CPD Training

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Welcome to this Training Unit on the UKPSF, the UK Professional Standards Framework.
This is an interactive video training, which you need to complete as part of the application process for Advance HE Fellowship.
It is expected that this training unit will take most people about XXX

What is the PSF and what does it do?

- A **globally-recognised** framework for benchmarking success within HE teaching and learning
- Enables **enhancement**
- **Raising the profile** of teaching and learning in HE.
- Over **150,000 staff in over 100 different countries** have had their individual teaching practice recognised through the Fellowship scheme, underpinned by the PSF.

The first question most people ask is what is the UKPSF and why do I have to know about it.
The UKPSF is the benchmarking framework for teaching and learning at HE. It is recognised not just

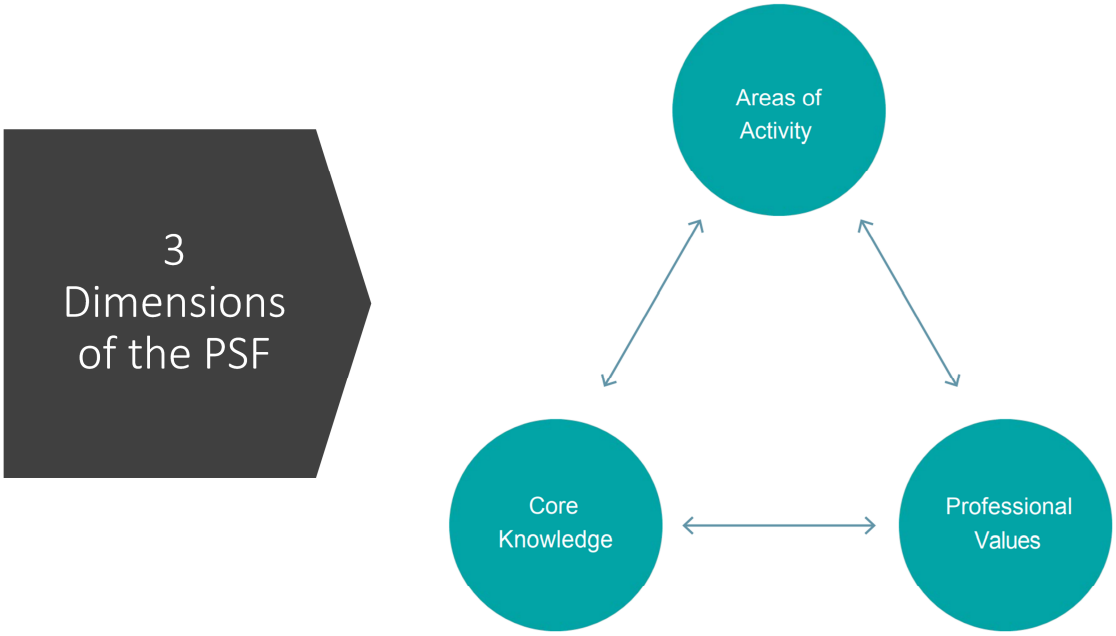
in the UK but also globally.
It is the fundamental tool for reflecting and improving our practice in teaching and supporting learning.
It is also the basis of the Fellowship descriptors, so it is essential to the Fellowship Application Process.



The UKPSF aims to support both staff and institutions in recognising, supporting and enhancing the learning and teaching quality they provide. Whether you are an institutional leader or a Graduate Teaching Assistant, the UKPSF not only can help you reflect but also provides a framework for further professional development and qualification. Recognition is commensurate to your practice and responsibilities, and most colleagues over their careers move up the ladder of recognition as their work evolves.



The PSF is for everyone who supports learning or teaches in HE, irrespective of whether your official role focuses on teaching or not. If you are uncertain, it is worth checking the Fellowship category tool, which is created by Advance HE and is anonymous. It will allow you to align your professional practice to the UKPSF and identify, if you so wish, the most appropriate fellowship category to you.



The PSF is built around 3 primary dimensions:
Areas of Activity which represent what you do
Core Knowledge which represent what you know
And Professional values which represent the values supporting your practice
We will explore all three of these in detail in the rest of this video.

