



Higher Education
Academy

TRANSFORMING TEACHING
INSPIRING LEARNING



Recognising and Rewarding Successful Teaching

Using the UK Higher Education Academy
Professional Standards Framework (UKPSF) as a
mechanism for individuals to gain formal recognition

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This short presentation aims to

- > Provide a brief introduction to the Professional Standards Framework (UKPSF)
- > and the role the Higher Education Academy plays in supporting them
- > A short explanation about the four categories of HEA Fellowship
- > and how Fellowship is used within the UK, and increasingly in a global context, to recognise and reward teaching and the support of learning in Higher Education

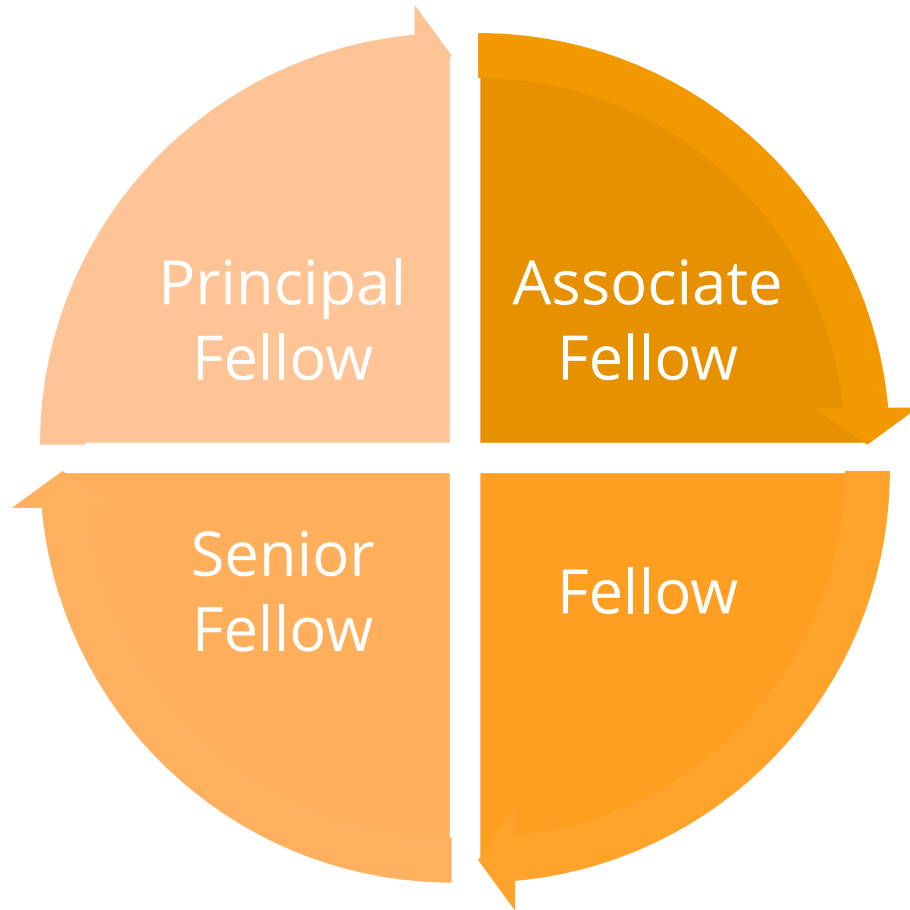


The Professional Standards Framework

- Describes the professional role of teaching & supporting learning in Higher Education
- Offers a practitioner perspective and a benchmark for continuing professional development
- Categorises the elements of teaching and supporting of learning in “Dimensions”
- Uses four broad “Descriptors” to describe four categories of Fellowship
- As an agreed ‘standard’, may be regarded as a professional credential required for tenure/promotion



The Descriptors denoting categories of Fellowship



- There are four categories of Fellowship:
 - Associate Fellow (descriptor 1)
 - Fellow (descriptor 2)
 - Senior Fellow (descriptor 3)
 - Principal Fellow (descriptor 4)
- **Fellowship categories are not hierarchical but linked to individual practice, experience, and the opportunities afforded through role and activities**
- Applications for recognition are most likely to be successful by considered choice of the appropriate descriptor
- Being familiar with the different descriptors also offers an opportunity for development and future aspirations

