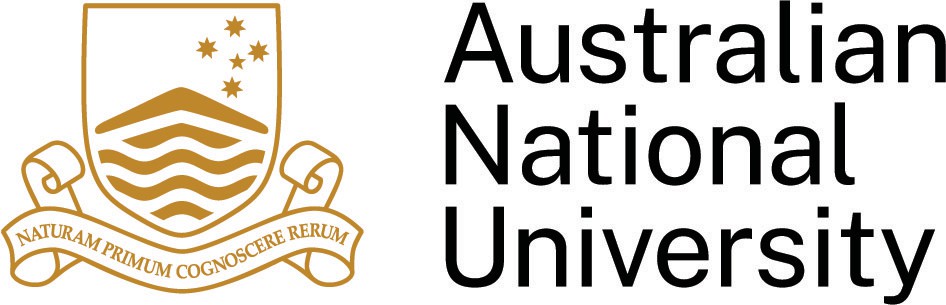
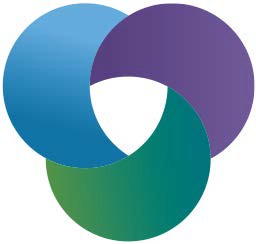
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PSF 2023



Associate Fellowship Applicant guidance

**This document has been adapted with permission to suit the ANU Educational Fellowship Scheme (EFS)**

**context and should not be used by individuals wishing to make a direct application to Advance HE.**

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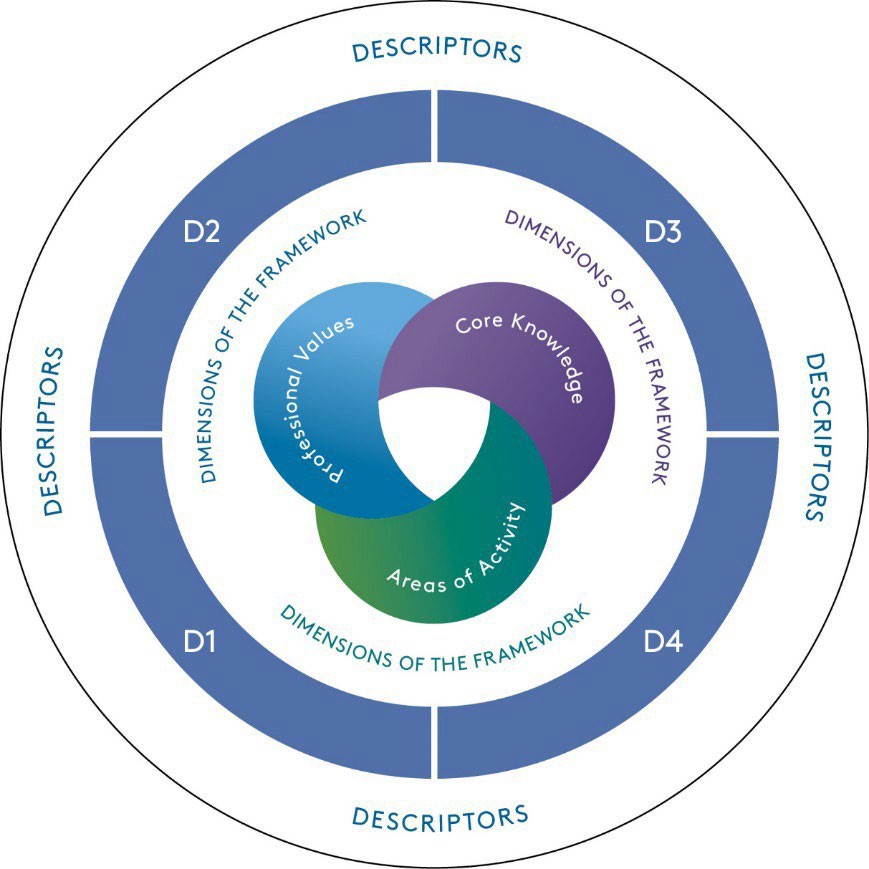
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*Last update: 16 September 2024*

# PSF 2023 and Associate Fellowship

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors and Dimensions**.



*Figure 1: Professional Standards Framework (PSF) 2023*

The **four PSF 2023 Descriptors** define the key characteristics of four broad categories of HE professional practice. Incorporating the Dimensions of the Framework, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning.

This guidance document provides guidance related to **Descriptor 1,** which is the basis for the award of **Associate Fellowship**.

Descriptor 1 (D1) is suitable for individuals whose practice enables them to evidence **some Dimensions**.

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence to meet the **three Descriptor 1 criteria statements, D1.1, D1.2 and D1.3**, which are the basis for the award of Associate Fellowship. These criteria statements incorporate some specified (but not all 15) Dimensions as shown in Figure 2 below:

**Associate Fellowship (Descriptor 1)** is suitable for individuals whose practice enables them to evidence some Dimensions of PSF 2023. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



*Figure 2: PSF 2023 Descriptor 1 showing the three Descriptor 1 criteria statements D1.1, D1.2 and D1.3*

The **PSF 2023 Dimensions are 15 statements,** which inform and describe practice. Essential to professional practice, these Dimensions identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

The Dimensions of the Framework are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity.**

* **Professional Values:** underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
* **Core Knowledge:** informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
* **Areas of Activity:** bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

A diagram of a framework

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*Figure 3: PSF 2023 Dimensions of the Framework*

# Writing your reflective narrative

## Guidelines and word limits

We only accept applications from applicants who have been accepted into an ANU Reflection on Experience (REx) pathway group.

Your application must be submitted in **English** and you must use the ANU REx AFHEA application form. Please note that we **only accept text**; we **will not** accept diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.

The overall word limit for the Associate Fellow **Reflective Narrative is 1,400 words plus citations (three to five references recommended).** Please note that if your application exceeds this limit, it will be sent back to you with the request that you shorten it before we accept it.

Although you can choose how to spread the balance of the word limit across your Reflective Narrative, we recommend that you should aim to use around 700 words in each of the two sections plus citations.

## What to write about

In your Reflective Narrative you should **include appropriate rationale** for the approaches you took and **evidence the success and effectiveness** of your teaching and/or supporting learning practice. Your Reflective Narrative should be based around **real examples** from your practice and should make clear what you did, why/how you did it that way and how you know that this was effective.

Writing about the ‘**why you did it that way**’ will enable you to provide evidence for V3: use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice.

Provide **selective examples of practice** in your Reflective Narrative and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. Examples should be drawn from current and recent practice (**within the last 3 years**) and must relate to higher education teaching and/or supporting learning. If you need to refer back to practice from more than 3 years ago, you need to ensure that you focus on how this now influences your current practice.

When deciding which examples of practice you are going to use for each of the two Areas of Activity, try to **use different examples** in each Area that best evidence the specific Dimensions required. It is important that you don’t rely on the same examples in each of the two Areas of Activity as this is unlikely to provide *sufficient* evidence that your practice meets all the requirements of Descriptor 1. Select your examples carefully as too many examples will restrict your ability to demonstrate your effective practice against each Area of Activity in order to make a strong ‘claim’ against Descriptor 1.

Within the limited words available you will not be able to write about everything you do and **must be selective** about the examples you choose to write about. Select examples that best exemplify your work in each chosen Area of Activity and which also allow you to demonstrate the specific elements of the Professional Values and Core Knowledge required.

## PSF mapping

The written **Reflective Narrative** is structured into two sections; you write about your practice in relation to **two of the five PSF 2023 Areas of Activity**. You should choose to write about the two Areas of Activity that are most appropriate to your own practice (see below for further guidance).

