

UKPSF Dimensions of the Framework – staff in learning support roles

The UKPSF identifies the diversity of higher education teaching and learning experiences and the variety of environments in which this can take place. The UKPSF is also aware of the diversity of professional staff who work together to teach, facilitate and support learning. The UKPSF recognises the importance of these broad communities of practice within which central services and support roles play a vital role in teaching and learning development, thereby contributing substantially to an enhanced student learning experience and student success. This guidance is for those members of university staff who are closely involved in teaching, learning development and learning support through their work with front-line services and broader professional remits such as:

- academic/educational development;
- learning advice, facilitation and support;
- academic literacy, information literacy and digital literacy development;
- careers advice and development;
- employability management;
- English language teaching or skills co-ordination;
- personal and professional development;
- SpLD assessment and support;
- assistive technology support;
- support specifically for technical or creative disciplines;
- e-learning advice, facilitation and support;
- non-medical student learning support;
- student support and welfare officer;
- technical support within a faculty or school;
- learning resources management.

To apply for Fellowship your remit needs to involve direct interactions with students and/or teaching colleagues. However, depending on the stage of your career, you may also have managerial and leadership responsibilities, cross-institutional roles on university committees or working groups, or contribute to policy development and implementation. You could be located in a variety of contexts, for example:

- a centre for academic/educational development;
- a learning and teaching centre;
- learning development and support centre;
- central student learning services;
- a university library;
- information services or resource centre;

- a centre for e-learning;
- career development and employability services;
- accessibility and inclusion services;
- an English language centre;
- embedded within a school/faculty (in a learning development or support role);
- students' union;
- registry and governance office.

Some roles will require close working with other services and academic schools, faculties or departments and you may have dual professional identities (e.g. as an expert in academic development and as a subject specialist).

This document first explains what is meant by the terms used in the UK Professional Standards Framework (UKPSF 2011). The document then focuses on examples, which show a range of relevant activities, experiences and professional practices, which you can draw upon to support your claim for Fellowship. These activities are aligned to the UKPSF. Depending on the category of Fellowship you are applying for, you will be expected to demonstrate how your experience and professional practices relate to the various Dimensions of the Framework. Specific guidance on how to claim HEA Fellowship is provided in the Fellowship guidance notes.

This guidance addresses the following questions:

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

1. What are the UKPSF Dimensions of the Framework?

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

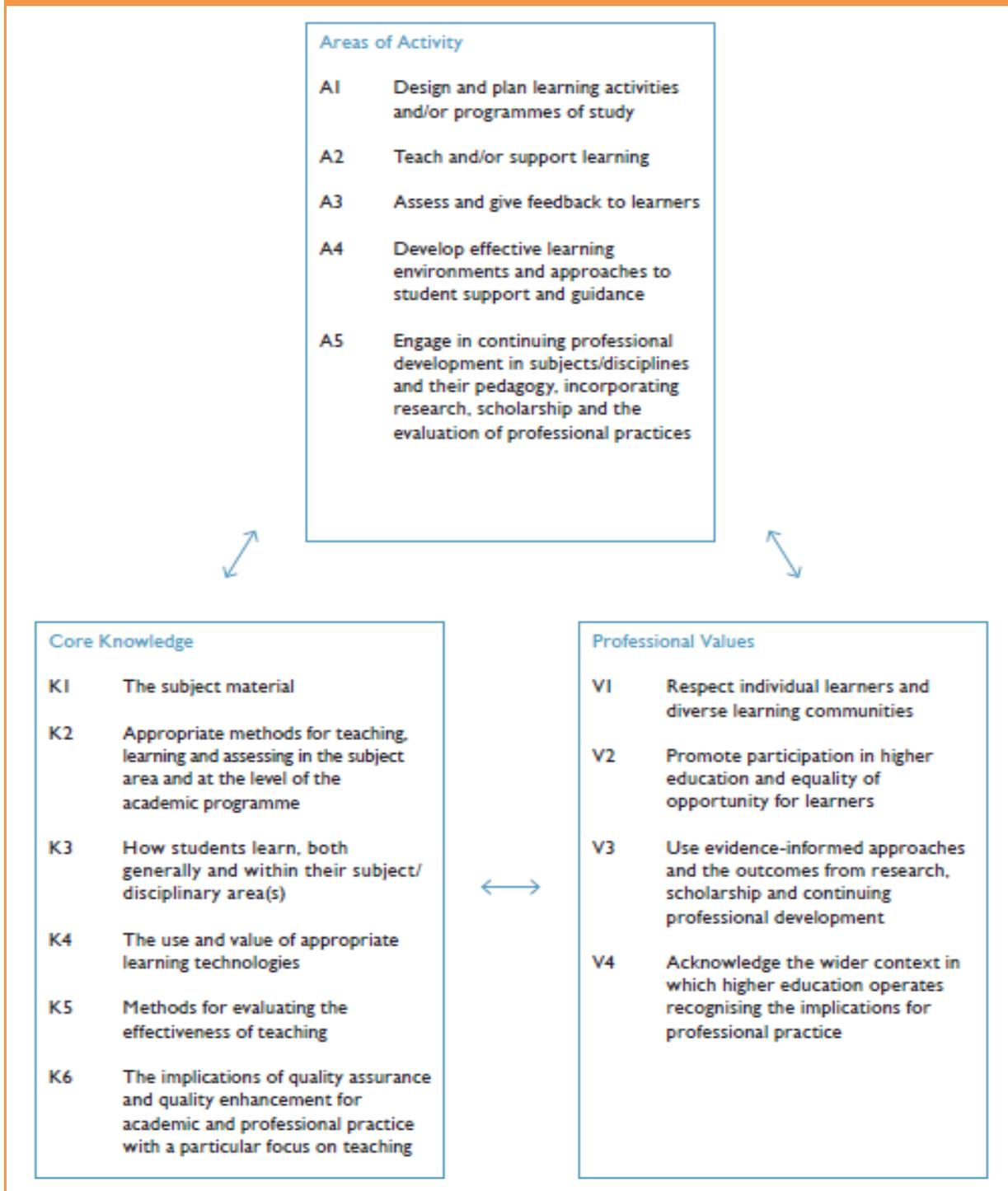
The Dimensions of the Framework are outlined in three key sets as follows:

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

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

Each of these three sets of the Dimensions is subdivided into statements: five Areas of Activity, six aspects of Core Knowledge and four Professional Values. Combined, they cover the complexity and breadth of professional roles and practices in higher education, be it teaching, facilitating learning online or outside of the classroom, supporting and supervising students, developing resources, delivering CPD, mentoring and leading teams.

The UKPSF Dimensions of the Framework



In the sections below, we describe what each of the fifteen statements is about and then provide examples of the types of evidence you might provide to demonstrate how your experience relates to them and how in practice these Dimensions are interlinked. Reflecting on your professional practice and the impact it has on the student learning experience is core to the process of applying for HEA Fellowship.

Your level of engagement with the Dimensions of the Framework will depend on the category of Fellowship for which you are applying and is determined by the category 'Descriptor'. Each category of HEA Fellowship is aligned to a UKPSF "Descriptor" which brings the Dimensions of the Framework together and outlines the requirements necessary to achieve HEA Fellowship. The descriptors are aligned with four broad categories of typical teaching, academic development, learning development and learning support roles, moving from more student-facing roles (D1, D2, D3) through to leadership and management roles (D3, D4).

Category of Fellowship	Descriptor
Associate Fellow	Descriptor 1 (D1) – Guidance provided in this document
Fellow	Descriptor 2 (D2) – Guidance provided in this document
Senior Fellow	Descriptor 3 (D3) – Guidance provided in this document
Principal Fellow	Descriptor 4 (D4) - Separate guidance is provided for D4

3. AREAS OF ACTIVITY

How can I demonstrate my engagement with the Areas of Activity?

