

A brief history of the Professional Standards Framework for teaching and supporting learning in higher education: Stages of development

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Acknowledgments

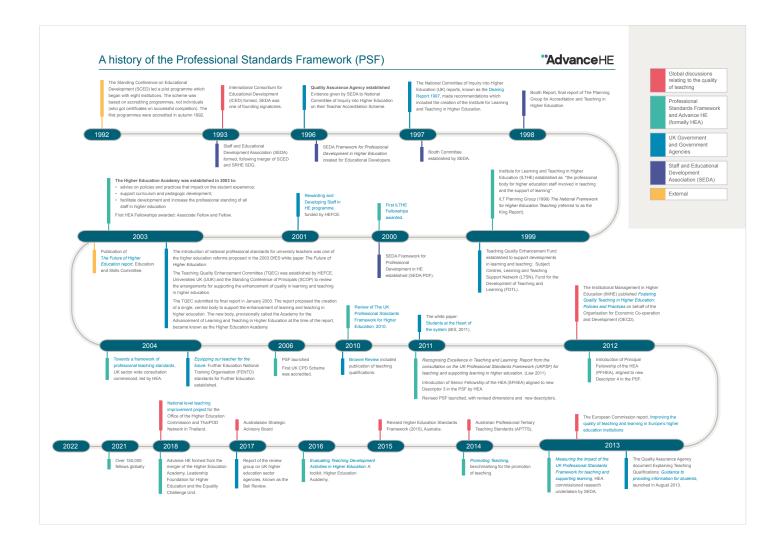
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A history of the Professional Standards Framework (PSF)

Ahead of reading this report, you may want to review this infographic which provides a visual representation of the history of the PSF, and highlights key dates. You can access the <u>infographic</u> by clicking the image below.



1 Introduction

The Professional Standards Framework for teaching and supporting learning in higher education (PSF) was launched in 2006, and during this time there have been many changes in the global higher education (HE) sector. This history provides a commentary on the PSF's creation, evolution and growing impact within global higher education.

It will highlight the milestones in the PSF's development and adoption as a global framework, beginning with a summary of staff development activities supported by organisations such as the Staff and Educational Development Association (SEDA), the UK branch of International Consortium for Educational Development (ICED), and the UK government-commissioned reports prior to the introduction of the PSF. The paper will then take the reader through the development of the PSF in 2006 to the latest version published in 2011. It will locate the developments of the PSF in parallel with the discussions in the global context on quality of teaching in HE.

2 Developing the quality of teaching in higher education

In the UK in 1990 a teacher accreditation scheme was planned and developed by the Standing Conference on Educational Development (SCED). A pilot programme began with eight institutions. The scheme was based on accrediting professional development programmes rather than individuals, with the first programmes accredited in late 1992. Simultaneously, a steering group was set up for the scheme, which was launched nationally in 1993. The Staff and Educational Development Association (SEDA) was created in May 1993, following the merger of SCED and the Staff Development Group of the Society for Research into Higher Education (SRHE). During this year, the International Consortium for Educational Development (ICED) was formed to promote good practice in higher education, of which SEDA was one of the founding signatories.

The SCED, and later SEDA, teacher accreditation scheme was not intended to prescribe a particular form of programme of training for teachers in higher education. The scheme identified and assessed the underpinning principles, values, objectives and outcomes of the programmes. In 1996 SEDA launched The Professional Development in HE award. At the same time, colleagues from SEDA presented evidence of the teacher accreditation scheme to the National Committee of Inquiry into Higher Education (commonly referred to as the Dearing Report, 1997). The Dearing Report, commissioned by the UK government, was the largest review of HE in the UK since the 1960s. The Booth Committee, established by SEDA and the Association for University Teachers (AUT, which later became the University and College Union (UCU)), was formed in 1998 to create a national teacher accreditation framework. SEDA and AUT held an extensive sector-wide consultation which led to a revised teacher accreditation scheme.

