

The UK Professional Standards Framework: Summary View of the relationships between AFHEA, FHEA, SFHEA and PFHEA: Phil Race and Sally Brown, updated 15<sup>th</sup> January 2015

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

Please note that the Guidance on the HEA Website in 2015 (shown below) has now developed significantly from the job descriptors still illustrated in the 2011 UKPSF document.

Descriptor 1: (2011) Associate Fellow	2015 Guidance	Descriptor 2: (2011) Fellow	2015 Guidance
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement with at least two of the five Areas of Activity</p> <p>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</p> <p>III. Appropriate Core Knowledge and understanding of at least K1 and K2</p> <p>IV. A commitment to appropriate Professional Values in facilitating others' learning</p> <p>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</p> <p>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</p>	<p>If you're new to teaching or supporting student learning and want to formalise your experience and to progress, an HEA Associate Fellowship could add great value to your professional teaching experience. You're likely to be one of the following:</p> <ul style="list-style-type: none"> <li>• an early-career researcher with some teaching responsibilities (e.g. PhD student, graduate training assistant, contract post-doc)</li> <li>• new to HE teaching, have a limited teaching portfolio or teach part-time</li> <li>• in a demonstrator/technician role with some teaching responsibilities, or support teaching/learning (e.g. as a learning technologist or learning resource staff member)</li> </ul>	<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p>	<p>If you've a proven, sustained track record in HE teaching and you're seeking recognition for your development, and to progress into a senior position, an HEA Fellowship could add great value to your professional teaching experience. You're likely to be one of the following:</p> <ul style="list-style-type: none"> <li>• an early-career academic</li> <li>• in a subject-specific role with substantive teaching and learning responsibilities</li> <li>• an experienced academic, relatively new to UK HE. You'll be in a role with sometimes significant, teaching-only responsibilities; e.g. within work-based settings</li> </ul>

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Descriptor 3: (2011) Senior Fellow	2015 Guidance
<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.</p> <p>Individuals should be able to provide evidence of:</p> <p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</p> <p>VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</p>	<p>If you have a proven, sustained track record in HE teaching and management and are seeking to progress into a leadership position, an HEA Senior Fellowship could add great value to your professional teaching experience.</p> <p>You'll have an established record relating to teaching and learning and management/leadership of specific aspects of teaching provision. You are likely to lead, or be a member of, established academic teams. You may be:</p> <ul style="list-style-type: none"> <li>• an experienced member of academic staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines</li> <li>• an experienced subject mentor or someone who supports those new to teaching</li> <li>• an experienced member of staff with departmental or wider teaching/learning support advisory responsibilities within your institution</li> </ul>

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

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Descriptor 4: (2011) Principal Fellow	2015 Guidance
<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.</p> <p>Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</li> <li>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</li> <li>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</li> <li>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</li> <li>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</li> </ol>	<p>If you have an established academic career with substantial strategic responsibilities in HE and you're seeking to exert influence within the sector, an HEA Principal Fellowship could add great value to your professional teaching experience.</p> <p>You'll have a sustained, effective record of strategic impact at institutional, national or international level and be committed to wider strategic leadership in teaching. You might also be one, or both, of the following:</p> <ul style="list-style-type: none"> <li>• A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.</li> <li>• Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond your own institution.</li> </ul>