There are five Areas of Activity:

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

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

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

When addressing the Areas of Activity, your provision could range from tutorials or support sessions and non-credit bearing workshops, through to a series of linked learning sessions or workshops, or credit-bearing courses, modules and programmes. The learning interactions could be with individual learners, with small groups or in large lectures. The provision may be integrated or embedded within a discipline-based curriculum and for a specific cohort of students or may be part of a suite of cross-university provision open to a broad range of students. Your teaching and learning activities may be formal and timetabled or they might be ad hoc, outside of the planned timetables and more informal in nature. The work may take place face-to-face or online.

The contexts in which your teaching, learning development and support interactions take place may include:

- seminar and tutorial rooms, or offices;
- classrooms and lecture theatres;
- virtual environments;
- informal spaces (e.g. study area, social space);
- IT laboratory, scientific or clinical laboratories;
- studios and creative practice environments;
- in the field;
- in the work place.

The typical types of teaching interactions, learning development and support practices that could be used as evidence for A1-A5 may include:

- lecturing and teaching large groups (ad hoc sessions, within modules or on complete programmes);
- facilitating learning (e.g. academic, digital or information literacy) in small-group workshops;
- small group or individual tutorial and seminar work;
- individual one-to-one learning support or academic development sessions;
- a series of linked learning support sessions;
- delivering a staff development programme;
- workshops, ad hoc or as part of a CPD or PDP framework;
- demonstrating or training;
- preparing, supporting or teaching studio work and live performance;
- science or clinical laboratory demonstrating or teaching;
- planning, designing and delivering online learning environments and resources;
- facilitating asynchronous/synchronous online learning, discussions and support;
- preparing and disseminating materials, resources and research;
- workplace-based teaching, mentoring and supervision;
- placement visits;
- student or staff research supervision;
- role modelling, coaching and mentoring;
- observation of practice, team teaching;
- individual appraisal or assessment;
- research interviews, focus groups;
- contributing to or leading on, school, faculty, departmental or university policy development, projects, working groups and committees;
- managing a central service and/or teams which deliver academic development, learning development and/or support activities;
- participating in scholarship and research;
- contributing to internal/external networks and professional bodies (e.g. QAA, ALDinHE, CDi, CILIP, HEDG, SHED, HEA, JISC, ELESIG, NACADA, and/or discipline specific organisations).

The roles and remits of staff involved in front-line services, academic/learning development and learning support are extremely varied across the sector and so the lists above are indicative only.

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

What is this Area of Activity about?

This is about what you do to plan and prepare provision, interactions or activities directly related to teaching, learning development and support. You will have different approaches to the design

and planning process, based on factors such as the HE level being taught, the cohort of students, the aim of the teaching, development or support activity, the aims of the service and learning outcomes of the activity. The learning experience might be delivered to individual students, or could be for small groups or larger lectures. The activity might be a one-off teaching session, part of suite of generic cross-university provision or a series of inter-linked activities across modules and programmes. The experience could also include supervising, mentoring or leading on curriculum design.

How can I demonstrate my engagement?

Associate Fellow (Descriptor 1)

You need to identify, design and plan different kinds of teaching, learning development or learning support interactions within a couple of different contexts. Potential contexts and typical interactions are listed on page 1. You may not have a great deal of autonomy in the planning and design process at this stage or you may have total responsibility – this will vary depending on your role and experience. Some of the work you do may include team working or be under the supervision of a mentor. You need to demonstrate an understanding of specific aspects of effective practice.

You would typically be able to identify with a limited range of activities from the list on page 5, particularly those aimed at individuals or small groups. Examples might include:

- planning and designing tutorials and seminars;
- planning revision tutorials or workshops;
- designing and planning practical sessions for laboratory or studio work;
- supporting preparation for fieldwork;
- preparing for studio work or creative classes;
- preparing students for work placements or study abroad;
- designing session/s for study skills or IT support;
- planning academic, digital or information literacy activities during induction;
- planning individual sessions on assistive technologies;
- designing library and information literacy activities;
- assisting with preparations for peer mentor training;
- designing online resources for students and staff.

You are required to show that you understand the rationale for the design and planning of the interactions and demonstrate that the planned activity is clearly relevant, appropriate and aligned to the aim of the session/s and the student/s' needs.

Fellow (Descriptor 2)

You need to demonstrate a substantive role in the planning and design of different kinds of teaching, learning development and support interactions with learners within different contexts. Potential contexts and typical interactions are listed on page 1. These activities could range from the design of a sustained series of sessions or workshops, through to the planning of a complete module or a whole programme of study. You would usually have full autonomy over the planning and design process although team and partnership working may be an important part of the process, particularly if you are embedding provision within a discipline based curriculum.

You can draw upon the activities indicated for Associate Fellow (D1) but also need to demonstrate a broader understanding of effective approaches to teaching, academic development and learning support.

You would typically be able to identify with a range of activities from the list on page 5 in which you played a substantive role, Examples might include:

- designing and planning a suite of generic skills seminars, or workshops, which systematically support students' learning. These could be related to academic, digital or information literacy;
- planning work with individual students/small groups over a sustained period of time;
- planning and designing fieldtrips, study abroad and intern opportunities or creative studio programmes;
- designing and planning personal development or learning strategies modules;
- planning and designing a broad range of enterprise and employability activities;
- designing and planning career development or work placement modules;
- negotiating internships or work placements and preparing employees and learners for the experience;
- developing induction processes and activities to support student learning;
- creating, and planning staff development sessions or workshops;
- teaching and supporting in-house professional learning and teaching programmes;
- designing and delivering bespoke professional development course or programmes;
- planning and designing a complete set of online, linked resources for learners;
- developing services, tools and technologies to support a VLE;
- developing the research skills of undergraduate or postgraduate students;
- developing research and information resources and support;
- contributing to relevant initiatives or projects that support an enhanced learning experience or learning support.

You need to show that you understand the rationale for the design and planning of effective activities and demonstrate that the activities are relevant, appropriate and aligned to the aim of the sessions/course/programme and the student/s' needs.

Senior Fellow (Descriptor 3)

Examples should be included from the range of activities as indicated for Associate Fellow (D1) and Fellow (D2) but the focus for Senior Fellow (D3) is very much on the '*successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.*' (UKPSF D3.VII).

In your evidence you should therefore include examples which demonstrate your role in the service and in the co-ordination and management of teams. A crucial part of this descriptor is demonstrating how you collaborate with others, and influence teams and colleagues in the planning and design of teaching, learning development and learning support provision and activities. For D3 the 'Areas of Activity' are closely interlinked and so examples below are not restricted to A1 and may be just as relevant to A2 – A5. You need to provide evidence of a sustained record of effectiveness.

In addition to those related to D2, you would typically be able to identify with a range of activities from the examples below:

- planning service provision at a strategic level;
- working with others (e.g. students, colleagues or peers within the institution, and possibly externally) to develop their understanding and skills in curriculum design and planning;
- working with staff to map and plan the delivery of employability, IT and academic skills within, or across, discipline programmes;
- creating and planning relevant staff development sessions (e.g. teaching on PG CERTs, CPD showcases, conferences or workshops);

- providing consultancy, advice or coaching to staff on the design and planning of teaching and learning activities;
- developing and designing resources, induction activities, student guides or designing study skills support across departments, faculties etc;
- creating and sharing relevant CPD or learning resources and materials internally and externally;
- supervise the development of teaching assistants and research students in their learning support or teaching role (particularly around curriculum design);
- training staff in the planning and design of digital, information and academic literacy activities;
- leading on relevant initiatives, projects or research, which contribute to enhanced planning and design of teaching, learning development and student support;
- increasing integration within, and between, work teams to impact on a planning/design process related to enhancing the student learning experience;
- contributing to committees and working groups and institutional strategy which impact directly on the design and planning of the curriculum;
- developing an institutional strategy which impacts on curriculum design;
- developing and disseminating models and good practice for learning development and supporting student learning.