--Which dimension of the PSF do you feel most confident about?
Areas of Activity
Core Knowledge
Professional Values
None of them

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



There are 4 professional values in the PSF, and they all relate to the basic values of our practice. We will explore these individually and provide examples of how that relates to practice and experience. What you need to remember is that you will need to evidence these professional values in your application; you will not have to write specifically on each one of them, but you will need to show with examples how they relate to your reflection on the areas of activity.

V1 Respect individual learners and diverse learning communities

UWTSD Students	**Think of:**
• 47% Over 30 years old • 11% have declared a disability • 30% are from an ethnic minority background • 31% come from a low participation neighbourhood • 17% are international students	• Alternative assessments • Materials made available • Compensatory measures • Decolonising the curriculum • Tours and community building • 1-2-1 and small group sessions

Our students and staff come from across five continents, have a variety of religions and beliefs, and are from an amazing diversity of ethnic backgrounds. They represent a spectrum of gender expressions and sexualities; they speak in a number of languages. Some are barely out of school, others lived through the partition of India. It does not matter who you teach or support, you are dealing with diverse learning communities.
Even more you deal with individual learners with the support, kindness and professionalism that they deserve.
Think of the effort you have put in any one student or cohort, and the ways that you have adapted your practice to support their learning.

Think of the types of students that you teach and support. Some are in class, others are distance learners. You may be working in one or more campuses. Some of our courses run in the evenings or weekends.

---What are the learner communities you commonly work with? Make a list!
Can you identify any activities you have created with specific cohorts or people in mind? Can you identify any changes that you have made to support specific learner types? ---

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

Consider

- Equality of opportunity
- Increasing/supporting participation
- Unlocking opportunities



Think of

- Admissions processes and support
- Outreach
- Induction and in-term support
- Strategies and policies
- Accessibility
- Digitisation / alternative formats
- Alternative assessments
- Timetables and opening hours

V2 is all about equality and ensuring that every student, whatever their background or situation, has equal opportunities in their studies. Remember that this is relevant to staff training as well.
There are all sorts of ways where you promote participation and equality. It may have to do with your work in outreach or your role as admissions officer. As a manager, you may have created policies or found new or better ways to implement policies or strategies in relation to equality and widening participation. You may have supported induction activities that helped diverse learners get acclimated to the university, or you may have provided careers sessions for students from care.

--Take a moment. Can you think of how you have supported equality of opportunity, either individually or as part of your unit? Write down a few bullet points with examples. --

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

Consider

- Training that you have received
- Books/articles you have read
- Blogs and websites
- Subject-specific resources
- Conferences, webinars
- Discussions with colleagues
- Policies, strategies, QAA
- Linked-in Learning

Think of:

- How do you know what you know?
- What prompts you to make changes to materials or modules?
- Observing the practice of others
- How do you keep up to date with teaching in your subject?

Interestingly enough V3 is one that often stumps candidates as we do not often reflect on our own learning in that way. How do I know what I know? Where did I read that? Who told me that?
For some colleagues this will be all about what they read, online and in journals and books. For others, information gathering is more informal, and they get a lot of knowledge and inspiration from other colleagues. Others yet, use training events, whether in person or online, to support their practice. Still others work with policies, strategies and government or agency documentation that brings to them a lot of knowledge about teaching and learning. There is no one correct answer. What you need to think about is how you learn and the evidence you gather to improve your practice.
Do remember that evidence is more than just theory on learning and teaching. The NSS is evidence, and so are all such surveys and information.

---Don't move on yet. Can you think of at least two examples where you have been influenced or informed by evidence? How have they affected your practice?

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

Consider

- Policies and strategies
- UWTSD Mission Statement
- Legislation, such as the Equality Act or Prevent
- Professional Body regulations
- UKVI

Think of

- Sustainability and education
- Graduate Attributes and Employability
- Supporting retention and success
- Academic integrity
- Committee or group membership

V4 can also be a bit of an alienating value because it seems that it relates only to leaders. But note! It says **acknowledge**. This value is not about creating policy or strategy; it is not about being the person that has to co-ordinate the QAA review. This is about the everyday life in the institution and things that we keep in mind all the time, even if we do not articulate them every minute of the day.