As well as covering two Areas of Activity (Descriptor D1.3), to address Descriptors D1.1 and D1.2 you also need to make sure that across the two sections of the Reflective Narrative you include evidence that you are effectively **using appropriate Professional Values at least V1 and V3; and applying appropriate Core Knowledge at least K1, K2 and K3.**

In addition to the mandatory Dimensions required for Descriptor 1, you are likely to also identify other Professional Values that you used and other forms of Core Knowledge that you applied within the examples of practice you are writing about. Where this is the case then make clear why and how you used/ applied these.

As you provide evidence against the Dimensions, you should highlight this where applicable. One way to do this is to refer to the Dimension in your text, e.g. (V1) or (K1) etc. Ensure that you only link to the **most relevant Dimensions** in each case (eg one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this *will not demonstrate your meaningful engagement* with the Dimensions.

## Context

Teaching and/ or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Examples include: behaviours, cultures, discipline- and profession-specific practices, environments and participants.

In this guide we use some terms that cover a wide range of global contexts and diverse ways in which teaching and support for higher education learning take place. You should be able to identify how the terms listed below relate to your own context. Some examples of terms used in this guide include:

* **Learners**: throughout this guidance we refer to ‘learners’ to include all individuals engaged in learning in all higher education contexts; this incorporates learners, colleagues, other staff, work-based professionals, etc. You will identify what types of learners you work with in your context.
* **Learning environments**: this includes all the diverse situations in which learning takes place, such as on campus, virtual, in practice, workplace, outdoors, home and community, involving individual and / or groups of learners, and specialist facilities such as laboratories, performance studios, simulation suites, libraries, etc. You will identify the specific learning environment(s) in which you teach and/or support learning.
* **Level of study**: (K2) refers to the level of higher education study undertaken by learners, such as a short course, module, foundation years/enabling programs, foundation degree, undergraduate degree, diploma, masters, doctoral or post- doctoral study, etc. You will make clear what ‘levels’ of higher education study your learners are engaged in.
* **Programme**: a part of, or whole programme / course of study undertaken in higher education such as degrees, modules, courses, units, work-based higher education programmes and short courses; terminology varies according to context and you should use the terminology relating to your context.
* **Wider context**: broader environments which impact higher education, which may be pertinent globally and / or nationally / locally such as sustainability, ethics, employability, socio-political factors, and learners’ well-being.
* **Effective practice:** you need to show that your teaching and/or support for learning practice is ‘effective’ in achieving its intended outcomes. The guidance below for Dimension K3 will help to give you some examples of the types of evidence you might be able to use to demonstrate ‘effectiveness’ in your context.

## Writing style

Think of your application as a **‘claim’**; you are making a claim that your work is effective and has a positive impact on student learning. Your application will be reviewed by two experienced peer reviewers and you need to show these reviewers that there is a **clear** **rationale behind the way you work and the choices you make** in your practice.

Write in the first person (use ‘I’) so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about **you and your own personal practice** and will not help your personal ‘claim’ against Descriptor 1. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Developing your Reflective Narrative requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. You should avoid long descriptions of what you ‘did’ and take a **reflective** stance so that it is clear what you did, how/why you did it that way, how you know this was effective and what you will do in future as a result.

A **simple reflective model** for you to use throughout your Reflective Narrative could be to clearly explain:

* + - **What** you did (be selective with the examples you choose to include – see below)
    - **Why** you did it in this way; clearly explain your approach and justify your choices and decisions (eg use of an appropriate evidence-informed approach to suit your context, etc.)
    - **How** you carried out this approach (eg including any specific challenges or practical issues you had to overcome)
    - How you **evaluated the effectiveness** of what you did (explain the kinds of ‘information’ you used to review and evaluate your work including the impact this had on your learners’ learning)
    - **What changes** you made as a result of evaluating your effectiveness (for example, you might have modified a session in response to learner/ peer feedback and then evaluated the effectiveness of the change you implemented).

## Reference list

Throughout your Reflective Narrative you will **refer to the sources of information that you have drawn on within your teaching and/or support for learning practice**. For example, K2 requires that you bring to your practice a knowledge base of approaches to teaching and/or supporting learning, appropriate to your context. In evidencing K2, you might explain why you chose an approach and how you came to know about it (e.g. journal article, professional development, conference, mentoring from colleagues, etc.).

Where you do refer to a source of information that has influenced your practice, you should ‘**cite’ the reference within your text** to provide appropriate credit to the author(s)/ organisation. This will enable those reviewing your application to be clear about which sources have influenced and inspired your practice. Whenever you cite in the text, you need to **include the full reference in a list at the end of your Reflective Narrative**. Please note that footnotes are not accepted.

For AFHEA, three to five references are recommended.

*The short excerpt of an Associate Fellowship application below illustrates how the applicant cites the journal article that inspired their design of a lecture and includes the full reference in their Reference List:*

‘When it came to designing my seminar sessions, I was influenced by **Burgstahler’s (2015)** theory of universal design. I thought about the diverse nature of learners in my group and the cultures and educational backgrounds they came from, to ensure that the activities I chose reflected their identities, interests and needs. (V1)’

**Reference List for excerpt**

Burgstahler, S. (2015). *Equal access: Universal design of instruction. A checklist for inclusive teaching*. Seattle: DO-IT, University of Washington. Available at <http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html> (accessed 14/02/23)

# Evidencing PSF Dimensions

Deciding which two Areas of Activity to base your Reflective Narrative around is an important first stage in planning and developing your application.

You can select the two Areas of Activity in one of the following ways:

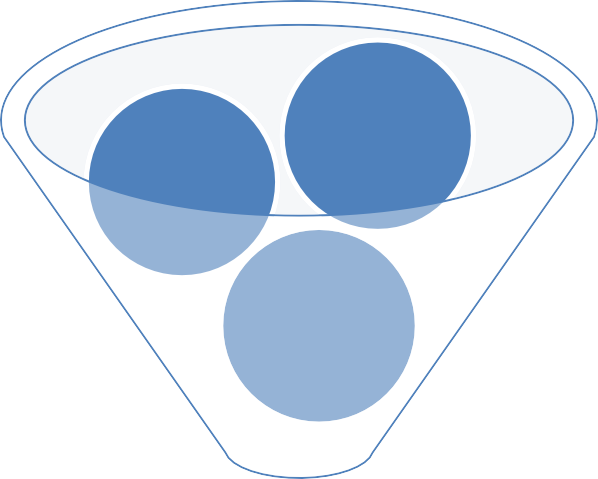
* consider the guidance and prompt questions for all five Areas of Activity and then make a choice when you have mapped out your likely evidence against each one. You will then be able to decide which two Areas of Activity will make the strongest claim against Descriptor 1; or
* alternatively, it may be very clear to you immediately that your evidence is associated with two specific Areas of Activity because of your context and the nature of your practice; in which case focus your attention on the relevant sections in the guide.

Although the Reflective Narrative for Associate Fellow applications is structured around two of the five Areas of Activity this does not mean that the Areas of Activity are more important than the Professional Values or Core Knowledge PSF 2023 Dimensions.

Across the 1,400 words of your Reflective Narrative, as well as evidencing two Areas of Activity, you need to ensure that your evidence includes use of appropriate Professional Values **at least V1 and V3**, and application of Core Knowledge **at least K1, K2 and K3**.

You will probably have evidence of your practice that includes some other Dimensions in addition to those that are required for Descriptor 1; you can include evidence of some of these additional Dimensions in your application **where they are most relevant** (see Section 4.3).

The Dimensions are **inter-dependent and integrated** within the context of your professional practice; put simply, the Areas of Activity are what you do, you use the Professional Values to inform and underpin your work and the Core Knowledge is what you need to apply to effectively carry out this work.