You need to show that you understand the rationale behind your approaches and practices and clearly demonstrate how the activity impacts on the student learning experience. When teamwork or committee work is involved, you need to state clearly what role you played in the work.

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

In all cases, it is important to include a context statement and basic information about your learners with a rationale for the examples and evidence you have provided. Reflections on your evidence and examples provided for A1 could be linked to the following aspects of Core Knowledge and Professional Values:

- For D1, you must demonstrate understanding of at least K1 and K2.
- For D2 and D3, it is expected that your reflections on the examples and evidence you have provided for A1, will demonstrate knowledge and understanding across the different aspects of 'Core Knowledge', as relevant and appropriate. K1, K2, K3, K4 and K6 are particularly relevant.
- For D1, D2 and D3, it should also be possible to link to your evidence and examples to one or more of the four Professional Values (V1, V2, V3 and V4).

A2: Teach and/or support learning

What is this Area of Activity about?

This is about direct engagement and interaction with learners, either through your own practice and/or influencing service provision or others in their practice. The teaching activity, learning development and support interactions can take place in a wide range of contexts and environments (see page 4) and can include a broad range of activities (see page 5). However, the activities you choose to present have to be essential to student learning.

How can I demonstrate my engagement?

You should demonstrate a current and ongoing awareness of the different approaches and methods used to deliver teaching, learning development and learning support activities and provision. You should evidence an increasing awareness and ability to choose the most

appropriate approach to support the curriculum aims, to meet learner needs and to facilitate the achievement of learning.

Associate Fellow (Descriptor 1)

You need to deliver different kinds of teaching, learning development or learning support within different contexts. For D1 you would usually be involved in working with or supporting individual students, facilitating small group teaching, perhaps delivering a limited number teaching sessions within a module or assisting with teaching in practical sessions. You do need to demonstrate an understanding of specific aspects of effective teaching and learning support in practice. Some of the work you do may include team working or be under the supervision of a mentor.

You would typically be able to identify with a limited range of activities from the list on page 5 and examples might include:

- delivering one-to-one tutorials and seminars (e.g. on developing study, IT or library skills);
- providing learning support to individual students through drop-in sessions or tutorials;
- providing academic/IT/library skills workshops to small groups;
- running revision tutorials or workshops;
- assisting with practical sessions or demonstrating in the laboratory;
- assisting with fieldwork teaching;
- working with undergraduate/postgraduate research students on skills development;
- supporting learners in studio work or creative classes;
- providing academic support for individual students on work placements or study abroad;
- supporting individual students with assistive technologies;
- assisting with peer mentoring training;
- mentoring or supervising interns;
- academic peer mentoring;
- providing print or electronic resources for students and staff;
- facilitating online discussions or asynchronous learning for small groups;
- providing academic/IT/library support to learners, on an enquiry desk or via phone or e-mail.

You need to show that you understand the rationale for the approach that you adopt, and demonstrate that the delivery of the activity is appropriate and aligned to the aim of the session/s and the learner needs.

Fellow (Descriptor 2)

For D2 you need to have a substantive role in service provision, teaching, academic and learning development and/or learning support. To claim D2 you need to demonstrate that you have a broad understanding of effective approaches to teaching, learning development and learning support and are able to adapt these appropriately for your learners.

You would typically be able to identify with a range of activities from the list on page 5. Examples might include:

- delivering an established suite of generic skills seminars, or workshops, which support students' learning. These could be related to academic, digital or information literacy;
- provide academic development and support to individual students or small groups over a sustained period of time;
- delivering personal development or learning strategies modules;
- teaching on internal professional development modules or programmes;
- facilitating staff development sessions or workshops;
- facilitating learner interactions in an online module/programme;

- facilitating learning during study abroad, workplace or intern placements;
- delivering a broad range of enterprise and employability activities;
- delivering online reading lists and referencing resources;
- delivering career development or work placement modules;
- teaching on field trips or on creative studio programmes;
- facilitating longitudinal induction processes and activities to support student learning;
- disseminating online sources for learners;
- managing the delivery of an online module or programme;
- implementing VLE services, tools and technologies;
- facilitating the systematic development of students' research skills;
- supervising undergraduate or postgraduate research students;
- negotiating and drafting individual learning agreements with students;
- mentoring or coaching students/staff on work placements or industrial experience;
- implementing initiatives which foster and promote independent, self-regulated learning;
- contributing to relevant initiatives or projects that contribute to enhanced student learning or support.

You need to show that you understand the rationale for the approaches you adopt and demonstrate that the activities are relevant, appropriate and aligned to the aim of the sessions/course/programme and the student/s' needs.

Senior Fellow (Descriptor 3)

Examples should be included from the range of activities as indicated for Associate Fellow (D1) and Fellow (D2) but the focus for Senior Fellow (D3) is very much on the '*successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.*' (UKPSF D3.VII).

In your evidence you should therefore include examples which demonstrate your role in the service and in the co-ordination and management of teams. A crucial part of this descriptor is demonstrating how you collaborate with others, and influence teams and colleagues in the delivery of teaching, learning development and learning support provision and activities. For D3 the 'Areas of Activity' are closely interlinked and so examples below are not restricted to A1 and may be just as relevant to A2 – A5. You need to provide evidence of a sustained record of effectiveness.

As well as drawing upon activities in D2, you would typically be able to identify with a range of activities from the examples below:

- working with others (e.g. students, colleagues or peers, both within the institution and externally) to develop their understanding of the different approaches and skills necessary to provide learning support, and be an effective teacher, academic developer or learning advisor;
- delivering relevant staff development sessions (e.g. Teaching on PG CERTs, short CPD events or organising workshops and conferences);
- providing consultancy, advice or coaching to staff on different pedagogic practices or learning development and support practices;
- training staff in the delivery of digital, information and academic literacy activities;
- working with staff to embed employability, IT and academic skills and literacies within the curriculum;
- managing a digital repository of research resources;
- supervising the development of teaching assistants and research students in their learning support or teaching roles;

- coaching, mentoring and supervising new staff;
- leading on effective learning and teaching initiatives and innovations which influence the practice of others and contributes to enhanced service provision and a positive student experience;
- managing the CPD of colleagues in the service area (e.g. part-time tutors in an accessibility service or academic development centre);
- increasing integration within, and between, work teams to impact on enhanced service provision (in relation to teaching, learning development and support);
- chair service, faculty/school or university committees and working groups or contribute to institutional strategies that impact directly on the delivery of the curriculum or service provision;
- creating and sharing relevant CPD or learning resources and materials internally and externally;
- contributing to the development and improvement of course/programme planning and design;
- influencing the strategic direction of learning support provision;
- managing an 'Inclusion and accessibility' provision to meet student needs;
- co-ordinating the provision of 'reasonable adjustment' across an institution;
- managing in-house support or an external provider for English Language tuition and support;
- working with other service areas and colleagues to develop an integrated student support system.

You need to show that you understand the rationale behind your approaches and practices and clearly demonstrate how the activity impacts on the student learning experience. When teamwork or committee work is involved, you need to clearly state what role you played in the work.

How does this Area of Activity interact with other Dimensions?

In all cases, it is important to include a context statement and basic information about your learners with a rationale for the examples and evidence you have provided. Reflections on your evidence and examples provided for A2 could be linked to the following aspects of Core Knowledge and Professional Values:

- For D1, you must demonstrate understanding of at least K1 and K2.
- For D2 and D3, it is expected that your reflections on the examples and evidence you have provided for A2, will demonstrate knowledge and understanding across the different aspects of 'Core Knowledge', as relevant and appropriate. K1, K2, K3, K4 and K6 are particularly relevant.
- For D1, D2 and D3, it should also be possible to link your evidence and examples to one or more of the four Professional Values, particularly V1, V2 and V3. V4 may be relevant depending on the evidence and examples you have drawn upon.