When you tell students about plagiarism and how to avoid it, this is acknowledging the wider context. When you are part of a plan to increase retention of a cohort, then you are acknowledging the wider context. When you made changes to your practice because of lockdown and moving online, that is acknowledging and responding to a wider context.

---Wait a minute. Have a think. What are the main issues that concern your subject or unit right now? What policies or strategies do you have to consult to inform your practice? Make a note of these and consider how they affect your practice, in the past, the present or the coming term.---

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



Let's move on from Professional Values to Core Knowledge. This dimension of the PSF has 6 parts. Just like with professional values, we will briefly explore each one and you will need to stop and reflect on your own practice.

K1 The subject material

What is this?

- For academics: your subject
- For professional staff: your service



Think of

- New Research informing your teaching
- Changes in legislation or professional regulations informing your teaching
- Digital literacy
- Health and safety

K1, the subject material, is often the easiest to consider for academics and a daunting prospect for professional staff. Yet, there is no real difference in K1 that depends on your role, even if the specifics are rather different. The subject for colleagues in professional services is simply the specifics and background of the service you provide, whether you are member of student support, you work in the library or you support learners in registry or an institute office.
How the subject affects your practice depends on the specifics of your teaching and learning support. For academics this might be new research on a topic that you teach about, or new legislation that affects your industry. How do you change your modules or activities to incorporate this new knowledge or new information?
Colleagues in professional services or in supporting learning, on the other hand, should consider issues such as employability and supporting students in their graduate journey. Technicians and technical support should consider practical skills and health and safety concerns. Those who train or support staff should consider the particulars of the training subject, such as regulations or compliance and policy.

---Let's take a moment. Can you articulate your relationship with your subject and how it informs and/or affects your teaching and supporting learning? Can you identify some specific examples? --

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

What do you do?

- Lecture vs. seminar
- Activity vs. passive engagement
- Essay vs. exam vs. presentation
- Groupwork vs. individual work
- Read vs. listen vs. watch

Why are you doing it this way?

- Students need…
- Students learn better…
- XXX is more efficient
- Different people learn in different ways
- My subject is practical / theoretical / resource-intensive

K2 covers the basics of teaching and training. Think of a class or training session you are giving. Before you even start the process, you make certain decisions, whether consciously or subconsciously. How long do you have? What do you need to cover? Will your session be in person or online, synchronous or asynchronous?
Having these in mind, then you make a further set of choices. How will you teach? Will you lecture? Will you ask the students to work on their own or in a group? Will there be an exercise for the students to complete? What resources will you need?
And finally, in every module, class or training session, there is one fundamental question. How do I check that my students have learnt what they needed to learn? In some cases that will be obvious by the end of the session, but in the majority the answer will be given in a summative or formative assessment. And hence, another set of choices. What is the best way to assess the learning? An essay, an exam, a website, a computer programme, a presentation or something else.
Now, what you need to keep in mind is that while we all ask and answer these questions, we may not necessarily think them through systematically. That is particularly true if you are operating under specific constraints, or you have taught for a while. So, for K2, you need to "unpack" your thought process and identify the evidence and experience that informs your decisions.

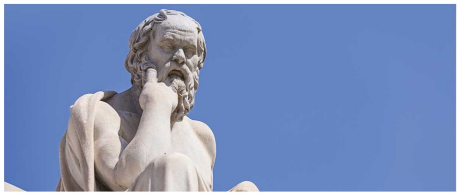
--Before you go on, take a few minutes. Start with a class, module or training that you have created and feel comfortable with. Can you recreate your process and consider what influences your choices? --

K3 How students learn, both generally and within their subject/ disciplinary area(s)

Consider

- Learning Theory & Practice
- Learning Communities
- Subject and its requirements





Think of

- How you adapt your teaching to the cohort and parts of it
- How teaching your subject is different or has different requirements than subject XYZ
- Inclusive learning

K3 and K2 are intimately connected. The way we teach is fundamentally informed by the ways that students, indeed all people, learn and how we understand them. Don't imagine that this is merely about learning styles. Instead K3 is as much about the different students and the ways that they learn based on their background, experience and subject. Mature students learn, and respond to teaching techniques, differently from students that have just finished their secondary education. Workplace learners approach study differently, and their learning is more work-connected than the average undergraduate. Learning techniques for distance online learners are very different for those who study primarily in person. Learning theories are as relevant to K3 as experience of different groups and learning or teaching spaces and environments.
Finally, it important to always keep in mind that the subject is one of the most important elements of learning; different subjects support different learning methods, and have, as well as create, different expectations. A BSc in Building Surveying by definition will have, at least some, different learning methods than a BA in Philosophy.