2 of the 5 Areas of Activity

Core Knowledge at least K1, K2 and K3

Professional Values at least V1 and V3

Figure 4: Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 1

Associate Fellowship (Descriptor 1)

Two short examples are given below to illustrate how this might happen in your work:

**Example 1 -** In designing and planning a learning activity (A1) I apply my knowledge of how my learners learn within this subject (K1) and select an appropriate teaching and learning approach (K2). I consider the needs of individuals within my learner group (V1) and plan appropriately to ensure that all learners will be able to fully engage (V2). I develop appropriate resources to use and set up an online quiz to assess the learning that has taken place in this session (K4, A3).

**Example 2 -** I attended a University workshop about neurodiversity in order to better understand the challenges that one of my students faces (V1). I later read an article recommended by the workshop facilitator that was highly relevant to my disciplinary context (V3). I now approach the planning of my session activities and the learning environment to ensure that all my students can fully engage in the learning to reach their full potential (A1, V2).

## Evidencing the Areas of Activity (As)

**A1: In your CONTEXT, demonstrate that you design and plan learning activities and/or programmes**

What is this Area of Activity about?

Area of Activity 1 (A1) is about how you plan and prepare learning activities, whether in person or online or both.

You might decide to focus on a few learning activities or a series of sessions. You may choose to detail work with individuals or groups of learners if relevant. Include information about how your plans considered the learning environment(s) you work in.

You may not have had responsibility for all aspects of session planning, but you can identify design decisions you have made to facilitate learner learning. These may seem minor (like planning space for learner interaction) but can make a huge difference to the learner experience.

Be sure to explain why you chose that particular plan or design. As you must demonstrate that your practice is effective and inclusive, pick a design or plan which worked well.

Examples of practice relevant to A1

Depending on your context and the nature of your HE practice, examples to demonstrate that you have designed and planned effective learning activities might include:

* your creation of appropriate and inclusive lesson plans for a whole session or part of a session
* your planning for one-to-one tuition; for example, the plans you created for individual tutorials, to help learners develop library skills, or to provide individual study support
* your development of individual learning plans
* your planning of a short lecture, a seminar or laboratory activities
* your planning of guidance for group sessions involving library activities, writing, learning support activities or practical work (eg in art and design studios, music technology studios, fieldwork or clinical settings)
* your planning of activities and/or resources to develop learners’ use of software/hardware, technical skills or virtual learning environment/learning management system
* your planning for teaching and support activities outside standard on-campus contexts, for example for online support or fieldwork.

Consider these questions to help you generate evidence:

* What decisions did I make in my planning?
* How did I make sure that my learning activities/sessions enabled my learners to meet wider programme learning outcomes (where relevant)?
* How did I plan sessions/ activities to be inclusive so that diverse learners benefited equally from the learning opportunities I designed?
* How did I plan accessible sessions/ activities so that any learners with disabilities benefited equally from the learning opportunities I designed?
* How did I make sure the sessions/activities I planned were well-adjusted to my learners’ stage of progression and my discipline/profession?
* How successful were the activities/sessions I planned? How can I show that they were effective in facilitating learning?

Example:

Hassan recently ran a short series of study skills workshops for first year undergraduate students and decided to use this as one of his examples of evidence towards A1.

Hassan firstly explains how he used his knowledge of study skills in the design and planning of the workshops (K1). He discusses the particular needs of his first year group of undergraduate students and how he considered the diversity of their previous learning experiences and individual learning needs in planning his approach (V1, K2). He outlines the challenges that other tutors have previously encountered in delivering these workshops and discusses how he plans to overcome some of these challenges. He then explains why he felt this was the best approach to take with this group.

Hassan explains how he designed the learning activities to link with the students’ particular discipline (K2), drawing on two articles he read which included research on learning in this field (V3).

Hassan evaluated the sessions by getting the students to give feedback after the final session. He then reflects on what worked well and what didn’t, what he learned from the experience and how he plans to change aspects of next year’s workshop series as a result (K3).

**A2: In your CONTEXT, demonstrate that you teach and/or support learning through appropriate approaches and environments.**

What is this Area of Activity about?

A2 is about your direct engagement and interaction with learners as you teach and/or support learning. You may have facilitated the development of specific skills or disciplinary insights. You may have worked with individuals or large or small groups, remotely or in person.

You should discuss the approaches and activities you have developed or selected. The evidence you provide should include an explanation of the rationale for the approach(es) and activities you have used. Include how you made effective use of learning environments, whether physical or virtual, formal and/or informal, as appropriate to your context and the needs of your learners.

It’s important to explain why particular activities were appropriate for your learners in specific context/s. Also explain how you knew your approaches were effective; for example, how your learners responded or commented on sessions.

You may have worked individually or as part of a team and/or been responsible for elements of a wider teaching or learning support process. Contexts vary, but make sure that you are clear about your specific individual role if you have worked in a team.

Examples of practice relevant to A2

Depending on your context, examples to demonstrate that you have taught and/or supported learning effectively might include:

* running seminars or tutorials with individuals or groups of learners to support their learning in lectures
* teaching as part of a team, for example, facilitating learning or assisting another member of staff
* demonstrating in practical sessions such as in laboratories
* supporting learning in fieldwork settings or within community events
* supporting the development of academic skills/research skills; for example, workshops on mathematics, statistics, critical reading or writing skills for higher level study
* creating customised online resources, learner guides and/or resource packs
* developing digital learning opportunities for specific disciplines or learner needs
* using performance spaces, specialist rehearsal facilities, sound design facilities and technologies
* one-to-one interaction, supporting the development of technical or other skills or the use of learning technologies
* facilitating practice-based learning (clinical, educational, in the field)
* using digital and non-digital technology through, for example, flipped classrooms
* supporting the academic progression of learners, including from further education (FE) to HE.

Consider these questions to help you generate evidence:

* What learning activities, resources, or approaches have I used with learners? How did I interact with learners during these specific learning activities?
* How did learners interact with each other? How did I ensure that all learners participated in learning activities and that all contributions were equally valued?
* How did I enable learning in the context of my discipline or area of practice?
* How did I ensure that my chosen approach met the specific needs of my learner group(s)?
* How did I make reasonable adjustments to accommodate the requirements of learners with disabilities/specific needs?
* How did I adapt the learning environment (online or in person) to facilitate learning?
* How do I know the approaches I developed were effective? What examples can I select to evidence this?

**Example:**

Mia, an early-career researcher, has been demonstrating chemical analysis techniques to a group of second year undergraduate students and supporting them to use these techniques in a series of practical laboratory sessions. Mia uses this as part of her evidence towards A2.

Mia knows that second year students find the theoretical knowledge around her subject challenging and understands how useful practical experiments are in supporting them to develop a greater understanding of the subject. She discusses how she used her discipline knowledge (aligning with her research area in this particular case) which underpins the experiment (K2) and refers to relevant pedagogic literature on how learners develop practical skills in her discipline (V3, K1). As this practical lab series is far more advanced than basic first year lab sessions, Mia discusses how she breaks down the practical sessions into clear stages so that she can support students’ engagement and their understanding of the experiment as she works with them, adapting her guidance accordingly (K2).

Mia has considered the diversity of the learning group and discusses how she ensures that all students can participate fully. Some students are mature, some came directly to university at 18, a number of students are from other countries and some of these have difficulties understanding some of the complex language of the discipline. One student has a hearing impairment (V1). Mia provides notes that are available to all students via the VLE about the experiment in advance of the session; these are particularly useful for the students who are working in a second language and the student with a hearing impairment (V2). Mia knows that providing material in advance is important for a variety of students because she attended a CPD workshop on inclusivity, which she found both interesting and useful. As a result of attending this workshop Mia is exploring ways that she can further adapt her teaching practice to ensure that all students are able to engage fully (V2 and V3).