A3: Assess and give feedback to learners

What is this Area of Activity about?

This area of activity is about how you:

- assess students' understanding and progress during learning interactions;
- assess and give feedback to learners and encourage reflection on their learning;
- assess and give feed forward which supports and engages students with future learning;
- make academic judgements about learner progress which then informs future interactions.

Feedback may be face-to-face or virtual, verbal, written, or using electronic means such as podcasts and social media. The assessment you undertake may be formative and/or summative, and formal and/or informal. Although summative assessment and feedback are important, formative and relatively informal assessment and feedback/feed forward opportunities can also be crucial in enhancing the learner experience and progress. Therefore, to evidence D3, you may draw upon examples of both formal/informal interactions (e.g. discussions with undergraduate students, research students, colleagues and peers) as well as formal/ informal activities relating to learning development, support and personal/professional development contexts. However, the assessment and feedback activities and interactions must relate to HE provision.

How can I demonstrate my engagement?

There is a clear differentiation of how this area is evidenced for the different descriptors and categories of Fellowship.

Associate Fellow (Descriptor 1)

You may be involved in formative and informal assessment and feedback (potential contexts and typical interactions are listed on pages 4 and 5) but you would not normally be setting assignments or writing formal assessment criteria. Some of the work you do may include team working or be under the supervision of a mentor. At minimum, you need to demonstrate an understanding of:

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

You will also be able to identify with a limited range of activities from the examples below:

- drawing upon personal experience of assessment and feedback practices and relating them to your current practices;
- giving oral/informal feedback to individual students on their work in seminars or tutorials;
- informal assessment of understanding during a study skills or IT tutorial or workshop;
- judging students' understanding during and following library induction sessions;
- grading a small selection of assignments and giving formal feedback;
- involvement in assessment moderation meetings or processes;
- assessing the needs of students with SpLD;
- explaining educational psychology reports to students;
- feedback on CVs or job applications for students seeking work;
- oral feedback to students whilst working in practical laboratory or fieldwork sessions;
- feed forward whilst demonstrating in a practical session or studio context;
- verbal feedback at an enquiry help desk or answering academic enquiries via e-mail or discussion boards;
- feedback to colleagues during peer teaching observations;
- giving feedback to staff on draft documents (e.g. learning resources);
- helping students to understand and use feedback from course tutors;
- giving effective feedback to students on assignments that other people have set;
- providing feedback within online resource/training packages;
- providing students with guidance on how to use and interpret feedback;
- helping students to interpret plagiarism reports;
- preparing students for assessment through academic support;
- supporting student reflection and self/ peer assessment;

- demonstrating understanding of good practice in the sector;
- understanding institutional policies on assessment and feedback and how they impact on your professional practice.

Fellow (Descriptor 2)

For D2 you need to have a substantive role involving assessment and feedback practices. To claim D2 you are required to demonstrate that you have a broad understanding of how these elements contribute to effective approaches to teaching, learning development and/or learning support.

Your application needs to demonstrate:

- A routine use of informal/formal feedback and feed forward approaches to improve and enhance learning and develop learner autonomy. This may be with reference to assessment and feedback practices in workshops, as part of online provision or on specific pieces of assessed work or assignments within a module. It could also refer to feedback strategies and approaches, which you have developed over a period of time, relevant to your community of practice.
- How assessment and feedback contribute to the learning experience. This might be about the role assessment and feedback play in curriculum design or how you have developed or used assessment and feedback to support or enhance the development of specific attributes or the learning of specific skills (e.g. reflection, critical thinking, oral presentations, personal learning strategies, research skills, library skills, digital literacy etc).
- An awareness of an appropriate range of informal/formal assessment methods and the rationale for their use. This might include focus on the combination of feedback and assessment approaches used to develop and assess specific outcomes or aims, changing assessment and feedback approaches to ensure they are more effective for different types of learners, at different levels, in different contexts etc;
- An understanding of the implications of quality assurance and a commitment to quality enhancement (links to K6). This might be about approaches used within the context of your community of practice or service area where professional standards are integral to provision. It could also be about the approaches used in the development of a new/revised module, course or programme where subject benchmarking is important, or in a service learning support activity where timeframes or other restrictions influence the approaches you are able to use. Evidence of how you have applied this knowledge to your practice should feature within your application.

You can draw upon the activities as indicated for Associate Fellow (D1) but also need to demonstrate a broader understanding of effective approaches to teaching, academic development and learning support. Examples of typical activities could include:

- being involved in formal assignment and feedback processes on modules and programmes;
- peer observation of practice;
- assessing the suitability of teaching resources, prior to uploading to a VLE;
- effective use of diagnostic processes to identify and address learning development and support needs;
- feedback and assessment related to diagnostic activities such as informal assessment of learning;
- feedback to staff on the arrangements for students with SpLD;
- providing opportunities for students to peer or self-assess during seminars or workshops;
- providing students with opportunities to systematically reflect upon their learning in CPD/PDP;
- designing a FAQ page for induction, designed to prepare (feed forward) students for learning;
- assessing and mentoring students on work placements;

- develop a website/use social networking to update students on service provision;
- participating in critiques in relation to creative displays or performance;
- providing online opportunities for students to collate feedback and reflect on progress;
- providing online quizzes, exams and questionnaires for formal assessment or revision;
- implementing VLE services, tools and technologies relevant to assessment and feedback;
- developing generic materials on exam and revision techniques;
- facilitating learner interactions in an online module/programme by providing feedback and prompts;
- assessing development and progress on workplace or intern placements;
- assessing the needs of students during induction and academic transitions;
- facilitating staff development sessions or workshops, related to assessment and feedback;
- mentoring or coaching students/staff on work placements or industrial experience;
- contributing to relevant assessment/feedback initiatives or projects which contribute to enhanced student learning or support;
- participating in relevant CPD opportunities relevant to assessment and feedback;
- participating in relevant scholarship or research related to assessment and feedback practices.

Senior Fellow (Descriptor 3)

The focus for Senior Fellow (D3) is very much on the '*successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.*' (UKPSF D3.VII).

Your application should reference relevant assessment and feedback activities as indicated for Associate Fellow (D1) and Fellow (D2) but in addition, you need to demonstrate how you have effectively collaborated with others, and co-ordinated and influenced teams and colleagues in their approach to assessment and feedback. You need to show how your practice or service provision has impacted on students and/or staff, or has influenced the curriculum, thereby contributing the learning of others and the enhancement of their practice. You need to provide evidence of a sustained record of effectiveness.

You would typically be able to identify with a range of activities from the examples below:

- supporting new or experienced teachers through providing developmental feedback about their practice and/or learning resources;
- motivating and coaching a team, providing feedback on performance;
- staff appraisals that focus on the enhancement of student learning;
- reviewing exam scripts or assessment briefs, and providing feedback on them to staff;
- managing and co-ordinating programmes, services, and/or learning support functions where assessment and feedback is integral to effective learning;
- conducting research/scholarship activities on the impact of assessment and feedback and then implementing recommendations;
- introducing innovative approaches to assessment and feedback and sharing these internally and externally;
- providing working groups or staff with an overview of how students perceive assessment and feedback;
- mentoring colleagues in assessment, feedback and moderation practices and processes;
- creating internal and external CPD opportunities and resources on assessment and feedback;
- attending exam boards or student-staff meetings to identify common assessment and feedback themes and devise appropriate strategies;
- influencing university policy and procedures on accessible assessment and feedback;

- working with others (e.g. students, colleagues or peers, both within the institution and externally) to develop their understanding of the different approaches that can be used for assessment and feedback;
- providing cross-faculty/university consultancy and advice on effective assessment and feedback strategies;
- introducing and implementing software which supports effective assessment and feedback practices;
- working with staff to embed assessment and feedback opportunities within a programme;
- leading on effective learning and teaching initiatives, projects and innovations which influence the assessment and feedback practices of others;
- chair faculty/school or university committees and working groups or contribute to institutional strategies which impact directly on the delivery of the curriculum or service provision.