---Let's think for a second. If you had to explain the differences in how students learn to an inexperienced colleague, what example from your own practice would you use? Does it connect to learning theory? Or to your own past experience?---

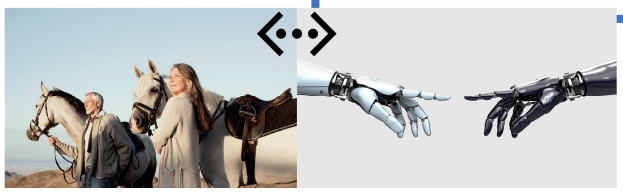
K4 The use and value of appropriate learning technologies

Remember the old days…

- Without TEAMS?
- Before Hyflex was everyday discussion?
- when captioning cost ££££?
- When online learning was what "other people" did?

Think of your practice now

- What tech? and why?
- Easier support for learning needs
- Different assessments
- Interactive videos
- Flipped classes
- Hundreds of apps available



It used to be the case that K4 was a hurdle for a lot of colleagues, particularly in the more traditional subjects. Nowadays teaching and learning are very different; the effect of teaching at a distance, and the trial by fire that it was for many colleagues and students, has meant that all of us, irrespective of our subject or previous experience, are much more connected to the technology we use and the technology that we can use.

So, what does K4 cover? This is not simply about the technologies that you use, but about how you use them to support learning and the value that they provide to you and to your students. Recording lectures is a good example. We all do it but why do we do it? How does it help students? What does it add to their experience? Are there groups of students for whom recordings are essential or extremely helpful to their learning? Think both of students that have specific support needs, but also those that learn differently.

For some subjects, the technology under discussion may be more specialised. That is perfectly fine, but the ideas and issues remain the same. Why use this technology? Why is it appropriate? What does it offer students? What are the choices that you have made and what informed your decision?

K5 Methods for evaluating the effectiveness of teaching

Feedback comes from:

- Questionnaires
- Colleagues
- Data (failure rates, academic misconduct, mark average and spread)
- Informal comments
- Questions

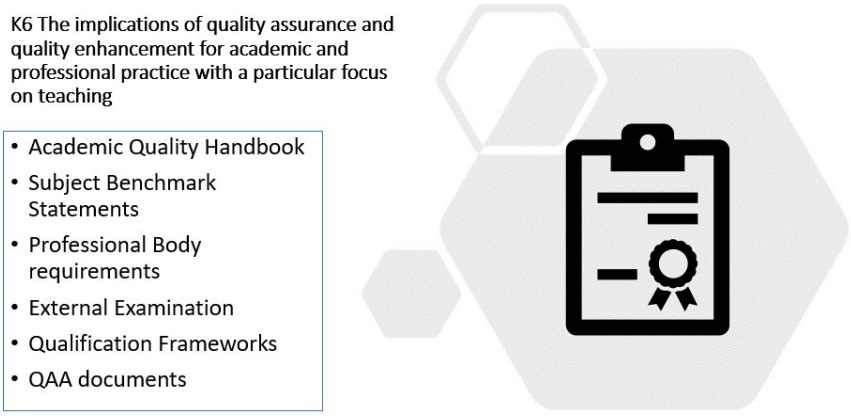
Responses come in many formats

- Next iteration
- Reflection and effect on other modules/classes
- Discussion with colleagues



K5 is all about reflection and how you achieve it. Teaching has to be effective, and we receive feedback about our teaching all the time and in different ways. Consider all the ways that you evaluate your teaching practice or the ways that you support learning. Some of the feedback will come from students or colleagues, others from data. What is particularly important is how you use the feedback and how they impact upon your practice. Think of specific examples, such as when you have made changes to the next class or module based on student feedback.