**A3: In your CONTEXT, demonstrate that you assess and give feedback for learning**

What is this Area of Activity about?

A3 is about your involvement in the assessment of learners’ work, achievement and/or progress and the provision of feedback to learners. Assessment and feedback to learners includes a range of activities.

A possible approach to demonstrating the effectiveness of your practice might be to explain how you have fostered and encouraged learning through assessment, and/or to discuss your approach to giving feedback.

You may have formally or informally assessed the learning of individual learners or small or large groups depending on your context.

You may have provided useful feedback to different types of learners.

Your experience of assessment may have involved marking assessment tasks (written, oral, or practical) which counted towards a qualification (summative assessment).

You may have been involved in assessment which does not contribute directly to the final mark for a module or programme, but which provides feedback to learners to help them progress in their learning (formative assessment). Formative assessment tasks might have helped learners to track their progress.

The outcome of formative assessment tasks will have enabled you to gauge learners’ progress and adjust your teaching and/or support for learning to ensure that they are successful. You may have checked that learners are clear about summative assessment criteria and how they can meet requirements.

Your work on assessment and feedback will often have involved collaboration with others. If so, make sure you identify your individual role and contribution.

Examples of practice relevant to A3

Your evidence might focus mainly or entirely on **either** assessment practice **or** feedback practice, **or** might include both.

Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should also explain how you know your choices were effective and enhanced learning.

Depending on your context and role, examples to demonstrate the effectiveness of your assessment and feedback practice might include activities such as:

* familiarising learners with assessment criteria and the requirements of diverse assessment tasks
* giving learners timely and constructive feedback on their work which is clear and actionable
* commenting on written work and assigning marks through annotating learners’ work
* undertaking formative assessment on submitted draft work
* designing formative tasks to help learners prepare for summative assessments
* undertaking formative assessment of learning in digital literacy sessions, information skills sessions or professional development programmes
* designing formative online quizzes and tests to enable learners to keep track of their learning
* providing helpful, encouraging feedback to learners whilst enabling them to enhance the quality of their assessed work
* giving oral feedback to learners in laboratory/clinical or fieldwork sessions
* judging learners’ understanding during and following library, or other, induction sessions
* assessment and support to learners during study skills/academic literacy sessions
* providing feedback through online resource/training packages
* preparing learners for assessment through academic support and self- and peer assessment
* promoting well-being by supporting learners’ to be less anxious about undertaking assessment tasks
* supporting teams during group assessment projects
* upholding academic integrity in assessment (eg avoiding plagiarism).

Consider these questions to help you generate evidence:

* How have I been involved in assessment and/or feedback to learners?
* How have I ensured that my assessment and feedback practices were effective in supporting learning?
* How have I supported learners ahead of summative assessment tasks or prepared learners for summative assessment?
* What were my reasons for providing support using the approaches I chose?
* How did I make sure that the feedback I gave to learners was appropriate to them and to their future assessment requirements?
* How have learners responded to my feedback?
* How did I consider the impact of my feedback on learners?
* How do I know that the feedback I provided helped learners to progress and/or improve their preparedness to meet summative assessment requirements?
* How did I ensure that I applied the relevant assessment criteria when I was involved in marking teams?
* How do I know that the summative assessments I marked were fairly graded? How have I improved learning through formative assessment tasks?
* How did I meet the feedback needs of specific individuals and/or groups?
* How have I helped individuals and/or groups of learners to overcome the challenges they faced?

Example:

Anton is a post-doctoral researcher with some teaching responsibilities. He is supporting a group of students on a module that is part of a blended learning programme in Art and Design. One of the key aspects of his role is assessing students’ work, particularly formatively, and providing feedback to help them prepare for their summative assessment which ends with a ‘show’. Most of the study on the programme is online, with students attending campus for a one block of learning on a termly basis. Anton uses this as part of his evidence towards A3.

Anton sets the context for his assessment practice and explains the approach he takes to providing formative feedback on the students’ work, relating this to the requirements of the module and the end of year summative ‘show’ (K2). In doing this, he refers to pedagogic literature he has read on assessment and providing appropriate feedback (V3). He discusses the importance of his work in providing timely and supportive formative feedback to enable students to develop their work prior to the final summative assessment.

Anton explains how he works with the challenges and advantages of an online environment to provide his students with appropriate support and guidance (K2, K4). He refers to an interesting article he read about online feedback and explains how this has influenced the way that he now works with students at a distance (V3). This flexible approach to study has attracted some part-time mature students and Anton provides some specific examples of how he has supported the needs of part-time mature students, newly back into study (V1).

Anton then discusses his role in the summative assessment at the end of year show and the way in which he works as part of a team to make assessment judgements on the students’ work (V5). He has taken part in a team development workshop for all tutors on this programme; he identifies what he learned at this session and explains how he now applies this learning when doing the summative assessment at the end of year show (A5). He also discusses some things he intends to do differently next year, based on student progress and mid-module feedback, and why he thinks these changes will enhance learning on the programme (K3).

**A4: In your CONTEXT, demonstrate that you support and guide learners**

What is this Area of Activity about?

A4 is about actions you have taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning. You may have guided learners to enable academic progression and/or supported them to promote their physical and mental well-being.

The provision of learning support and guidance may be your main role. You may be involved in a range of areas of specialist learner support such as library skills, careers advice, IT and technical skills, laboratory or studio support, etc. You may have a role specifically related to promoting learners’ physical and mental well-being. You may be an expert in the provision of specific types of guidance.

If you are involved in teaching you might think of A4 in terms of guidance and support you provide alongside the teaching of programme content. Perhaps learners approach you for help in understanding an assessment task or require help with structuring a piece of writing.

Perhaps you refer some learners to a study support service, to pastoral support, or to institutional support available for learners with disabilities.

Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system.

It is important to select examples of effective practice in supporting learners in specific contexts. Explain how the approaches you adopt and resources you use can support learning and provide examples demonstrating how you know they are of value to learners.

Examples of practice relevant to A4

Depending on your context and role, examples to demonstrate the effectiveness of your practice in the provision of support and guidance to learners might include:

* raising awareness of student support services (both academic and related to well- being)
* supporting learners to engage with services that can help with their individual needs, including emotional well-being and mental health; eg referring learners to relevant counselling or institutional support services
* supporting learners in developing academic skills, professional capabilities or career pathways, guiding them to recognise and build on existing knowledge and strengths
* providing support to learners to enable them to develop specific skills, such as research, writing, referencing or presentation skills
* developing or providing learner guides and/or resources, perhaps for specific disciplines or assessment tasks or specific learner needs
* enhancing learners’ ability to successfully engage in online learning; ensuring online learning activities can be accessed on a range of digital devices and platforms
* ensuring that learners understand how to maintain academic integrity
* recognising that learners’ may experience circumstances will impact on well-being and student learning, and knowing where to refer learners for counselling and mental health support
* modelling inclusive practice by guiding learners in using appropriate cultural and social protocols (eg use of pronouns, correct forms of address) and avoiding all types of discrimination on any grounds.

Consider these questions to help you generate evidence:

* How did I choose particular resources for and/or approaches to the guidance for my learners?
* How have I adapted the support and guidance I provide to meet the specific needs of my learners?
* How have I collaborated with colleagues to ensure learners receive the support and guidance they need?
* What examples can I give to demonstrate how learners have benefited from my support and guidance?
* How do I know my support and guidance has been effective?  
  How has my support improved learners’ well-being?
* How have I provided guidance to enable learners from a range of backgrounds to achieve successful outcomes?