[UKPSF 2011](#) pp. 4 - 7

The Dimensions of the PSF



- > There are **3 core dimensions** of professional practice
- > These are:
 - ***Areas of Activity (5)***
 - ***Core Knowledge (6)***
 - ***Professional values (4)***
- > The three core dimensions have a number of elements each (in parentheses)
- > They outline the complexity of the professional role of a individual involved in teaching and support of learning in Higher Education
- > Although described individually, they interact with each other in the reality of professional practice

[UKPSF 2011](#) p. 2 & 3

Areas of Activity:



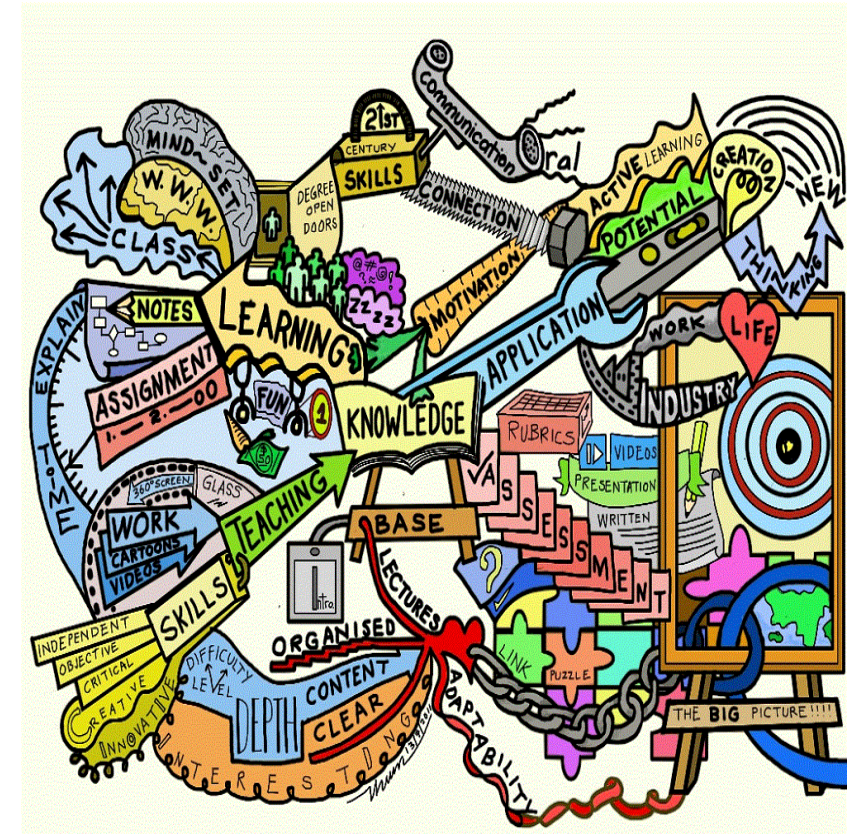
These professional activities outline what you do ... often as part of a cyclical process

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

Core Knowledge:

The six aspects of core knowledge that inform your practice are:

- The subject material (K1)
- Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme (K2)
- How students learn, both generally and within their subject/discipline areas (K3)
- The use and value of appropriate learning technologies (K4)
- Methods of evaluating the effectiveness of teaching (K5)
- The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching (K6)



Professional Values

The professional values that should explicitly underpin teaching and supporting learning are:

- Respect individual learners and diverse learning communities (V1)
- Promote participation in Higher Education and equality of opportunity for learners (V2)
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)
- Acknowledge the wider context in which Higher Education operates recognising the implications for professional practice (V4)



Role of the Higher Education Academy

- The HEA **recognises** individuals who provide evidence to show how they meet the standards and gain Fellowship, and keeps a **record of all those holding Fellowship**
- There are 2 alternative routes to gain Fellowship:
 - The **direct application** route, submitting a claim for fellowship to the HEA
 - By successful completion of an **accredited institutional programme** or **CPD scheme**
- The HEA accredits institutional programmes that meet a set of specific criteria



Overview of Current Numbers of Fellows

**Total number
recognised –
80,000**



Principal Fellows – 500+



Senior Fellows – 5000+



Fellows – 60,000+



Associate Fellows – 15,000+

International Fellows of the HEA