You need to show that you understand the rationale behind your approaches and practices and clearly demonstrate how the activity impacts on student learning. When team work or committee work is involved, you need to clearly state what role you played in the work.

How does this Area of Activity interact with other Dimensions?

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

- For D1, you must demonstrate understanding of at least K1 and K2.
- For D2 and D3, it is expected that your reflections on the examples and evidence you have provided for A3, will demonstrate knowledge and understanding across the different aspects of 'Core Knowledge', as relevant and appropriate. K2, K3, K4 and K6 are particularly relevant.
- For D1, D2 and D3, it should also be possible to link your evidence and examples to one or more of the four Professional Values, particularly V1, V2 and V3. V4 may be relevant depending on the evidence and examples you have drawn upon.

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

What is this Area of Activity about?

This is about how you effectively use both formal and informal learning environments to facilitate 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 aims and nature of the service provision, your approach to learning development and support, 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, other service providers and/or teaching staff to ensure that your learners can access and use a broad range of learning opportunities. This could include reference to developing positive learning cultures and a supportive ethos.

How can I demonstrate my engagement?

Your application should demonstrate how you create learning environments which actively support and align with the aims of the service provision, your learning interactions and practices and how you enhance the student learning experience. The examples you use may link directly to activities you have used in other dimensions.

Associate Fellow (Descriptor 1)

As you would typically be identifying a limited range of activities for 'Areas of Activity', it is possible that you will focus on these same activities. The emphasis for A4 should be on your understanding of the importance of the learning environment/s when teaching and supporting students, whilst acknowledging the different styles of learning that take place in them. This may include physical and virtual learning spaces, visual, written and practice-based learning. Learning support activities might refer to learning through tutoring, one to one advice, counselling, developing practice to meet the learning implications of widening access, supporting learners with disabilities etc.

You could think about how you:

- organise a room for a tutorial, seminar or workshop;
- creatively use space for teaching;
- build rapport with a small group of students;
- structure a teaching session, workshop or online resources to meet different learning styles;
- use technology for student support, learning development or develop digital learning spaces for specific learners;
- design and deliver self-assessment or revision materials;
- manage your 'office hours' when you are available to answer student queries;
- adopt approaches which help to develop learner confidence and motivation;
- manage the experience of part-time/evening class/widening participation students;
- adapt delivery to suit range of cultural or social backgrounds;
- organise yourself and what impact this has on student learning and support;
- promote student reflection;
- create opportunities for learners to be pro-active in the learning process;
- develop and disseminate learner guides and/or resource packs.

Fellow (Descriptor 2)

A Fellow will typically draw on a wider range of activities than those outlined for Associate Fellow. You need to clearly show the links between environments and learning, and explain how and why the environment is appropriate within your context and/or the subject specific disciplines you work with. You need to demonstrate that you have a broad understanding of how these learning environments contribute to effective approaches to teaching, learning development and learning support.

You can reference activities as indicated for Associate Fellow (D1) but you should also include a range of activities specifically related to D2. You could draw upon and include activities such as:

- considering the location and layout of service provision;
- 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;
- encourage the development of communities of practice;
- collaborating with colleagues to pro-actively embed academic, digital and information literacy into the curriculum;
- introducing work-based learning or study abroad opportunities to the curriculum;
- bringing in aspects of professional practice to the learning environment;
- development of digital learning spaces for specific disciplines or cohorts of students;
- encouraging students to be co-creators of the curriculum;
- developing pro-active ways for students to positively engage with student services;
- setting up peer assisted learning and peer mentoring schemes;
- implementing special exam arrangements for SpLD students;

- offering students opportunities to practice learning in real-life contexts;
- attending relevant CPD events.

Senior Fellow (Descriptor 3)

The focus for Senior Fellow (D3) is very much on the '*successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.*' (UKPSF D3.VII).

Your application should reference to activities as indicated for Fellow (D2) but in addition, you need to demonstrate how you have a sustained record in effectively collaborating with others, and how you have co-ordinated and influenced teams and colleagues to develop effective learning environments. You should include how you have worked with others (students, other student services, professional services, academic or teaching staff, employers or professionals) to create effective physical and virtual learning spaces and how these have been integrated into curriculum planning and development. You should also include reference to the development of positive learning cultures and creating a supportive ethos. Once again, you need to demonstrate your influence on how others deliver or support student learning in effective learning environments. You need to demonstrate how your approach has impacted on the student experience.

Exemplars of evidence might include:

- working with senior teams or committees to design and/or redevelop learning environments, infrastructure and spaces;
- working with senior teams or committees on the implementation of digital strategies with particular reference to online environments which facilitate learning and student support;
- leading projects or initiatives that result in changes to learning environments and spaces (physical or virtual);
- designing/managing a 'one-stop shop' students' support service;
- reviewing service location and layout and implementing changes to improve student engagement;
- co-ordinating support teams in projects that enhance student support, student partnerships, peer assisted learning, student mentors etc;
- developing university-wide policies and strategies for embedding academic, digital and information literacy into the curriculum;
- making informed decisions about the balance between online and face-to-face provision for a service area;
- managing a sustainable service whilst supporting teams in being flexible, responsive to student needs and learner focused;
- acting as a role model to create a work culture of transformation and possibility;
- creating opportunities for students to be actively engaged in relevant service meetings, or learning and teaching committees;
- introducing new software to support student/staff learning and support;
- maintaining and contributing to communities of practice;
- working with staff and employers to embed employability into the curriculum;
- attending relevant CPD events (internally/externally);
- leading relevant CPD events (internally/externally);
- creating opportunities to recognise and celebrate staff and student achievements.

You need to show that you understand the rationale behind your approaches and practices and clearly demonstrate how the activity influences student learning. When teamwork or committee work is involved, you need to state clearly what role you played in the work.

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

In all cases it is important to include a context statement and where possible you can link A4 to other aspects of A1-A5. For D1, D2, and D3 it is expected that your reflections on the examples and evidence you have provided for A4, will demonstrate knowledge and understanding across a range of aspects of 'Core Knowledge'. Of particular relevance are K3 and K4. For Professional Values, V1 and V2 are particularly relevant. V3 may also underpin your reflections.

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

What is this Area of Activity about?

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

- how you gather and utilise information on the effectiveness of your own practice;
- how you engage with, and use, your own CPD activities to enhance your practice;
- how you incorporate relevant frameworks, theories, models of practice, scholarship and research into your work with learners and address relevant pedagogic issues;
- how the activities you undertake as part of a group or team impact on your approaches and practices and that of others, such as colleagues or other services engaged in teaching, learning development 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. It is useful to reflect upon the definition of 'scholarship' forwarded by Kreber:

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

and,

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

In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each descriptor but should include a focus on what informs service provision and/or the work you do with students and staff and your pedagogic approaches. It can also refer to how your professional practice and service area interact with other service professionals and are adapted to suit different discipline specific context. The application should typically cover a range of exchanges with peers operating at a variety of levels. Critical reflection on the links between research and/or scholarship and the influence and impact this has on your professional practice are key to evidencing A5.

How can I demonstrate my engagement?

Descriptor 1 (Associate Fellow)

At minimum, this would include showing how you use other people's work to inform your practice.