**Example**

Chen is in a professional role in a clinical setting but is also employed by a university to provide mentoring for undergraduate students in practice. She decides to choose A4 as one of her two Areas of Activity for her application, focussing on her support for a small number of students in a placement setting to translate the learning from their coursework into practice with clients/patients.

Chen discusses her role in mentoring students. She refers to literature on evidence-based practice that underpins both her own clinical work and the students’ work-based learning (V3). She also discusses the training for mentors she attends at the university and explains how she is using some of the examples from those training sessions (V3, A5) to help her provide guidance for some final year students in the clinical setting. Chen discusses the guidance she has created and how this has helped students to apply the learning from their coursework and timely support to prepare for their placement (V2).

Chen demonstrates her understanding of the learning outcomes students are required to fulfil to pass this particular placement (K1) and explains how she and other placement mentors have worked with the module tutor at the university to align the academic elements with the practice context (V5). She provides examples of the kinds of prompt questions she uses with the students to help them think critically about their clinical practice (K1, K2). Chen also encourages students to take histories from patients and then present these so that she can give them some verbal feedback on how they could improve on this and make it more effective (A3).

Chen also considers the particular learning needs of this group of students in comparison to first year students she has mentored in a different setting previously (K1). She discusses the relevance of this particular experience to the students’ future employability and how she ensures that they are clear about how the Professional Body requirements apply to their work in this clinical context (V4).

**A5: In your CONTEXT, demonstrate that you enhance practice through own continuing professional development**

What is this Area of Activity about?

A5 is about how you have used the learning from your own professional development in your teaching and/or supporting learning and how this has resulted in effective learning for others.

The types of professional development you discuss will depend on your context and role and may be formal or informal professional development activities, feedback from learners or peers, skills gained through informal interaction with colleagues or mentors, or learning gained from the reading of literature of learning and teaching. You might also include examples of activities you have undertaken as part of a group, for example to develop new learning activities or resources, where these have contributed to your skills and/or understanding of learning and teaching.

Whatever the source(s) of your professional development, you should discuss how you have used your learning to improve your teaching and/or learner support. Choose examples of the enhancement of your practice, detailing how it has become more effective as a result of your engagement with professional development.

Ensure that you select examples which enable you to describe how learners have benefited as evidenced by positive responses, better student learning, or a more engaging experience.

Examples of practice relevant to A5

Depending on your context, examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

* participating in staff development events relating to teaching and learning, generally and/or in your discipline
* engaging with a credit-bearing learning and teaching program in higher education
* observing colleagues’ teaching and/or support for learning sessions
* inviting observation and feedback on your own teaching and/or support for learning practice
* making use of published research about learning and teaching to inform your practice
* responding to learner feedback through discussion or observation during a session and modifying your practice accordingly
* learning how to meet the needs of diverse groups of learners and using insight gained to increase accessibility and enhance inclusion.

Consider these questions to help you generate evidence:

* What discussions have I had with peers or mentors about aspects of teaching and supporting learning? What did I learn and how did this change the approaches I use? How did my learners respond?
* What have I learnt about teaching and supporting learning during organised professional development sessions? How has this learning informed the teaching and learning support methods and activities I use?
* How have I learnt from, and acted on, my experience of teaching?
* How have I acted on learner feedback or survey data on my teaching and/or support for learning?
* How has studying the literature of learning and teaching or accessing resources about teaching in higher education enabled me to enhance my practice?
* How did I adjust my resources and approaches following professional development activities?
* How can I evidence the positive outcomes of my professional development?

**Example**

Alex is a part time tutor on a postgraduate programme in Film Production. She also works within the industry. She discusses the impact of both her (i) industry-related and (ii) teaching-related professional development on the learning experience she provides for her students.

**Industry-related example:**

Alex discusses how her continuing professional development in industry supports her role as a tutor on the programme; she remains up to date with current trends in equipment and software through reading professional journals, attending professional development events and working with other professionals. As well as being expert on her own specialist area, Alex explains how her work on film sets across the world enables her to collaborate with other professionals and how she uses the knowledge and insight gained to help her teach from a wider industry- based perspective (K2, V3). She discusses how this impacts on her students’ learning experience and their readiness to work in the global industry (V4).

**Teaching-related example:**

Alex discusses her commitment to teaching and learning-related continuing professional development. All members of the programme team actively engage in peer-review of teaching and Alex provides several examples of how observing her colleagues and being observed by experienced peers has influenced her approach to her own teaching practice (V3). As a result of these experiences, she has also started to read more about how students learn in her discipline and is drawing on this new knowledge in her teaching practice (K1, K2).

The programme team hold regular meetings and Alex explains how these help her to understand where her sessions fit into the rest of the module and programme (K1). Alex explains what she has learnt about the effectiveness of different methods of teaching from her colleagues’ discussions at the meetings. Together with feedback provided by the student representatives who attend the meetings, and the responses from her module evaluations, Alex has changed some approaches to her teaching and learning practice to enhance some elements of the module (K3).

## Evidencing Professional Values (Vs)

There are five Professional Values; important principles, ethics and beliefs that influence and guide the practice of those who teach and / or support learning in higher education.

For Descriptor 1.1 (Associate Fellowship) you need to provide evidence that shows how you use appropriate Professional Values including **at least V1 and V3**.

For appropriate Professional Values listed below (to include V1 and V3), ‘**In your CONTEXT, show how you:**

* V1: respect individual learners and diverse groups of learners
* V2: promote engagement in learning and equity of opportunity for all to reach their potential
* V3: use scholarship, or research, or professional learning, or other evidence- informed approaches as a basis for effective practice
* V4: respond to the wider context in which higher education operates, recognising implications for practice
* V5: collaborate with others to enhance practice.

**V1: In your CONTEXT, show how you respect individual learners and diverse groups of learners**

What is this Professional Value about? (**note: V1 is required for Descriptor 1**)

Inclusive practice is an important aspect of HE learning and teaching practice and is highlighted in both V1 and V2. In V1 the principle of respect is key both for individuals and groups.

‘Groups of learners’ can refer to two or more learners learning together in the same space, and/or might refer to your work with a number of separate individuals who share common characteristics.

Diversity can be defined in a number of ways:

* by location; such as campus-based learners, distance learners, work-based learners, etc.
* by personal characteristics; such as age, ethnic background, gender, disability, sexual orientation, etc.
* by cultural, political, or socio-economic factors; such as religion, political affiliation, minority status, socio-economic class, educational experience, indigenous experience, etc.

The evidence you provide for V1 at Descriptor 1 should:

* demonstrate that you have got to know who your learners are, in terms of any characteristics/attributes that may be ‘protected’ under local/national legislation (such as age, disability or sexual orientation) and also cultural or socio-economic factors

And:

* demonstrate how you ensure that your teaching and/or supporting learning practice reflects your learners’ identities, interests and needs.

It is important to remember that many individuals live with multiple marginalising factors, therefore individuals should not be stereotyped by one or more of their most obvious characteristics or by global descriptions or stereotypes.

Examples of practice relevant to V1

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

* making time for learners to get to know each other before starting a session or programme
* ensuring that you provide time and attention to all learners, valuing their contributions and setting an expectation of mutual respect where you have charge of a learner group
* setting clear expectations for behaviour in the sessions you lead, with a zero tolerance for discriminatory language and actions
* encouraging learners to share examples from their own cultures or backgrounds.
* designing resources for a lesson or tutorial that draw on images, sources, narratives or other media which represent the global community
* making sure you know any disability learning needs of your learners and providing specific adjustment where required.
* adjusting the seating or environment to encourage peer learning across different groups
* finding out who your learners are, both in terms of any characteristics that are ‘protected’ under local/national legislation (such as age, disability or sexual orientation) but also cultural or socio-economic factors.
* accessing internal/external CPD relevant to the individual needs and/or diversity within the learner groups you work with

Consider these questions to help you generate evidence:

* How were my learners different to each other? eg What language(s) did they speak? What did I know about their cultural background and/or previous educational experiences?
* How did I build on the experience and knowledge that my learners brought to their learning? How did I integrate their existing skills and understanding into the teaching or learning support I provided?
* In what specific ways can I show that I valued the contribution of different learners?
* What examples can I provide where I made a difference to an individual learner or group through activities designed to reflect their background or context?

