**The UK Professional Standards Framework: Summary View of the relationships between AFHEA, FHEA, SFHEA and PFHEA: Phil Race and Sally Brown, updated April 2018**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | | | **Core Knowledge**  **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** | | | | **Professional Values**  **V1 Respect individual learners and diverse learning communities**  **V2 Promote participation in higher education and equality of opportunity for learners**  **V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development**  **V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice** | | |
| **Descriptor 1:**  **Associate Fellow** | **Guidance** | **Descriptor 2:**  **Fellow** | | **Guidance** | **Descriptor 3:**  **Senior Fellow** | **Guidance** | | **Descriptor 4:**  **Principal Fellow** | **Guidance** |
| **Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.**  **Individuals should be able to provide evidence of:**  **I. Successful engagement with at least two of the five Areas of Activity**  **II. Successful engagement in appropriate teaching and practices related to these Areas of Activity**  **III. Appropriate Core Knowledge and understanding of at least K1 and K2**  **IV. A commitment to appropriate Professional Values in facilitating others’ learning**  **V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities**  **VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities** | **Individuals able to provide evidence of effectiveness in relation to their professional**  **role(s), which, typically, will include at least some teaching and/or learning support**  **responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers**  **or mentors. Typically, those likely to be at Descriptor 1 (D1) include**  **a. Early career researchers with**  **some teaching responsibilities (e.g. PhD students, GTAs, contract**  **researchers/ post-doctoral researchers etc.)**  **b. Staff new to teaching (including those with part-time academic responsibilities)**  **c. Staff who support academic**  **provision (e.g. learning technologists, learning developers and learning resource/library staff)**  **d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities**  **e. Experienced staff in relevant**  **professional areas who may be**  **new to teaching and/or supporting learning, or who have a limited teaching portfolio** | **Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.**  **Individuals should be able to provide evidence of:**  **I. Successful engagement across all five Areas of Activity**  **II. Appropriate knowledge and understanding across all aspects of Core Knowledge**  **III. A commitment to all the Professional Values**  **IV. Successful engagement in appropriate teaching practices related to the Areas of Activity**  **V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice**  **VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices** | | **Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely**  **to be established members of one or more academic and/or academic-related teams.**  **Typically, those likely to be at Descriptor 2 (D2) include:**  **a. Early career academics**  **b. Academic-related and/or support staff holding substantive teaching and learning responsibilities**  **c. Experienced academics relatively new to UK higher education**  **d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings** | **Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.**  **Individuals should be able to provide evidence of:**  **I. Successful engagement across all five Areas of Activity**  **II. Appropriate knowledge and understanding across all aspects of Core Knowledge**  **III. A commitment to all the Professional Values**  **IV. Successful engagement in appropriate teaching practices related to the Areas of Activity**  **V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice**  **VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices**  **VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning** | **Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision.**  **Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:**  **a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising**  **programmes, subjects and/or**  **disciplinary areas**  **b. Experienced subject mentors and staff who support those new to teaching**  **c. Experienced staff with**  **departmental and/or wider teaching and learning support advisory responsibilities within an institution** | | **Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.**  **Individuals should be able to provide evidence of:**  **I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments**  **II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings**  **III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning**  **IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)**  **V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices** | **Individuals, as highly experienced academics,**  **able to provide evidence of a sustained and effective record of impact at a strategic**  **level in relation to teaching and learning, as part of a wider commitment to academic**  **practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:**  **a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning**  **b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning**  **c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution** |