Examples you could draw upon might typically include:

- annual personal/professional development review discussion about your teaching development;
- participation in staff development events (e.g. internal seminar/workshop or external workshop/conferences) relating to teaching, learning development and learning support;
- engagement with a credit-bearing programme in HE education;
- evidence of engagement with CPD activities and how you have used the learning;
- contributing to a staff development session;
- use of a critical learning journal;
- experiential learning;
- participation in reading groups;
- use of informal student feedback to inform future practice;
- use of academic and/or professional practice resources as part of your work;
- observing others during teaching/student support;
- inviting observation and feedback on your own practice;
- informal discussion with learners during a tutorial or workshop;
- evaluating your practice in a tutorial/workshop after the event;
- responding to student feedback and evaluations;
- using professional standards or published literature to inform your practice.

Descriptor 2 (Fellow)

You can reference activities as indicated for Associate Fellow (D1) but you need to clearly identify how the work of others has informed your practice and identify areas where you have made a difference, or a contribution, locally.

Activities you could draw upon might typically include:

- using the experience of peer observation of teaching to reflect upon and change aspects of your own teaching;
- reading and making use of the professional standards, frameworks and relevant published research to inform your practice;
- conducting a piece of action research and disseminating the findings at a teaching and learning conference;
- peer review of learning resources, assessment briefs or relevant policy papers;
- contributing to staff development events;
- using the outcomes of student feedback to improve your practices;
- engagement with a credit-bearing programme in HE education;
- writing a research paper on service provision, learning development or supporting students;
- engagement with your professional association (for example through a discussion board, or attending events);
- attending staff development events;
- contributing to internal panels (e.g. validation or review panels);
- being a member of an advisory panel.

Descriptor 3 (Senior Fellow)

You can draw upon the activities for D2, but D3 would also typically include how you have made a sustained contribution to the enhancement of teaching, learning development and student support through discussion and debate (within your institution, at external conferences or through published literature). This is about your influence on the research and scholarship of others, but also on how these research and scholarship have informed your professional practice.

Examples of activities you could draw upon might include:

- leading a team through curriculum or service provision redesign;
- implementing 360 degree staff appraisals for a team or service;
- bringing together cross-instructional teams to focus on student learning and support initiatives;
- developing new policy, strategy or guidelines through consultation;
- external examining or reviewing service provision at other institutions;
- developing and managing accredited CPD provision or programmes;
- co-ordinating events or engaging with employers in order to increase opportunities for students;
- managing a digital repository of relevant research papers for staff;
- disseminating outcomes of research across the institution or external discussion group e.g. conference presentations, publications, CPD activities, internal documents;
- contributing to internal or external quality review processes;
- undertaking CPD related to academic leadership;
- reviewing journal articles;
- publishing scholarly article(s) or research papers;
- attracting funding for projects/research which will enhance the student learning and support experience;
- leading on student learning and learning support enhancement activities within the institution;
- aligning the strategic priorities of a service to university strategies and priorities;
- developing evidence-based university policies and processes;
- using online networks to enhance practice;
- having a role within a professional association or professional body;
- Contributing to sector-wide organisations and projects.

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

As you consider this Area of Activity, you will see that A5 links to your activities for A1-A4. For D1, D2 and D3 it is expected that your reflections on the examples and evidence you have provided for A5, will demonstrate knowledge and understanding across a range of aspects of 'Core Knowledge'. Of particular relevance are K1, K2, K3 and K4. K5 and K6 may be relevant depending on the evidence you are working with. For the Professional Values, V3 and V4 are particularly relevant.

4. Core Knowledge

How should I show my understanding of the appropriate Core Knowledge?

The six aspects of Core Knowledge are:

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

Your understanding of Core Knowledge is most easily demonstrated through your engagement with the Areas of Activity. For example: you are planning and designing (Area of Activity A1) an induction workshop (e.g. IT, library or academic skills) for students who have just left college and are about to enter into the second year at the university. The success of the induction workshop would be determined by:

- your level of knowledge and expertise in digital/information/academic literacies (Core Knowledge K1);
- your knowledge of the programme they will be embarking upon so that your workshop will be contextualised (Core Knowledge K1);
- the use of teaching and support strategies appropriate to college leavers (Core Knowledge K2);
- an understanding of how these particular students learn and what their expectations may be (Core Knowledge 3);
- possibly, the use of appropriate learning technologies (Core Knowledge K4).

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

K1: The subject material

What is this Core Knowledge about?

For staff involved in learning development, learning support, CPD and careers and employability, the 'subject' area will be determined by the context in which you work and your area of expertise. For example, your expertise may be in academic, digital or information literacies, study skills support, health and safety in the field, designing laboratory classes, English language support, employability and graduate attributes, staff development, pedagogy and curriculum design, student transitions, student learning, assistive technologies and specific learning differences. It is likely that staff will identify with a number of areas of expertise and may also have subject-specific core knowledge related to a particular discipline. Core Knowledge is particularly influenced by a wider understanding of the nature of the service area, the context in which you are operating and how your practice interacts with different disciplines, other student services and the student body.

You are expected to demonstrate an awareness of the importance of scholarship, CPD and research (if appropriate) relevant to your area of expertise (A5) and how this evidence base informs and influences your own professional practice and service provision (V3).

How should I demonstrate this?

In discussing your practice, you should demonstrate:

- your expertise in student learning, approaches to teaching, learning development and learning support, and the design and delivery of appropriate learning interactions and activities;
- how learning development and student support may change depending on the context in which it is delivered;
- your awareness of how approaches to service provision, teaching, learning development and learning support need to be adapted to the academic level of study and also the learner needs.

In the context of supporting learning development this may, for example, relate to skills such as digital/academic/information literacy, employability, specific learning needs, practical skills in a creative environment or technical laboratories.

Typical examples might include:

- applying scholarship/research to your professional practices and service provision;
- demonstrating your knowledge of, or developing (D3), methods and models of embedding learning development and student support into learning activities, learning interactions and the curriculum;
- showing how your professional practice might vary within, and between, disciplines;
- how professional standards and guidelines are evidenced through your professional practice or adopted by the service area;
- acting as a source of expert advice on learning development, student support, teaching and curriculum;
- advising staff, faculty or the institution on how legislation impacts on curriculum design and delivery;
- raising the profile of learning development, student support and employability with subject specialists;
- staff development for subject specialists on learning development, student support or employability;
- contributing to sharing good practice, internally and across the sector;
- leading on the development of resources (e.g. IT training podcast, employer database, study skills resources, digital repositories, MOOCs etc);
- designing CPD activities on specific aspects of learning development, student support and the curriculum;
- directing staff activities and supporting the development of scholarship or research;
- Involvement with professional body recognition and accreditation.

How does this Core Knowledge interact with the other Dimensions?

- K1 (Core Knowledge: The subject material) is particularly relevant to A1, A2 and K3 but could also be linked to A3 and A4.

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

What is this Core Knowledge about?

This is about:

- the distinctive methods and approaches used in your area of expertise and service provision;
- acknowledging that some approaches are more appropriate than others depending on the nature of the learning interaction desired, the level of the material being taught, the readiness and learning stage of students and the disciplines they are studying.

How should I demonstrate this?

This requires you to give a clear rationale, underpinned by scholarship, for the approaches taken to teaching, learning development, student support and service provision, and to provide evidence of their effectiveness. An example might be articulating the rationale for embedding skills development within a module rather than providing generic workshops, or for providing drop-in tutorials, rather than group seminars. K2 is clearly linked to demonstrating Core Knowledge K1 and K3, with a focus on understanding the nature of student learning and support, and the strategies and approaches used to facilitate academic, personal and professional development. You should refer to the challenges encountered by different groups or types of learners and indicate how you are able to adapt your approach or materials accordingly.

