

# EVIDENCING THE DIMENSIONS OF THE UKPSF: V4

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

## WHAT IS IT ABOUT?

Higher education exists within a social, cultural, political and physical context and V4 is about recognition of the significance of the external issues that may affect learning and teaching in higher education and influence on the learning experience. The particular focus is on your understanding of, and response to, these external factors and the implications for your own practice.

## HOW DO I EVIDENCE THIS?

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may range from global or national developments and agendas, with relevance and impact on institutional missions and curricula design, or they may be local social, cultural or economic factors within implications for the learner experience and/or personal and collective professional practice on the level of the day to day.

No-one is expected to cover everything, and perhaps more than any other dimension, context and role will determine what is relevant to the individual. Some issues may be of particular relevance to your institution, your locality, your discipline, the profession(s) your learners will move into or come from. Examples here might include professional body requirements, and/or issues in relation to graduate employability, particular digital issues or skills or regional cultural issues.

The evidence you provide for V4 at Descriptor 2 should demonstrate your response to issues that are particularly pertinent within your work context and should show a depth of understanding of the implications for your work. You might discuss issues influencing your design of sessions or complete curricula (A1), how you have accommodated influences impacting the facilitation of learning or support activities (A2), factors impacting assessments and feedback (A3), or adjustments you make to ensure appropriate learner support and guidance (A4).



## IN SHORT

Show your understanding of the external factors that may affect teaching and learning, and demonstrate how this understanding informs your practice and the approaches that you take

# WHAT EXAMPLES COULD I USE?

Depending on your context and role, examples you provide might include:

- examples showing how you have taken the regulation and standards frameworks that apply to your area of practice into account within the planning and design for the programme(s) you teaching and/or service(s) you provide
- discussion of steps you have taken within your learning and teaching work to ensure compliance with professional body requirements and/or in response to new institutional strategic aspirations/targets
- examples demonstrating how you have adapted your teaching and assessments to meet current graduate needs and/or in response to employability issues within your sector: for example, by introducing authentic workplace tasks to enhance learner employability
- examples showing how you have responded to wider global priorities, such as the UN Sustainable Development Goals: for example, through your choice of case studies or issues for exploration and discussion by learners
- strategies you have adopted to ensure that a wide range of cultures and societies are represented within your teaching and/or your learning support work, recognising the importance of equipping learners for an increasingly diverse and interconnected world, with good understanding of issues faced by peoples different from themselves
- discussion showing how you have responded to the current demands of government legislation relevant to your work
- examples showing how you have drawn on any involvement in national / international partnerships, projects or initiatives in order to enhance learning.

## CONSIDER THESE QUESTIONS TO HELP YOU GENERATE EVIDENCE:

- What were the reasons my learners had for entering HE?
- What were their expectations and motivations?
- How did factors within the surrounding social and economic context impact on their engagement in learning?
- What were the implications for my teaching and/or support?
- How did I respond to this in the way that I approached curriculum design, making it relevant to their needs?
- What aspects of government legislation or professional developments are relevant to the programme(s) I teach on or service(s) I provide? What are the implications for the programme curriculum, the learning activities, the assessments and/or support and guidance?
- What changes or developments have I implemented within the programme(s) I teach on or service(s) I provide? What were the external factors that drove the innovations I introduced?
- How do I recognise and respond to higher education standards and expectations in my involvement in approval/validation or quality review of programmes, courses or other learning activities?
- How have I responded to global challenges and trends in the work that I do?
- How did I help my learners to develop knowledge, understanding and skills to play their part in ensuring a sustainable world?
- How do I liaise with educators in the workplace where my learners are on placement?