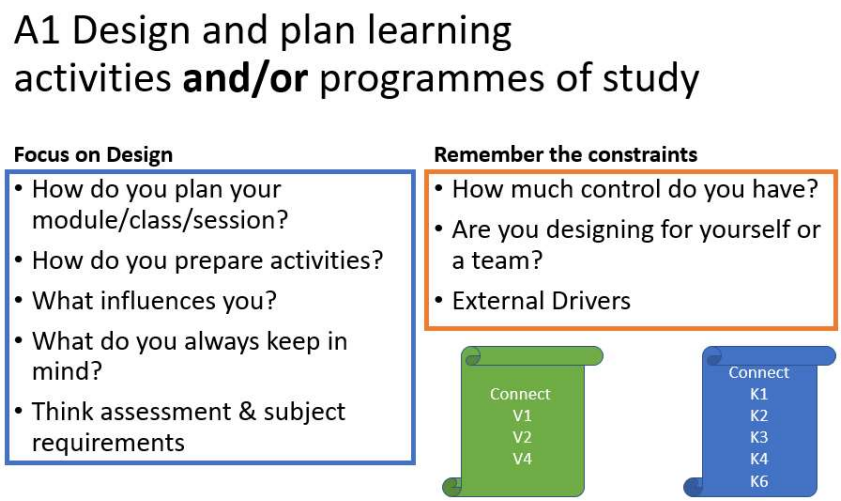
--Before you move on, do consider your specific examples and take a moment to make note of them. ---



K6 is all about quality assurance and enhancement. Everyone who works with students, even indirectly, should be aware of quality assurance procedures within the institution; the Academic Quality Handbook is the key document there. But it is not just our internal procedures that are important, but also the directives from the QAA and from relevant organisations to your subject, such as professional bodies.
Still, the importance of K6 is not about simply knowing about quality, but rather about how it informs and shapes your practice. That can take many forms, from your own contribution to quality procedures within and without the institution, to how you respond in your classes and modules to quality imperatives and directives. A basic example is how your module(s) relate to subject benchmarks, and how creating your module, or being part of programme-wide development, is informed by, and follows, the benchmark requirements for the subject.

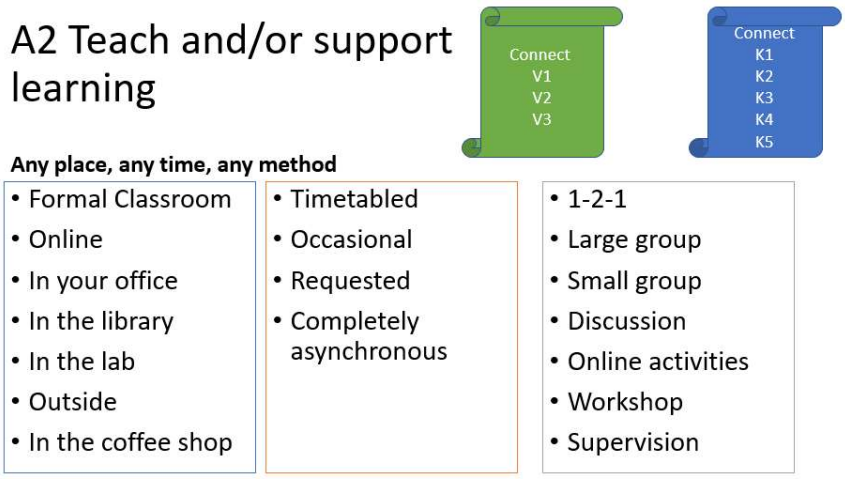


Most people expect discussions of the UKPSF to start with the areas of activity, because they tend to be the mainstay of Fellowship applications. However, a fundamental aspect of discussing and understanding areas of activity is their connections with Core Knowledge and Professional Values. So, in this section, we will explore the Areas of Activity, but always within the context of the other dimensions of the PSF.
Let us start.