Examples of activities could include:

- the use of peer assessment to develop academic literacy;
- introducing a reflective journal for students on work placement;
- inviting external professionals to teaching into a career development module;
- developing a MOOC to deliver digital and information literacy activities;
- including peer observation as part of a PGCert;
- developing online self-assessment tests and quizzes;
- scaffolding learning on an Access programme;
- embedding academic/digital/information literacy into first year seminars;
- using 'plagiarism detection' software as a learning tool;
- advising colleagues on appropriate curriculum design and delivery;
- developing and disseminating models of good practice;
- embedding employability initiatives into the curriculum.

How does this Core Knowledge interact with the other Dimensions?

This aspect of Core Knowledge is closely linked to A2, A3 and A5 and is also relevant to K1, K3, and potentially K4 and K5.

K3: How students learn, both generally and within their subject/disciplinary area?

What is this Core Knowledge about?

This requires you to think generally about how students learn and develop when you interact with them within the context of your service area or provision. You will need to demonstrate your understanding of the characteristics of different learners (such as mature students, recent school leavers, advanced entry students) and how you meet their needs through the learning environment and your contribution to the teaching and learning process and through student support.

How should I demonstrate this?

There is an expectation that an application for Fellowship will include discussion about your rationale for the approaches you use, their effectiveness and some evidence of the student response to this. You might take into account the characteristics of, and the diversity within, the student cohort. There should ideally be reference to scholarship and inclusive practice. Reference should be made to different theories, frameworks, models and approaches to learning development and learning support within the context you are working in. Demonstrate how you use these to inform your professional practice and learning interactions (related to Core Knowledge K1).

While you are not asked for a critique of relevant research, there is an expectation that you will demonstrate a scholarly understanding of the relevant theories, frameworks, models or professional guidelines, which underpin your practice.

For example, you might refer to issues such as:

- how student learning is impacted by learning environments and cultures;
- the debate about 'bolt-on' skills provision versus embedded provision;
- the use of social networking as a learning development or student support tool;
- the role of PDP or CPD in enhancing the learner experience;
- the learning and support needs of students during induction;
- how student learning is impacted by SpLD;

- the learning which takes place during work placement;
- how changes increased interaction and participation in sessions impact on learning.

How does this Core Knowledge interact with the other Dimensions?

K3 is closely linked to A1, A2, A3 and A4. It is also relevant to V1 and V3.

K4: The use and value of appropriate learning technologies

What is this Core Knowledge about?

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

How could you demonstrate this?

The examples you draw upon could demonstrate:

- how, and why, specific technologies are used in your service area to engage with students and staff;
- how, and why, you use specific technologies to deliver and support learning interactions and experiences;
- how you have adapted the use of technology to suit a particular subject or discipline;
- how the use of technology can be used to enhance the student experience;
- how you have used appropriate technologies to support diverse communities of students, (e.g. assistive technologies and reasonable adjustments for students with SpLD, use of social networking for peer support, mobile phone use for online students in countries where broadband provision is poor);
- your knowledge and understanding of learner expectations in relation to the use of technology for learning;
- the impact of technology on the student learning and support experience and how this can be evaluated.

For Associate Fellow (D1) and Fellow (D2) this should relate to personal use of technology, rather than institutional policy. For Senior Fellow (D3) this may include your influence on policy development or strategy.

Examples of specific activities might include:

- using social media to target, and engage, under-represented students;
- providing online tutorials or interactive resources;
- using technology to interact with students off campus (e.g. on study abroad placements or in work placements);
- using technology to facilitate self and peer assessment;
- providing an enquiry or support services via social networking or e-mail.
- providing students/staff with opportunities to develop or enhance their digital literacy;
- using video capture software to record workshops;
- providing online psychometric assessments for interview practice;
- using technology to collect and collate service evaluations;
- developing Apps to support online learning and information management;
- developing FAQs as a resource for staff and students;
- contributing to the development of a digital strategy;

- engagement with appropriate scholarship and research, and how this impacts on your practice.

How does this Core Knowledge interact with the other Dimensions?

K4 is closely linked to A1, A2, A3, A4 and also K1, K2, K3 and K5. Links to Professional Values include V1 and V2.

K5: Methods for evaluating the effectiveness of teaching

What is this Core Knowledge about?

This is concerned with the ways you gather information about the success of service provision and your own practice in order to enhance the student learning experience and facilitate student progress.

An essential part of higher education is ensuring the effectiveness of our teaching, learning development and learning support practices, and also ensuring service provision is fit for purpose. This core knowledge focuses on the ways you use different approaches (formal and/or informal) to gather information and data about the impact of your professional practice and how these are used to enhance and develop future practice and provision.

How should I demonstrate this?

You should consider the different ways you gain formal and informal feedback about your learning and support interactions. Feedback will usually be from the learners you interact with, but could also include peers/colleagues and other sources. You could refer to formal evaluation processes such as student feedback on a service at the end of a semester, end of workshop or module evaluations, or reference to NSS/PTES results. However, there may also be examples of other sources of information and feedback which you have critically analysed and, as a consequence, have adapted your approach and practices.

These sources of information and feedback might include:

- student performance;
- external examiner comments;
- awards or recognition for good practice;
- learning gained from peer review/observation;
- mentor feedback;
- changes made on the basis of your personal reflections on practice.

Evaluation is a continuous cycle and the application of this can raise concerns (one's own, and that of learners, colleagues, managers and leaders). Through a process of reflection and action, you need to evidence how these activities have led to changes and enhancement. For Senior Fellowship (D3), it is particularly important to demonstrate how you know your practice has influenced others, been effective and generated impact.

Examples of evaluation activities might include:

- developing a cycle of evaluation, review, and decision making;
- peer observation of teaching or peer review of service provision;
- feedback from focus groups or staff-student meetings;
- feedback from employers on career development provision;
- conducting a library use survey;
- using computer information systems to enhance learning and teaching practice;
- reporting back to schools/faculties/departments on service usage over an academic cycle;

- embedding learning development into intuitional evaluation process;
- leading quality review for internal and external purposes;
- measuring the impact of virtual learning environments through analysis tools such as Blackboard analytics;
- setting priorities and leading change based on evaluation outcomes;
- leading CPD events on teaching evaluation.

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

What is this Core Knowledge about?

Quality assurance and quality enhancement are deeply embedded in higher education through procedures such as service review, provision validation, monitoring of teaching activities, course committees and exam boards. These processes shape academic practice and are implicit in your professional practice. Critical to Core Knowledge K6, 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.

How should I demonstrate this?

You should consider:

- how quality assurance and enhancement procedures are established and embedded within your practice;
- how you use evaluation feedback to enhance service provision, your practice and the student learning experience;
- how you understand and respond to the HE quality regulations and the need to enhance the student learning experience, on a continual basis.

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

Examples of activities might include:

- demonstrating an understanding of institutional QA processes and policies, and applying them in practice;
- working with relevant professional bodies;
- contributing to relevant committees (including exam boards) and working groups;
- participating in, or leading, quality reviews, internally or externally;
- contributing to a validation panel (e.g. providing information on how learning resources and student support activities contribute to the quality of the student experience);
- demonstrating how your professional practice is influenced by professional standards and benchmarks;
- demonstrating how your service area operates within professional frameworks and guidelines;
- applying for service or provision accreditation with a professional body;
- applying for individual recognition with an appropriate professional body;
- using the outcomes of evaluation for quality assurance purposes;
- evaluating the effectiveness of your service publicity and promotion;
- leading a specific project or initiative focused on quality enhancement;

- chairing a relevant committee/group;
- influencing strategic developments within a service or institution;
- developing partnerships with other HEIs to inform developments or as critical ‘friends’;
- evaluating individual, team and service impact.

How does this Core Knowledge interact with the other Dimensions?