**V2: In your CONTEXT, show how you promote engagement in learning and equity of opportunity for all to reach their potential**

What is this Professional Value about?

Inclusive practice is a key aspect of contemporary Higher Education practice and is highlighted in both V1 and V2. There are two complementary aspects to V2; promoting engagement in learning and ensuring equity of opportunity.

‘Equity’ refers to recognising the barriers that some individuals or groups may face and employing a combination of proactive measures to reduce barriers to learning and provide specialist support and guidance, where necessary.

The principle of equity places the focus on ways in which applying different support or approaches to meet the needs of individuals can help to overcome barriers and/or challenges, to ensure that all learners have the fair opportunity to achieve learning goals. In this way we can promote engagement in learning and enable as many learners as possible and reach their potential.

Your evidence should show your understanding of the importance of being aware of learner needs (whether they are learners or staff) and awareness of the resources and services available to support learners. You should provide examples of any actions you may have taken within the scope of your own practice to enable learners to access the support they need.

Examples of practice relevant to V2

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

* finding out what challenges and/or barriers your learners experience
* discussing the diversity of your group with other colleagues and implementing some of their suggestions for adaptations and activities which can support each individual in the group to achieve the learning goal
* accessing internal or external professional development relevant to the needs of different learner groups and considering the application of this to your work
* ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (eg for screen readers/change of font)
* ensuring clarity of instructions in your sessions, taking a variety of approaches to giving and checking understanding without some learners feeling marginalised; eg use of Quizzes or Polls that enable anonymity
* where possible, adjusting to the physical learning environment when supporting learning face to face to ensure disabled learners or those that need to sit can be accommodated, for example by rearranging furniture
* being aware of your own limitations and understanding when learners need guidance and support and signposting support services and resources where appropriate.

Consider these questions to help you generate evidence:

* What did I know about the learners I worked with and in particular, any challenges and/or barriers they faced in their learning?
* When working with my learners and/or planning learning activities, what steps did I take to engage all learners?
* How did I support the engagement of learners with additional needs?
* How did I make sure my learning materials, equipment or resources were accessible to all my learners?
* What services and/or support available within my organisation or context were of value to my learners?
* How did I support learners who were struggling with an aspect of learning?
* What advice have I received from colleagues or specialist services that helped me to remove barriers to learning for particular learners?
* What professional learning have I undertaken that improved learner engagement or helped me to address the needs of particular groups of my learners?
* What example(s) can I give that demonstrate how I made a difference to the engagement and/or outcomes of a learner or group of learners?

**V3: In your CONTEXT, show how you use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice**

What is this Professional Value about? (note: **V3 is required for Descriptor 1**)

Demonstrating V3 is about explaining about why you do what you do, in the way that you do it, and the sources of information, data, and evidence you use when making decisions about your learning and teaching practice. The key issue is to demonstrate that the approaches you adopt in your teaching and/or support for learning are not a matter of chance, but that your practice is evidence-based.

The actual sources of that evidence that you point to can be varied, and will differ according to your context of work, your role, and the type of teaching and/or support of learning that you are involved in.

Whatever the evidence base(s) you use to explain why you do what you do, you should indicate how your learners responded to the activities, approaches or adaptations you introduced. Showing evidence of any positive impact on their engagement, learning and/or achievement will help demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

Examples of practice relevant to V3

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

* approaches you adopt that reflect key contemporary theories of learning and teaching and explaining why you use them
* activities or ideas you learned through professional development sessions, how you used or adapted them in your own sessions and how learners responded
* learning activities that you use which are modelled on, or adapted from, practices in the workplace and/or your own professional experience, and how you use them to build learners’ skills and/or understanding for their future work
* ideas you gained from more experienced teachers (eg through discussion, or peer observation), explaining how you have used them and what you found most useful and effective
* examples showing how you have been able to draw on, and/or integrate, your own research and learning (eg PhD research or Masters study) to enhance learners’ learning
* explanations of changes or adaptations you have made to your practice in response to learner feedback and how this enhanced learning
* examples where you have drawn on your recent or current work experience to recommend equipment /software purchases that will equip learners for the workplace
* seeking scholarly articles in higher education journals, or education-focused articles in your discipline, or attending a research seminar or conference presentation, to inform and guide your practice.

The examples you provide to show the rationale for your decisions/approaches will depend on your context and role but whatever the specific examples, you should include:

* the information / resource / source of guidance used (and remember to cite the reference and include this in a reference list)
* why and how you found it useful and relevant to your context or the situation you faced
* what benefits or positive impact resulted from following the guidance or acting on the information.

Consider these questions to help you generate evidence of your effective practice:

* How do I know that my practice is effective?
* Where do I get ideas from to help me to improve my teaching and/or support for learning practice? - From reading? From professional development (formal and informal)? From other people (line manager or mentor, peers, learners)? From experience in the workplace?
* What ideas or knowledge about teaching and/or support for learning have been the most useful to me in my teaching?
* Where have I turned to when I have had a problem in my work with learners?
* What literature about teaching and/or support from learning have I read? How does it relate to what I did and how I worked with my learners?
* What training programmes or development sessions have I participated in? What were some of the most useful things I learnt?
* What have I learnt from being observed by a colleague? What have I learnt from observing colleagues? How have I used this learning?
* How have I changed my practice because of feedback from learners, whether formal or informal feedback?
* What examples can I give where I have used authentic workplace activities, data or case studies in my practice?
* Have I been able to build on previous (or current) experience in the workplace to feed into my practice, and if so, how did this enhance learning?

**V4: In your CONTEXT, show how you respond to the wider context in which higher education operates, recognising implications for practice**

What is this Professional Value 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 HE and influence on the student learning experience. The particular focus is on your understanding of, and response to, implications for your own personal work.

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may include global or national developments and agendas that impact 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.

One of the purposes of the PSF 2023 (p2) is to provide a structure to support institutions and individuals in advancing higher education practices to meet the evolving needs of learners and society, such as acting in support of the United Nations Sustainable Development Goals.

Evidence for V4 at Descriptor 1 is really about demonstrating that you recognise that events within their daily life can impact your learners and that national or global issues have implications for programme design and the activities used in learning and teaching. You will want to demonstrate that you understand factors impacting your learners and why they are important to the learner experience and/or wider context.

Examples of practice relevant to V4

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

* Discussion of factors impacting on learners’ engagement in learning and examples where you have signposted resources and support mechanisms that they can access to help eg study support, student support services, well-being support
* Highlighting of regulations and standards which apply to your specific responsibilities and examples demonstrating that you follow them as necessary. Examples you refer to might include PSRB requirements, Health and Safety or control of hazardous substance regulations, equality legislation
* Examples showing how you have adapted programme materials or learning support resources to pitch the material to the appropriate level according to national Credit frameworks
* Examples of topics or issues you include within learning activities that consider and respond to global challenges; for example, to promoting sustainability in line with the UN Sustainable Development Goals where these are relevant to your subject and programme
* Ways in which you support learners to prepare for employment; for example, by conducting training needs analyses to identify gaps in their portfolio of skills and encouraging them to take advantage of relevant development opportunities.

