres, virtual environments, offices, libraries etc.)?
- What types of activities and approaches do you employ to support and enable learning (e.g. lecturing & teaching, small group tutorial and seminar work, distance learning, 1-2-1 support, workshops, visits?)
- How can you evidence the effectiveness of your teaching in a range of contexts drawing upon appropriate approaches for the achievement of learning outcomes and aims?
- What do you take into account and why? For example, your learners, the level, the discipline characteristics and so on.
- How do you know if they are effective?
- What works in some contexts and not others? Why?
- What is your underpinning educational philosophy?
- What is your rationale for the approaches and methods chosen? (This will draw upon many aspects of Core Knowledge and Professional Values)
- How are your methods aligned to the level of the academic programme and intended learning outcomes?

A3	Assess and give feedback to learners	This is about how you assess and give feedback to learners to foster and encourage learning and assess students' progress and make judgements about their learning during and on completion of their study. 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 students 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 students within the HE setting. **Examples of evidence might include:** • changes to the assessment strategy to better align with the ILOs; • reviewing the formative assessment opportunities for students; • enhancing feedback mechanisms to align with good practice principles; • encouraging your students to engage with the assessment process—e.g. peer assessment activities • having your students involved in developing assessment criteria; • designing feedback and assessment diagnostic activities such as informal assessment of learning, review of documentation in preparation for placements etc **Questions you might ask yourself?** • What assessment strategy do you employ that can articulate how assessment and feedback contributes to others' learning? • How do you routinely use feedback and feed-forward approaches to improve learning and develop learner autonomy? • How does the assessment methods you use align with the ILOs? What is the rationale for their use? For example, how do you support and enable learning for different types of learners at different levels and in different contexts etc? • How are the underpinning principles of good assessment and feedback practice incorporated into your practice? • What opportunities for formative assessment do you provide? • What implications of quality assurance and quality enhancement might be relevant? • What is your rationale for the approaches and methods chosen (this will draw upon many aspects of Core Knowledge and Professional Values) given the context and your learners?

A4	Develop effective learning environments and approaches to student support and guidance	This is about how you use the formal and informal learning environments effectively to facilitate student 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 student/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. **Examples of evidence might include:** • 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. **Questions you might ask yourself?** • How do you support student learning beyond the classroom? • What sorts of activities, approaches, strategies have you put in place to enable student learning? What is the rationale for this? • What do you take into account and why? For example, your learners, the discipline characteristics and so on. • How do you ensure your materials and teaching methods are accessible? • How have you used technology in the classroom to enhance learning? • How does the application of Core Knowledge (K3 and K4 in particular) and the relevant Professional Values (e.g. V1 and V2) relate to this aspects of your practice?

A5	Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	This is about how you maintain and continue to develop your capability in teaching and learning support. 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. Scholarly activity 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 of evidence might include:** • 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; • contributing to staff development events; • writing a research paper on the innovative practice you have introduced to support your students; • engagement with your professional association. **Questions you might ask yourself?** • How do you gather and utilise information on the effectiveness of your own practice? • What CPD activities do you engage with and how do you use it to enhance your practice? • How has the feedback from the peer review of teaching helped to inform and change aspects of your own teaching? • How do you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning? • What have you learnt from participating in staff development events relating to teaching and learning, generally and/or in your discipline? • How are you developing aspects of Core Knowledge and applying Professional Values?

Core Knowledge Demonstration of your understanding of Core Knowledge will be evidenced through engagement with the areas of activity.	**D2.II: Appropriate knowledge and understanding across all aspects of Core Knowledge** **D2.V: Successful incorporation of subject and pedagogic research and/or scholarship as part of an integrated approach to academic practice.** **D2.VI: Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.**

K1	The subject material	This is about how the nature of your subject is used to typically inform the design and planning of learning activities and programmes of study, the teaching strategies and assessment and feedback. This 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 the scholarship, and possibly research (if appropriate to your role) within the subject, which in turn informs the curriculum/programme of study;
		 • an up to date knowledge of the subject area links to:
		     o A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices;
		     o V3: Use evidence-informed approaches and the outcomes from research, scholarship and CPD.
		
		 Examples of evidence might include:
		 • applying knowledge from professional practice or postgraduate study or research;
		 • contributing to professional body accreditation;
		 • contributing to the development of subject resources.
		
		 Questions you might ask yourself?
		 • How does the subject matter link to learning and teaching methods and to assessment and feedback?
		 • How does the subject matter align with the appropriate method, course design and assessment approaches?
		 • What do you do to enable student learning of the subject material when designing programmes of study? For example, the subject matter in relation to academic level of study?
		 • How have others in your discipline gone about this? What have you read or researched?
		 • How does this Core Knowledge interact with other dimensions –e.g. A1 and A2?
		 • What professional values might be taken into account?

K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	This is about: • the distinctive methods that make teaching or supporting learning in your subject area; • acknowledging that some approaches are more appropriate than others given the nature of the learning desired, the level of the material being taught and the readiness and learning stage of students. **Questions you might ask yourself?** • What rationale underpinned by scholarship do you have for the approach taken? • What evidence do you have of its effectiveness? • How does the context of teaching and the level of the academic programme being delivered impact on the approaches taken? • How do you adapt your teaching to enable challenges encountered by different groups or types of learners to be addressed? • How does this Core Knowledge interact with other dimensions –e.g. A2, A3 and A5 and other Core Knowledge, e.g. K1 and K5? • What professional values might be taken into account?
K3	How students learn, both generally and within their subject/ disciplinary area(s)	This requires you to think generally about how students learn within the context of your subject/discipline. You will need to demonstrate your understanding of the characteristics of different learners (such as mature students, 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 (K1). **Questions you might ask yourself?** • How have you taken this Core Knowledge into account as you design your units/programmes and plan your activities? • What aspects of your discipline do you take into account? • What underpinning theory of how students learning has shaped your practice? • What particular approaches to you take in your practice to engage students and enable learning? Why? • What changes have you made and why to increase interaction and participation in sessions and have an impact on learning? • How does this Core Knowledge interact with other dimensions –e.g. A1, A2, and Professional Value V1

K4	The use and value of appropriate learning technologies	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.