Quality assurance and enhancement is implicit within the academic infrastructure and can be directly linked to A1, A2 and A3. Adherence to policy and practice in ensuring equality and transparency/fairness links to V1, V2 and V4.

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

While this is possibly one of the hardest dimensions to articulate, you should try to demonstrate that your professional practice and service provision does not ‘exist in a bubble’, that you are responsible to external imperatives (e.g. institutional Quality Assurance, Professional and Statutory bodies, Quality Assurance Agency etc) and that you can demonstrate that you work towards improving practice in this context.

5. Professional Values

How can I demonstrate my commitment to the Professional Values?

The focus of Professional Values is associated with the integrity of the individual practitioner. How you are able to demonstrate them is likely to be different depending on the role/s you have. The UKPSF articulates how the professional values should explicitly underpin teaching, learning development and supporting learning in higher education and the process of recognition requires the explicit demonstration of a commitment to the professional values.

As with the other dimensions, there is some utility in separating the different components to ensure an understanding of each, but in reality the professional values overlap, and are deeply integrated and embedded in individual and institutional practice. Evidencing the Professional Values takes place in a setting which itself will reflect particular values through the institutional mission and culture, which may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, may find they are hard to evidence. In an application, Professional Values emerge and are most transparent if you are able to draw contextualised examples from practice for each dimension, with a clear rationale and evidence of impact or response.

For Associate Fellow, Fellow and Senior Fellow (D1, D2 and D3) the evidence of commitment to Professional Values in practice will influence your approach to teaching and learning support, and service provision. The adoption and communication of pro-active positive attitudes and behaviours will provide evidence of a commitment to the (relevant) values.

V1: Respect individual learners and diverse learning communities

What is this Professional Value about?

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

How can I demonstrate my commitment to this Value?

- showing awareness of the diversity of students within a community of practice and how diversity impacts on your professional practice and/or service provision;
- designing flexible learning activities to ensure accessibility for all learners;
- tailoring teaching delivery or service provision for specific students e.g. students with caring responsibilities, non-native speakers, first year undergraduate, first generation students;
- delivering additional induction activities for advanced entry students or Access students;
- raising the profile of learning development with subject specialists;
- developing methods and models for embedding Learning Development across programmes and disciplines;
- accessing internal/external CPD on student learning and diverse learning communities;
- ensuring service provision is accessible and is aligned with good practice and professional guidelines;
- facilitating staff development session on equality and diversity, SpLD, or student learning;
- integrating equality considerations into existing policy and processes at institutional, faculty/school, programme or module level;
- influencing university or sector policy on diverse student populations;
- taking part in projects or research linked to student diversity and the needs of learning communities;
- working on relevant committees/working groups;
- contributing to projects, organisations and networks outside the university.

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

What is this Professional Value 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, learning development, learning support and service provision.

How can I demonstrate my commitment to this Value?

There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity, and promotion of participation in HE, supported by examples of inclusive and accessible practice. There are strong links and some overlap between V1 and V2.

Examples of specific activities could include:

- embedding academic/IT/digital literacies into an Access programme;

- providing alternative formats or digitising resources to increase accessibility;
- prioritising reading lists for students with SpLD;
- developing service publicity campaigns designed to influence 'hard to reach' groups;
- offering a range of student support options (face-to-face, e-mail, through social networks);
- supporting widening access students through range of activities such as induction, additional workshops or seminars, production of pre or post arrival resources;
- taking part in projects or research linked to student diversity and accessibility;
- promoting and delivering induction activities;
- developing learning activities which promote a sense of belonging and community for new students;
- extending service open hours to increase flexibility and accessibility;
- developing accessible online resources for students with specific learning needs;
- developing accessible online resources for staff from a range of disciplines;
- ensuring that the language, content and imagery used in classes or resources, reflect the cultural diversity and identities of the student cohort;
- ensuring web sites are accessible for students with SpLD or for non-native speakers;
- assessing the accessibility of your service provision;
- adapting a workshop, fieldtrip, laboratory exercise, work placement or creative assessment to accommodate reasonable adjustments;
- designing a survey or collecting students feedback on issues of accessibility;
- adjusting procedures to ensure they are fair and equitable.

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

What is this Professional Value about?

This Professional Value is about using an evidence informed approach in your own work and/or to inform service development. This will be based on your ability to draw on, and contribute to, a range of sources of evidence. You should use the outcomes from relevant research, scholarship and professional development to make principled, informed and considered judgements, which enhance your professional practice and the student learning experience. This value advocates the importance of direct involvement in enquiry (in teaching and learning) to support your own professional development. V3 closely links to A5 (Engage in continuing professional development in subject/discipline and their pedagogy, incorporating research, scholarship and the evaluation of professional practices).

How can I demonstrate my commitment to this Value?

For this Professional Value, from D1 through to D3, it is necessary to demonstrate an increasing engagement with scholarship and research.

Examples of specific activities you could draw upon include:

- consideration of and application of the findings from surveys, reading, studies and conferences;
- reflections on your own experiential learning process and the impact this has on practice;
- using learner feedback or evaluation information to enhance provision or delivery;
- personal enquiry or action research (e.g. into topics such as teaching, learning, learners, the subject, the environment, approaches to support);
- implementing, or applying, the research findings of others into your own practice;

- using professional body guidelines and frameworks to inform the planning and delivery of learning and support activities or service provision;
- using external survey data (e.g. NSS data) to inform service provision;
- using the outcomes and learning from CPD activities to develop your practice;
- conducting and using your own research to enhance your practice;
- using university strategy to inform strategic and operational priorities for service;
- using evidence based approach securing resources and prioritising service provision.

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

What is this Professional Value about?

Being alert to the issues that may impact on institutional missions and/or which might have an influence on the student learning experience, student support, curriculum design, service provision and/or personal and collective professional practice. These may be from a wide range of influences including (but not exclusively) the HE sector, relevant government bodies and legislation, professional associations, disciplinary bodies or networks, and research organisations.

How can I demonstrate my commitment to this Value?

You can draw upon examples such as:

- demonstrating awareness of student reasons for entering HE, and their expectations and motivations;
- recognising the external factors which may influence the student learning experience;
- recognising how professional standards and guidelines influence service provision and practice;
- recognising the external factors which influence staff engagement with CPD;
- demonstrating how your service area or provision fits within the university structure and contributes to the student learning experience;
- understanding the impact the employability agenda may have on a careers service;
- understanding the impact the accessibility or employability agenda may have on teaching and learning;
- showing how you have responded to the Equality Act 2010;
- designing and delivering an accessible curriculum (from individual tutorials through to complete programmes);
- embedding guidance and requirements from professional bodies within your curriculum or service provision;
- leading on enhancement activities;
- aligning service provisions to institutional mission and learning and teaching strategies;
- aligning service provision and your own professional practice to relevant strategies (e.g. learning and teaching strategies, a graduate attribute strategy, a digital strategy);
- aligning staff development to service priorities and aims;
- leading on university initiatives aligned to external agendas;
- recognition of how quality assurance and quality enhancement impact on professional practice and institutional activities;
- being aware of current agendas including: sustainability (the practice of sustainability and education for sustainability), employability, internationalisation, student engagement, widening access agenda and inclusive practices;
- managing budgetary constraints on learning and teaching resources, and minimising the impact on the student experience.

For this Professional Value you need to demonstrate your increasing awareness of the relevant issues and show how these impact on your professional practice. You should also consider the implications for the student learning experience.

Notes

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

For international qualifications see:

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

References

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

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

OTHER USEFUL RESOURCES

ALDinHE have a CPD tool that maps the key activities of Learning Development roles against the [Professional Standards Framework \(UKPSF\)](#). Available at: <https://aldinheprofdev.wordpress.com/>

HEA, (2013) *Promoting Teaching; Making Evidence Count*. Available at: https://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web_0.pdf

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