In 1997, the Dearing Report made recommendations to reform significantly the future of UK HE for the next two decades. Professionalism of teaching in HE was an important theme. The recommendations included the creation of the Institute for Learning and Teaching in Higher Education (ILTHE).¹ ILTHE was established as "the professional body for higher education staff involved in teaching and the support of learning". An ILTHE planning group was set up to look at the National Framework for Higher Education Teaching. One of the functions of the ILTHE was to accredit programmes of "training for higher education". Five criteria were used for programme accreditation and individual membership of ILTHE, which were similar to the areas of activity currently found in the dimensions of the PSF. The first ILTHE Fellowships were awarded in 2000 (Atkin, 2018).

3 Creating the PSF

Discussions about the need for national standards for teaching in higher education, to enhance the credibility of the profession, continued in the UK. The introduction of national professional standards for university teachers was one of the HE reforms proposed in the 2003 white paper The Future of Higher Education (Department for Education and Skills, 2003).

The Teaching Quality Enhancement Committee (TQEC) was established by the Higher Education Funding Council for England (HEFCE), Universities UK (UUK) and the Standing Conference of Principals² (SCOP) to review the arrangements for supporting the enhancement of quality in learning and teaching in HE. The TQEC submitted its final report in January 2003 (Teaching Quality Enhancement Committee, 2003). The report proposed the creation of a single, central body to support the enhancement of learning and teaching in higher education. The new body became known as the Higher Education Academy (HEA).

The HEA was established to:

- + advise on policies and practices that impact on the student experience
- + support curriculum and pedagogic development
- facilitate development and increase the professional standing of all staff in higher education (TQEC, 2003).

HEA Fellowships were created as successors to the ILTHE Fellowships. The Fellowships linked closely to the aims of the HEA and encouraged the development of professional standing of all staff in HE. The first HEA Fellowships were awarded in 2003 based on submission of a reflective account of their individual practice but not against a standards framework.

- 1 ILTHE was the forerunner of the Higher Education Academy, which later merged with the Equality Challenge Unit and the Leadership Foundation for Higher Education to become Advance HE.
- 2 Later to become Guild HE.

In 2004, the HEA was approached by the UK higher education funding bodies³ to undertake a UK sector-wide consultation to develop a standards framework for staff who teach and support learning, following the UK government white paper The Future of Higher Education (DfES, 2003). The initial consultation began with the paper Towards a Framework of Professional Teaching Standards (Universities UK, 2004). The funding councils supported the view that the HEA should incorporate the anticipated framework into the accreditation process for HE programmes for new academics, such as the Postgraduate Certificate for Learning and Teaching in higher education (PGCLTHE) or Postgraduate Certificate for Academic Practice (PGCAP).

Respondents to the initial consultation identified key elements for its future success, namely:

- + peer-based external recognition
- + working with institutional missions and strategies
- enabling creativity and innovation
- inclusive of all staff who support both undergraduate and postgraduate student learning.

These remain integral to the current version of the PSF.

Further sector-wide consultation, a Standards Framework for Teaching and Supporting Student Learning In Higher Education: Consultation Document (HEA, 2005) involved more than 156 institutions and organisations across the UK. The consultation meetings with stakeholders included SEDA, Heads of Educational Development (HEDG), leads from PGCLTHE and PGCAP, along with higher education funding bodies. An external stakeholder group was also set up, which included representatives from:

- Association of Colleges
- Association of University Teachers
- Department for Education and Skills (DfES)
- Lifelong Learning Sector Skills Council
- + Educational developers
- + Higher Education Funding Council for England (HEFCE)
- Higher Education Funding Council for Wales (HEFCW)
- + Higher Education Staff Development Agency
- Higher Education Wales

³ HEFCE, Higher Education Funding Council for Wales (HEFCW) and Scottish Education Funding Council (SFC), formally known as the Scottish Further and Higher Education Funding Council.