Whatever examples you discuss, you should indicate how your learners have responded to the activities or service you have used or any adaptations you have made. Showing evidence of any positive impact on their engagement, learning and/or achievement will help demonstrate the effectiveness of your practice.

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?
* What did I know about the current agendas and key priorities at a local level (department, school, faculty, etc.) / at an institutional level / at a national or international level / linked to professional bodies? In what ways were these relevant within the scope of my work and influenced what I did?
* Did I help my learners to develop knowledge, understanding and skills to play their part in ensuring a sustainable world?
* What regulations, standards or requirements did I adhere to in my area of practice?

**V5: In your CONTEXT, show how you collaborate with others to enhance practice**

What is this Professional Value about?

Collaborating and working with others is often very much a feature of higher education, and V5 is intended to focus on the ways in which collaborating with others is a positive aspect of your work in relation to teaching and/or supporting learning.

At Descriptor 1 your focus may be on support and guidance received from more experienced colleagues or on work you do with others as part of a team.

You might also focus on collaboration with people who work in different teams from you. Collaboration across academic staff and other staff teams that support learning, can be important to solve learning and teaching issues and the development of work-relevant skills.

You might also focus on what you have learnt from your learners, as they can often provide useful insight into strengths and weaknesses of your approaches and help you to see your own practice from a different perspective. They may also provide examples to include in your future work, which can enhance the learning of other learners.

Your collaboration with others may be online and synchronous or asynchronous, for example through social media, online forums or other online communities.

In providing evidence of this Professional Value you will, as always, want to explain the context you work in and your role which will significantly impact who you work with and/or collaborate with. In discussing your collaboration, you should very clearly indicate your own contribution, and the effectiveness of the part you played.

Examples of practice relevant to V5

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

* learning you have gained through communication with colleagues (eg colleagues, tutors, co-teachers, previous educators), resulting changes you made to your practice and positive results this had for learners
* instances where you asked for help, perhaps to address a particular challenge you faced, how you acted on the help received and the way(s) in which it helped
* any opportunities you have had to work as a member of a team or with other teams across the institution (eg learning development teams or librarians), to develop appropriate examples, resources and/or activities or a set of support materials
* any opportunities you have had to work with colleagues on your team for example to design sessions or activities or share feedback approaches
* examples of learning from your professional networks (eg by contacting former workplace colleagues or attending conferences) to enhance the workplace relevance or currency of activities or resources
* learning gained through participating in teaching quality activities (eg peer review of teaching; reflecting on teaching through collaborative processes; participating in team-based moderation activities)
* learning gained from scholarship activities undertaken with others (eg participating in a ‘journal club’ or shared exploration of innovative approaches to an aspect of teaching).

Consider these questions to help you generate evidence:

* Who helped me in my work? and what did I learn from them that had a positive impact on my practice? (eg work with a line manager or mentor or colleague(s) from another team)
* How have I used opportunities to work with others to share ideas and learn more about my area of practice?
* Have I observed colleagues or been observed? What did I learn and how did I use this insight to enhance my practice?
* What have I learnt from learners? What useful feedback have I received about my practice and how did I use this insight to enhance my practice?
* How have I worked alongside other colleagues to make sure that I provide a consistent experience for learners?
* How do I know that collaboration with others has enhanced my practice and learner outcomes?

## Evidencing forms of Core Knowledge (Ks)

PSF 2023 Dimensions include five forms of Core Knowledge (K1-K5); information and ways of knowing, influenced by context, applied to practice in teaching and / or supporting high- quality learning in higher education, including practice-based, disciplinary, professional and indigenous forms of knowledge.

For **Descriptor 1.2** (Associate Fellowship) you need to provide evidence that shows how you **apply** Core Knowledge in your practice, including **at least K1, K2 and K3**.

**In your CONTEXT, apply knowledge of:**

* K1: how learners learn, generally and within specific subjects
* K2: approaches to teaching and/or supporting learning, appropriate for subjects and level of study
* K3: critical evaluation as a basis for effective practice
* K4: appropriate use of digital and/or other technologies, and resources for learning
* K5: requirements for quality assurance and enhancement, and their implications for practice.

**K1: In your CONTEXT, apply knowledge of how learners learn, generally and within specific subjects**

What is this Core Knowledge about? (**note: K1 is required for Descriptor 1**)

K1 is about demonstrating how your HE practice is informed by an understanding of how learners learn in your context. It is important to give specific examples to show how this knowledge enables you to teach and/or support learning effectively.

The evidence you provide may focus on one or more of the following:

* what you know about the characteristics of your learners (such as mature learners, recent school leavers or workplace learners), and how this has influenced your effectiveness in teaching / supporting learning
* what you know of learners’ perspectives about how they learn (beyond your own experience as a learner), and how this has influenced your practice
* aspects of your subject knowledge or industry / professional expertise that have helped you to be effective in teaching or learning support
* how you have taken account of theory or research evidence about how learners learn in higher education as part of effective practice.
* where you have drawn on diverse forms of knowledge and cultural beliefs about education in your context, and where relevant, how you have recognised indigenous people’s knowledge and understanding.

Although long theoretical discussions are not expected, it is important to explain and justify your rationale for the approaches you use with your learners, referring to particular theories of learning, frameworks, models, or professional guidelines, and explain how they contribute to your effectiveness. For example, you might describe how you used theories of learning in a particular task or activity to help your learners become critical thinkers, explaining why your approaches were applicable to your context.

Examples of practice relevant to K1

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues, but examples might include discussion of:

* applying learning theory to encourage learners to engage actively in learning
* drawing on your subject, industry or professional knowledge to make effective feedback available to learners
* helping learners to learn effectively within particular activities (eg simulations, small group discussions) based on theories, frameworks or models
* effectively responding to a specific challenge about how learners learn in your context
* effectively supporting learners during induction, or at other key transition points, in a manner that reflects your knowledge of how learners learn
* professional development that has changed your perspectives about how learners learn, and how it has contributed to your effectiveness.

Consider these questions to help you generate evidence:

* What have I learned about how learners learn in higher education – either generally, at specific levels (eg first year), or in specific subjects or professional fields?
* How did I learn it? (eg learner perspectives, own research or study, industry experience, professional development, conferences, personal observation)
* Were there characteristics of my learners that were important for me to take into account in my planning and delivery?
* Have I gained knowledge of approaches that are especially helpful to learning in specific subjects / fields?
* Were there any common learner misconceptions or challenges that were important for me to be aware of and to respond to?
* How did I apply the above knowledge to carry out my responsibilities? (eg teaching, learning support, research supervision, designing curriculum, staff professional development)

**K2: In your CONTEXT, apply knowledge of approaches to teaching and/or supporting learning, appropriate for subjects and level of study**

What is this Core Knowledge about? (**note: K2 is required for Descriptor 1**)

K2 is about demonstrating that you bring to your practice an appropriate knowledge base of approaches to teaching and/or supporting learning. It is important to give specific examples to show how this knowledge base enables you to teach and/or support learning effectively.

Possible areas of focus include:

* how you have drawn on a theoretical principle or model to help you successfully design resources, or plan activities
* how you effectively applied knowledge of a pedagogic approach, whether general or context, subject, or profession-specific
* how your approach to teaching and/or supporting learning has reflected a knowledge of professional or industry practices and requirements
* how knowledge of effective practice helped you to assess learners’ work or to give feedback to learners
* how scholarly activities like collaborating with colleagues or attending a conference have helped your practice and benefited learners
* the contribution of professional development, formal or informal, to your knowledge of approaches to teaching and/or supporting learning.

It is important to include the rationale for the approaches you use with your learners, referring to how particular theories (or frameworks/ models/ professional guidelines, etc.) have influenced your practice, and to include evidence of the impact on learning.