Questions you might ask yourself?
- How and why are specific/appropriate technologies (including assistive technologies and/or related reasonable adjustments) used to support learning in the context of your students?
- How are the needs of your learners with disabilities accommodated in light of the institution's responsibilities?
- How is the impact of using this technology evaluated in terms of student learning?
- How does this Core Knowledge interact with other dimensions –e.g. A2, A3 and A4 and other Core Knowledge, e.g. K3 and the relevant professional values?

Examples of evidence might include:
- incorporating the use of social media to support students;
- providing online tutorials;
- making tablets available in sessions with video capture software;
- utilising technologies to support learning beyond the classroom.

K5	Methods for evaluating the effectiveness of teaching	This core knowledge focuses on the ways you use different approaches (formal and/or informal) to gather information about the success of your teaching, assessment and feedback in enabling students to meet the intended outcomes and how these are used to enhance and develop teaching and learning support practice.

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

Examples of evidence might include:
- peer review of teaching activity;
- conducting a library use survey;
- using informatics to enhance learning and teaching practice;
- evaluation of workshop events;
- measuring the impact of virtual learning environments through analysis tools such as Moodle analytics;
- formalising feedback mechanisms and analysis of results.

Questions you might ask yourself?
- How and when do you evaluate student performance?
- What have you done in response to student feedback?
- What learning has been gained from the peer review of teaching activity?
- What changes, and why, have you made on the basis of your personal reflections on practice?
- What other sources of information (e.g. from external evaluation or review) have enabled you to critically analyse your practice and make appropriate changes?
- What changes have been made and why?

K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	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 this Core Knowledge 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. **Examples of evidence might include:** • involvement in OUE, annual monitoring and periodic review; • working with aligned professional bodies; • quality assurance of learning resources to ensure they support teaching effectively. **Questions you might ask yourself?** • How do you use evaluation feedback to enhance your practice and the student learning experience? • how do you seek opportunities to obtain feedback, other than relying on the institutional procedures already in place, to develop your teaching and support activities; • How do you understand and respond to the HE quality regulations and the need to continually enhance the student learning experience? • How does this Core Knowledge around QA and QE interact with other dimensions –e.g. A1, A2 and A3 in particular? • What Professional Values are relevant here?

Professional Values	D2.III: A commitment to all the Professional Values.
	The focus of Professional Values is associated with the integrity of the individual practitioner. How you are able to demonstrate them is likely to be different depending on the role/s you have. 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	This is about the way teaching and supporting learning incorporates activities, actions and approaches which understand, consider and respond to the individual needs of learners and learning communities. 'Diverse learning communities' could refer to groups of students who are campus based, online or work based communities. They 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.

Examples of evidence might include:
- providing an enquiry service for remote access;
- webinars for international students;
- video inductions;
- induction for international students;
- assisted learner scheme—e.g. PAL and/or Peer mentoring.

- **Questions you might ask yourself?**
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- What flexible learning activities have you designed that are accessible to international students?
- How can you demonstrate that your teaching practice is inclusive and/or have tailored delivery for specific students? For example parents with young children, non-native speakers, first year undergraduate, first generation students?
- What support mechanisms or approaches in your teaching are in place for students entering HE with non-traditional entry qualifications?
- What accessible resources have been developed for students with specific learning needs? |

V2	Promote participation in higher education and equality of opportunity for learners	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. 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 of evidence might include:** • admissions processes; • induction activities; • outreach work; • digitisation of resources to increase accessibility; • widening participation and access strategy; • design of a survey regarding accessibility; • adjusting procedures to ensure they are fair and equitable. **Questions you might ask yourself?** • What measures are in place to ensure you provide an equitable learning opportunity? • What do you do to ensure your teaching and learning resources are inclusive? • How does this relate to Core Knowledge?

V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	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 A5. **Examples of evidence might include:** • measuring impact on service delivery; • engaging in scholarly activity and CPD; • drawing on various sources of feedback, e.g. external examiner, students, peers, NSS data etc; **Questions you might ask yourself?** • What have you considered and applied in your practice from reading, findings, studies (yours or others)? • What personal enquiry of (for example) teaching, learning, learners, the subject, the environment, support approaches etc, in order to enhance practice and the student learning experience have you undertaken? • What research have you contributed to in order to enhance the curriculum? This might be involvement in a TDF project around innovation in teaching and supporting learning. • What have you developed and/or used regarding informed approaches to plan learning and support activities in response to relevant professional body research and resources? •

| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice | 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 be from a wide range of influencers including (but not exclusively) the HE sector, professional associations, disciplinary bodies or networks, government or research bodies.

Examples of evidence might include:
• Developing an inclusive curriculum;
• contribution to university committees;
• developing a multidisciplinary approach.

Questions you might ask yourself?
• How have you have responded to the current demands of the Equality Act 2010, the employment agenda, or the widening access and participation agenda?
• How have you addressed professional body requirements within the curriculum?
• How are you responding to relevant government legislation?
• How are you responding to new institutional strategic aspirations/targets?
• How are you encouraging and/or promoting student engagement? |