

## The UK Professional Standards Framework: Summary View

Areas of Activity	Core Knowledge	Professional Values
<p>A1 Design and plan learning activities and/or programmes of study</p> <p>A2 Teach and/or support learning</p> <p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective learning environments and approaches to student support and guidance</p> <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>K1 The subject material</p> <p>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>

Descriptor 1: Associate Fellow	Typical individual role/career stage	Descriptor 2: Fellow	Typical individual role/career stage	Descriptor 3: Senior Fellow	Typical individual role/career stage	Descriptor 4: Principal Fellow	Typical individual role/career stage
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement with at least two of the five Areas of Activity</p> <p>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</p> <p>III. Appropriate Core Knowledge and understanding of at least K1 and K2</p> <p>IV. A commitment to appropriate Professional Values in facilitating others' learning</p> <p>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</p> <p>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</p>	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:</p> <p>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)</p> <p>b. Staff new to teaching (including those with part-time academic responsibilities)</p> <p>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)</p> <p>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities</p> <p>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio</p>	<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p>	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:</p> <p>a. Early career academics</p> <p>b. Academic-related and/or support staff holding substantive teaching and learning responsibilities</p> <p>c. Experienced academics relatively new to UK higher education</p> <p>d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</p>	<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</p> <p>VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</p>	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</p> <p>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas</p> <p>b. Experienced subject mentors and staff who support those new to teaching</p> <p>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</p>	<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <p>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</p> <p>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</p> <p>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning</p> <p>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</p> <p>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</p>	<p>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</p> <p>a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</p> <p>b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning</p> <p>c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</p>