

The UKPSF: dimensions and their relevance to the Professional Development Course for External Examiners

UKPSF dimension	Relevance of this dimension to the course	How could you introduce this into your practice? Illustrations of evidence of engagement in relation to these dimensions for fellowship applications
<p>A3 Assess and give feedback to learners</p>	<p>Participants engage in activities on assessing students' work, exploring issues around assessment design, variability in assessment judgements and the role of calibration in establishing comparable academic standards.</p>	<p>At FHEA level: work with colleagues in your programme team to explore variability in marking.</p> <p>At SFHEA level: lead within your programme team, department, faculty or institution initiatives to work on the enhancement of assessment design and variability in marking (e.g. co-developed assessment criteria, pre-moderation meetings). Initiate discussion in your subject network or PSRB on calibration and comparable academic standards.</p> <p>At PFHEA level: lead strategic cross-faculty or institutional initiatives to introduce and monitor policies to implement pre-moderation, etc. across the faculty or institution. Initiate action in your subject association or PSRB on calibration activities with an aim to develop comparable academic standards.</p>

<p>A5</p> <p>Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluations of practice</p>	<p>Participants engage in CPD around assessment judgement, the role of external examiners and read recent research literature. They discuss their insights with peers and facilitators.</p>	<p>At FHEA level: attendance at HEA or institutional events; reading research on external examiners and on academic standards in higher education.</p> <p>At SFHEA level: incorporating research and scholarship into programme development work and assessment design, leading and mentoring the programme team.</p> <p>At PFHEA: work with senior colleagues and committees to develop institutional forums and policies to enhance assessment design and comparability of academic standards, drawing on recent research.</p>
<p>K6</p> <p>The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching</p>	<p>Participants develop a good understanding of the UK Quality Code, especially Chapter B7, FHEQ (levels of study) and subject benchmark statements.</p>	<p>At FHEA: demonstrating an awareness of the UK Quality Code and how it impacts on your practice (e.g. when designing a new module).</p> <p>At SFHEA: mentoring colleagues on the Quality Code or FHEQ (e.g. helping colleagues to design new modules or programmes) and understand implications of FHEQ around levelness and threshold standards.</p> <p>At PFHEA: championing policy to support staff to engage with and align to the UK Quality Code when designing courses (e.g. initiating departmental mentors with expertise in academic standards to guide others).</p>

<p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and CPD</p>	<p>Participants engage with recent research on academic standards and consider the implications for external examining and for course design and assessment processes.</p>	<p>At FHEA: show engagement with research on academic standards and understanding of how this affects module and assessment design.</p> <p>At SFHEA: disseminate insights from research on academic standards to colleagues (e.g. through organising events or engaging in Scholarship of Teaching and Learning (SoTL) around academic standards).</p> <p>At PFHEA: championing SoTL on academic standards across the institution (e.g. introducing a scheme to fund small scale research on academic standards issues).</p>
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