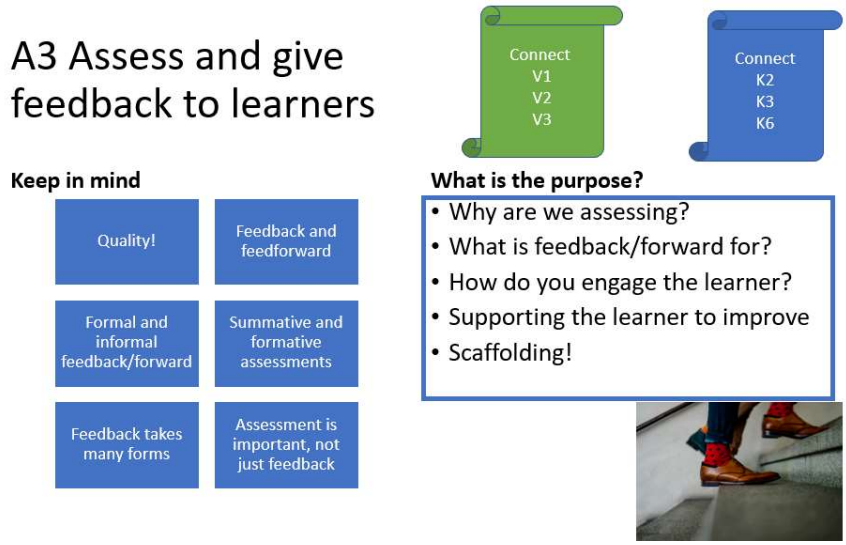
A1 is all about design, so, while it is connected to A2, you need to concentrate on your design process whether it is for a class, training session, module or whole programme of study. It is best not to stray into your actual in-classroom practice. Design has to do with both synchronous and asynchronous learning, so keep that in mind when considering A1.
We all plan differently, whether it is on a piece of paper, on Moodle or just in our heads. The planning process, however, is often a longer process that informs the particulars of what happens when you sit down to plan an activity or module. Think about creating module descriptors, choosing the right learning outcomes and the most appropriate assessments. It might very well be that you are working on activities based on an existing module, but that's alright because A1 covers every aspect of planning, but it is essential that you consider the limitations of your position because they have an effect on the planning process.
Don't hesitate to showcase your reflection over time, and how your planning and designing has changed based on experience, training or learning more about specific types of assessment or inclusive technologies or anything else that affects your planning.

---- Which professional values are you connecting to your design practice? V1 V2 V3 V4 ----



A2 is a complex area because it seems like it encompasses everything that you do, but it is not quite as broad as it seems at first glance. A2 is all about your interaction with the learners, whether it is face-to-face or online, synchronous or asynchronous. So, the focus is rather narrow, although there are close connections with A1, A3 and A4.
Think of where you teach, when you do it and the types of groups of learners that you work with. Chances are your teaching is varied depending on module, programme or circumstance. You also make changes or vary your practice depending on the group, its size and composition.
Think back over your own teaching and choose an example of an activity. Consider what that activity is trying to accomplish and how you take specific aspects of the cohort into account to support the learning process. Then, take a step back and consider how you achieve the same aim, but with a different activity for a different environment or cohort.
Connections are key here, and A2 connects with most dimensions in both Core Knowledge and Professional Values. What is important to keep in mind here is how those connections are achieved and how your own practice changes from iteration to iteration.

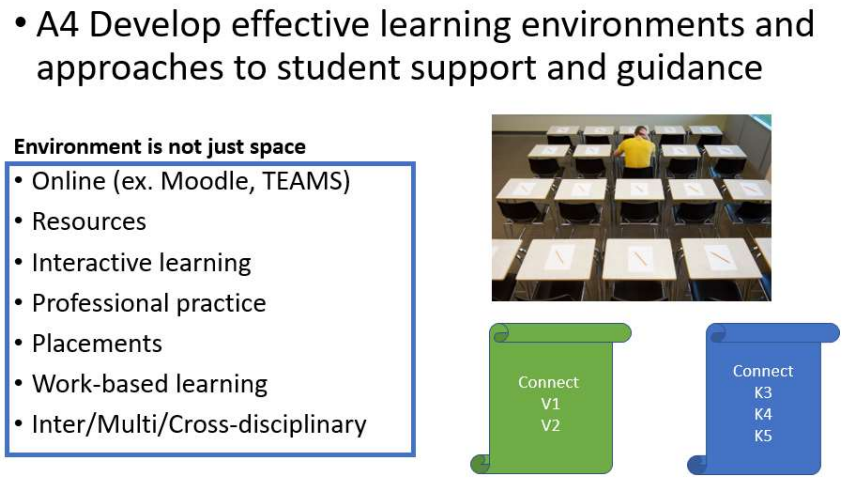
--- Consider the relationship of A2 to K5 Methods for evaluating the effectiveness of teaching. Which methods do you use to evaluate the effectiveness of your teaching in relation to A2? Questionnaires Peer observation Mark Profiles Informal comments from students ---



