

The role of professional standards

Question

- Why might we need professional standards for the PCET sector?

- Those students who are undertaking their Professional Teaching Experience (PTE) in Higher Education, or who are teaching high education level modules/courses (Level 4+) in a Further Education organisation, should align their practice with the UK Professional Standards Framework (UKPSF), which is overseen by Advance HE under the title of 'Higher Education Academy Professional Recognition'

- All other students should align their practice with the 'Professional standards for further education teachers and work-based learning practitioners' which are produced by the Welsh Government (Nov 2017).

UK Professional Standards Framework

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
- Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities



UKPSF Dimensions

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, learning and assessing 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	

The UKPSF Dimensions from <http://www.heacademy.ac.uk/assets/documents/ukpsf>

Associate Fellow

- Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:
- Successful engagement with at least two of the five Areas of Activity
- Successful engagement in appropriate teaching and practices related to these Areas of Activity
- Appropriate Core Knowledge and understanding of at least K1 and K2
- A commitment to appropriate Professional Values in facilitating others' learning
- Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities
- Successful engagement, where appropriate, in professional development activity related to teaching, learning
