**The UK Professional Standards Framework: Summary View of the relationships between AFHEA, FHEA, SFHEA and PFHEA: Phil Race and Sally Brown, updated 13th November 2017**

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| **Areas of Activity****A1 Design and plan learning activities and/or programmes of study****A2 Teach and/or support learning****A3 Assess and give feedback to learners****A4 Develop effective learning environments and approaches to student support and guidance****A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**  | **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**  | **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** |

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| **Descriptor 1:****Associate Fellow** | **Guidance**  | **Descriptor 2:** **Fellow** | **Guidance** | **Descriptor 3:****Senior Fellow** | **Guidance** | **Descriptor 4:****Principal Fellow** | **Guidance** |
| **Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.****Individuals should be able to provide evidence of:****I. Successful engagement with at least two of the five Areas of Activity****II. Successful engagement in appropriate teaching and practices related to these Areas of Activity****III. Appropriate Core Knowledge and understanding of at least K1 and K2****IV. A commitment to appropriate Professional Values in facilitating others’ learning****V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities****VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities** | **Individuals able to provide evidence of effectiveness in relation to their professional****role(s), which, typically, will include at least some teaching and/or learning support****responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers****or mentors. Typically, those likely to be at Descriptor 1 (D1) include****a. Early career researchers with****some teaching responsibilities (e.g. PhD students, GTAs, contract****researchers/ post doctoral researchers etc.)****b. Staff new to teaching (including those with part-time academic responsibilities)****c. Staff who support academic****provision (e.g. learning technologists, learning developers and learning resource/library staff)****d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities****e. Experienced staff in relevant****professional areas who may be****new to teaching and/or supporting learning, or who have a limited teaching portfolio** | **Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.** **Individuals should be able to provide evidence of:****I. Successful engagement across all five Areas of Activity****II. Appropriate knowledge and understanding across all aspects of Core Knowledge****III. A commitment to all the Professional Values****IV. Successful engagement in appropriate teaching practices related to the Areas of Activity** **V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice****VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices**  | **Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely****to be established members of one or more academic and/or academic-related teams.****Typically, those likely to be at Descriptor 2 (D2) include:****a. Early career academics****b. Academic-related and/or support staff holding substantive teaching and learning responsibilities****c. Experienced academics relatively new to UK higher education** **d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings** | **Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.** **Individuals should be able to provide evidence of:****I. Successful engagement across all five Areas of Activity****II. Appropriate knowledge and understanding across all aspects of Core Knowledge****III. A commitment to all the Professional Values****IV. Successful engagement in appropriate teaching practices related to the Areas of Activity****V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice****VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices****VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning** | **Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision.****Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:****a. Experienced staff able to demonstrate, impact and influence****through, for example, responsibility****for leading, managing or organising****programmes, subjects and/or****disciplinary areas****b. Experienced subject mentors and****staff who support those new to teaching****c. Experienced staff with****departmental and/or wider teaching and learning support advisory responsibilities within an institution** | **Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.** **Individuals should be able to provide evidence of:****I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments****II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings****III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning****IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)****V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices**  | **Individuals, as highly experienced academics,****able to provide evidence of a sustained and effective record of impact at a strategic****level in relation to teaching and learning, as part of a wider commitment to academic****practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:****a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning****b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning****c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution** |