A3, much like A1, is connected to A2, but takes an aspect of our practice and asks us to reflect on it specifically. Assessment and feedback is an essential part of learning. A3 connects to A1 in terms of the types of assessment, but expects a concentration on feedback, or feedforward, mechanisms, and an understanding of how feedback supports improvement.
Always start with the basic idea of why we are assessing in this way, and then go on from there to examine and consider your own practice. How do you give feedback? Or do primarily give

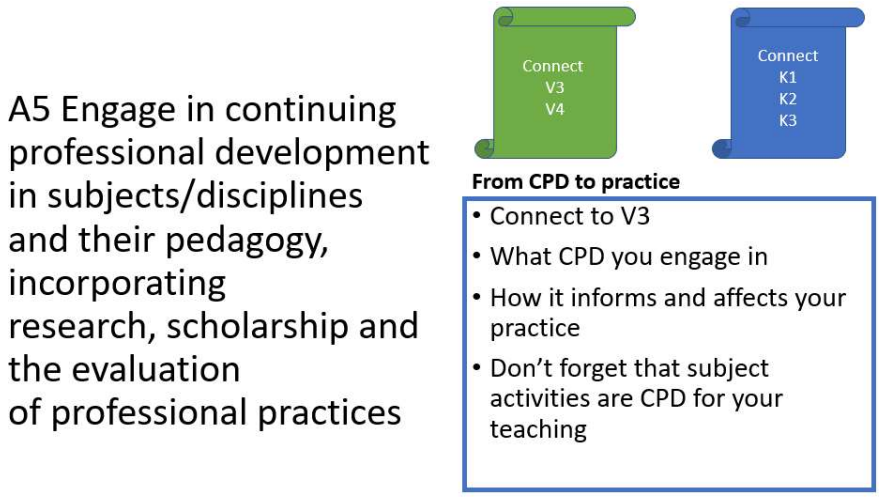
feedforward? Do you utilise formative assessments? How do you connect those to summative assessments, whether yours or somebody else's?
Remember the importance of driving and supporting improvement for the student, and how the feedback that you provide is not just about the submitted work but also about the future work that the student will do.
Don't concentrate only on formal written feedback; that is only one aspect of feedback that we provide students. A lot of feedback is feedforward in time as well as nature. It is the workshop on assessment where you bring examples of common issues from past years. It is the small group sessions in advance of the assessment deadline to answer questions. It is the formative activity that you ask students to complete to support their understanding and engagement with the summative assessment.
Once again, do remember how A3 connects with professional values and core knowledge. As well as the importance of reflection, and how you have shaped and changed your practice, whether based on experience or on good practice that you have come across.

---- How do you connect your A3 practice to V2 Promote participation in higher education and equality of opportunity for learners? In-term sessions on assessment Offer of alternative assessments Feed-forward sessions Other ---



Most people when they first read A4 immediately think of the physical classroom. And indeed, A4 can be about the way that we work in space, and how we create effective environments for the type of learning that we are trying to achieve in a physical space. That can range from sitting in a circle to discuss to creating separate areas for separate types of learners or activities within the classroom space.
But A4 is much broader than the physical space and its manipulation. It includes all the different learning environments that students inhabit, whether physically, intellectually or digitally. Learning environment can be about how you design and create more inclusive moodle sites for your modules, or how you use twitter-based exercises to support debates in and out of the classroom.
It might as easily be about learning spaces outside the university, such as creating learning opportunities at placements or as part of a student's work-based learning. So, learning environments are diverse and depend on your particular practice.
What you need to keep in mind once again is that A4 is about design and reflection and its effect on your practice, rather than merely a description of what you do. You may have decided to utilise audio files to make material more accessible to differently-abled learners and auditory learners. That's great practice, but part of your reflection must be about what influenced you and an articulation of the purpose of your practice.