The examples you provide should demonstrate how your knowledge is appropriate for your learners, for the context and level of your practice (eg the module and programme and the year of the learners), and where relevant, for the subject or professional field.

Although your teaching and/or support for learning may be overseen by more experienced colleagues, it should be clear from the evidence you present that your practice is informed by your own knowledge base.

Examples of practice relevant to K2

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues, but examples might include discussion of:

* using a specific pedagogic approach (such as simulations or small group discussions) in teaching and/or supporting learning. It is understood that you may not have initiated or planned activities yourself; the emphasis is on how you approached them, working from your own knowledge base, and how learners responded
* using authentic workplace resources and activities within your teaching and/or learning support practice, and how they have helped your effectiveness
* varying your approaches to teaching and/or supporting learning depending on the context, the academic level of study and learner needs, and where appropriate, the subject
* applying learning from a professional development activity in teaching and/or supporting learning and explaining what the outcomes were.

Consider these questions to help you generate evidence:

* What approaches to teaching and/or supporting learning did I use? (appropriate for subject and level of study)
* Why did I use them, and how did I come to know about them (eg own research or study, professional development, conferences, mentoring from colleagues)?
* How did I know these approaches were beneficial and appropriate for the context, level of the learners, and where relevant, the subject?
* How did I apply this knowledge in my teaching or learning support practice? eg How does it inform my planning of learning activities, teaching and/or supporting learning, or assessment and feedback? How have I adjusted my approaches in circumstances where learners are having difficulty?

**K3: In your CONTEXT, apply knowledge of critical evaluation as a basis for effective practice**

What is this Core Knowledge about? (**note: K3 is required for Descriptor 1**)

K3 is closely related to V3, as part of explaining why you do what you do, in the way that you do it. K3 is about how, and on what basis, you critically evaluate the effectiveness of your practice in teaching and/or supporting learning. Here, the word “critically” means “in a balanced way” ie acknowledging both strengths or achievements and limitations or potential improvements.

For K3, it is important to show that you make evaluative judgements about your practice based on evidence. You also need to show that you take action to adjust your approaches as a result.

Evaluation is about asking how far, to what extent, or in what circumstances, particular approaches are effective. Quality of evidence and balanced evaluation are more important than quantity.

It is important to also show that your evaluation has been informed by scholarship or research or professional learning or other evidence-informed approaches (see Professional Values, V3).

It is understood that you will not be able to access information beyond the scope of your role and that some or all of your evidence may be collected informally. For example, you may not have access to learners’ final marks or grades or to formal surveys, so may have judged learners’ performance and perceptions based on data you collected informally.

Examples of practice relevant to K3

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues. Your evidence may focus on how you evaluated:

* your contributions to learner support services or initiatives
* how effectively you taught a particular topic or activity, or carried out research supervision
* the design of learning materials or planning of learning activities.

Possible sources of evidence you might use include:

* learner perceptions of their learning and feedback
* your own observations
* discussions with colleagues
* data you have collected or sourced from university systems
* data collected about the effectiveness of a particular approach to teaching and/or supporting learning via a research project or scholarly activity
* publications you have consulted
* formal evaluations of modules, units or programmes of study
* moderation of marking
* feedback from industry partners
* evidence from external evaluation or peer review of teaching
* formal or informal assessment of learners’ academic progress or performance
* evidence of improved outcomes following approaches you have adopted as a result of seeking mentoring and feedback from peers
* observing a colleague’s practice, evaluating what works and doesn't and applying this learning to your own practice.

Consider these questions to help you generate evidence:

* What indications of learner progress and academic performance were available to me?
* How did learners respond to different approaches I took in teaching and/or supporting learning? How did I know?
* What have I learnt from colleagues about the strengths of my practice or areas that I need to develop further, either from feedback or through discussions during professional development workshops?
* How was my evaluation informed by scholarship or research or professional learning or other evidence-informed approaches?
* What did I learn from the evidence I collected, and how did I judge success? What did I do differently as a result?

**K4: In your CONTEXT, apply knowledge of appropriate use of digital and/or other technologies, and resources for learning**

What is this Core Knowledge about?

K4 is about knowledge of appropriate use of digital and/or other technologies, and resources for learning.

For K4, it is important to show that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning. Give specific examples to show how this aspect of your knowledge base enables you to teach and/or support learning effectively.

Your examples need to demonstrate an understanding of appropriate uses of technologies and resources in teaching and/or supporting learning, as opposed to simply listing tools or software. Show how your knowledge has informed your practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field.

Examples of practice relevant to K4

The evidence you provide at Descriptor 1 will be influenced by the context you work in and your role. Examples of areas of focus include:

* how you incorporated technologies and resources in your practice based on a knowledge of their pedagogic value and limitations – eg using webinars, videoconferencing, forums, or blogs etc. or using live polls or online discussions within synchronous interactions with learners
* how you planned effectively to ensure the necessary resources were available to learners, including learners with disabilities
* how you promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
* how you drew on support and guidance services for learners and staff relating to technologies and resources
* how knowledge of subject- or profession-specific applications of technology contributed to your effective practice
* how you have supported learners to understand the reports from text similarity detection systems and to use them developmentally.

Consider these questions to help you generate evidence:

* What resources and technologies did I use in my teaching or support for learning?
* In what ways did I apply my knowledge of appropriate technologies and resources? In what ways was this aspect of my practice effective?
* How did I make sure learners could use technologies and resources effectively, ethically and safely, whether face-to-face or online?
* How did I promote access and accessibility for learners, including learners with disabilities?
* In what ways have my own skills and capabilities developed through the use of resources and technologies in teaching / supporting learning?

**K5: In your CONTEXT, apply knowledge of requirements for quality assurance and enhancement, and their implications for practice**

What is this Core Knowledge about?

K5 is about the expectations of quality assurance and quality enhancement that apply in your context, and the implications across the broad range of your practice.

A common definition of quality assurance is that it involves taking deliberate steps to adhere to regulations or standards, to ensure the quality of the learner experience is appropriate for learners. In a similar way, quality enhancement is often defined as making continuous improvements that extend and improve practice and the learner experience.

Understandings of, and approaches to, quality assurance and quality enhancement vary in different national contexts.

The moderation of assessment marks / grades is one common procedure that subjects, professional fields and institutions adopt to ensure adherence to expectations of quality and promote improvement, but there are many others.

At Descriptor 1, K5 is really about demonstrating an understanding of how requirements for quality assurance and quality enhancement are relevant to your practice, and why they are important for the learner experience and the broader context of higher education.

Quality assurance and quality enhancement requirements may be formal or informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory or clinic safety, and marking moderation, alongside more formal processes.

Examples of practice relevant to K5

The evidence you provide at Descriptor 1 will be strongly influenced by the context you work in and your role. Examples might include:

* discussion of your involvement in learner experience surveys
* examples of your involvement in quality assuring curriculum, resources and materials (this might be as simple as a check-in with your supervisor before you deliver an activity)
* discussion of your involvement in moderation processes for assessments and example(s) showing how this has positively impacted your marking practice
* discussion showing how you align learning activities and/or assessments with the intended learning outcomes of a module / unit or programme, or with professional body requirements
* discussion of measures you adopt to ensure safe working in a laboratory session, practical activity, clinical or workplace learning context.

Consider these questions to help you generate evidence:

* What do I know of professional, institutional and/or national standards or requirements that apply to the work I do in teaching and/or supporting learning?
* What makes these requirements important?
* In what ways do they influence me and how do I take account of them in my practice?
* How have I ensured that activities for which I was responsible met the expectations for quality assurance and quality enhancement that apply in my context?

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