---- Can you connect A4 to K3 How students learn, both generally and within their subject/ disciplinary area(s)? Take a moment and write down your answer in a couple of bullet points. ---



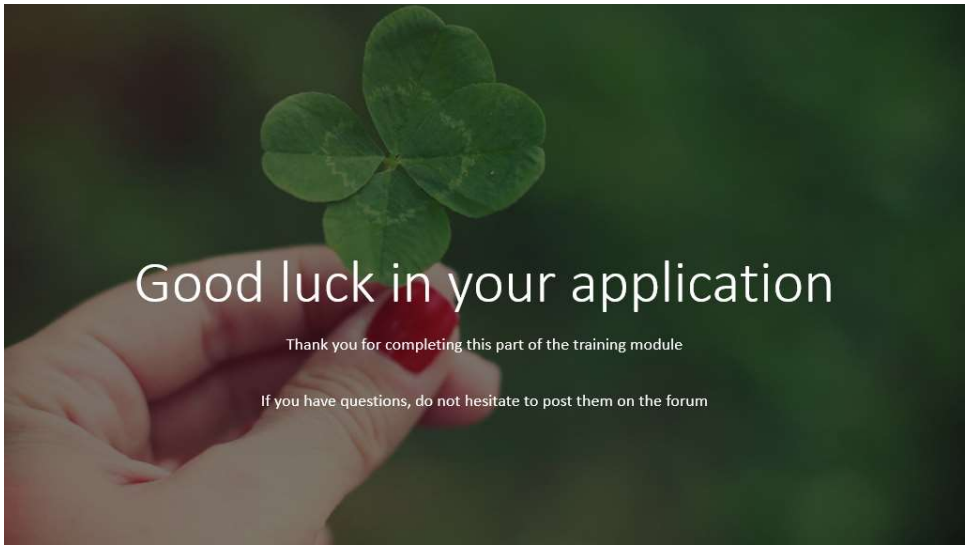
For a lot of people, A5 seems weirdly similar to V3. That is not incorrect but the focus is different. A5 is about your practice, and indeed about how you put V3 into practice and how it affects what you do. So, it is about CPD in all its format, from what you read to the training you receive to the chat with a colleague in the lunch room. But it is not about how you get the information and the evidence, but rather how you use it in your practice. In very simple terms, A5 is not about what but rather about how.

So, consider here all the different types of evidence and knowledge that you identified in V3, and take the next step in how you relate to them and apply them. How do they inform and change your practice. There is a range of approaches and examples when it comes to A5, as well as the networks that information, evidence and experience travels through in higher education.

For one colleague, it might be reading an article in a Learning and Teaching journal about contract cheating, which then informs changes in their assessment patterns to include more authentic tasks. For another colleague, it might be observing a peer and their use of groupwork that leads them to request a room that has easy access to a communal space, so that they can utilise different physical environments for activities. A5 is all about how you inform and evolve your pedagogy, and how you apply it in practice. There is no clear road or equation when it comes to the CPD that you do and how it informs how you support learning.



We have now gone through the three dimensions of the UKPSF in brief. It is very much advised that you explore the PSF in more detail, and connect it more securely with your own reflection and practice.
I would suggest that you read carefully both the Dimensions of the Framework, and the Digital Lens documents from Advance HE. You can find links to all of these in the unit on the UKPSF in the Moodle space for the training module.
There are particular guidance documents to the PSF for colleagues in learning support, colleagues teaching HE courses in the FE partners, and those who specialise in Doctoral Supervision.
There is also specific guidance for colleagues that focus on music and conservatory work, which can also be helpful for colleagues in fine and performing arts.



This completes the mandatory unit on the UKPSF. Good luck with your application! Do remember to post any questions that you have on the forum.