- Higher Education Academy (Generic Centre and Subject Centres)
- + Higher Education Academy (formally ILTHE)
- + ILTHE accreditors
- National Association of Teachers in Further and Higher Education
- + Quality Assurance Agency for Higher Education (QAA)
- + SCOP
- + SEDA
- + Scottish Higher Education Funding Council (SFC)
- + Universities Scotland
- Universities UK (UUK).

All sectors welcomed the recognition of teaching in higher education, and recognition of the distinctive needs, culture and values to support student learning.

The final report was published in 2005 and the UK Professional Standards Framework for teaching and supporting learning in higher education launched in 2006. The PSF (2006) was endorsed by the HEA owners: Guild HE, Universities UK and funders: HEFCEW, SFC, HEFCE and the DfES

Figure 1: Original standard descriptors from the PSF (2006)

Standard descriptor	Examples of staff groups
1. Demonstrates an understanding of the student learning experience through engagement with at least two of the six areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities.	Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity.
2. Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/ or professional practice into those activities.	Staff who have a substantive role in learning and teaching to enhance the student experience.
3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities.	Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience.

The PSF 2006 consisted of standard descriptors (SD) and dimensions. The HEA Fellowships aligned with the standard descriptors: SD1 Associate Fellowship and SD2 Fellowship.

Figure 2: Original dimensions of the PSF (2006)

The 17 dimensions of the framework consisted of areas of activity, core knowledge and professional values.

Areas of activity

- 1. Design and planning of learning activities and/or programmes of study
- 2. Teaching and/or supporting student learning
- 3. Assessment and giving feedback to learners
- 4. Developing effective environments and student support and guidance
- 5. Integration of scholarship, research and professional activities with teaching and supporting learning
- 6. Evaluation of practice and continuing professional development

Core Knowledge

Knowledge and understanding of:

- 1. The subject material
- 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- 3. How students learn, both generally and within their subject/disciplinary area(s)
- 4. The use of appropriate learning technologies
- 5. Methods for evaluating the effectiveness of teaching
- 6. The implications of quality assurance and enhancement for professional practice

Professional values

- Respect for individual learners
- 2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
- 3. Commitment to development of learning communities
- 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
- 5. Commitment to continuing professional development and evaluation of practice

The areas of activity were similar to those found in the initial ILTHE Fellowship requirements.

4 Review of the PSF 2006

The narrative about teaching standards in higher education continued in 'Securing a Sustainable Future for Higher Education: an independent review of higher education funding and student finance', commonly known as the Browne Report (2010), which again emphasised the importance of initial training for teachers in HE. It confirmed the role of the PSF in the likes of PGCLTHE and PGCAP and their alignment to meeting "a nationally recognised minimum standard" (Browne, 2010, 45). The Browne Report emphasised the importance of HEA accredited programmes and encouraged their availability to a wider range of staff, including researchers and postgraduate students with teaching commitments.

Under the guidance of HEFCE in 2010, the HEA was encouraged to continue "Professional recognition and accreditation of programmes against the revised UK Professional Standards Framework".

A review was pursued to ensure that the PSF remained robust:

- + to strengthen the Framework, ensuring it remains fit for purpose
- + to develop appropriate enhancements to the Framework, including, for example linkages with reward and recognition processes (Higher Education Academy, 2010, 3).

Feedback was sought from across the sector during the scoping and planning for the PSF review⁴. A wider consultation was then held consisting of 12 questions (see Appendix 1). There were 205 responses to the consultation comprising:

- + 85 from individuals
- + 30 from sector bodies and organisations
- + 90 from HE institutions.

As a result of the consultation, the dimensions in the Framework were amended for additional clarity and a new descriptor introduced: Descriptor 4. A summary of the changes made following the review of PSF 2006 can be found in Appendix 2.

The overall conclusion of the review was that the PSF was embedded and "demonstrate[s] its fitness for purpose in the context of ongoing changes and challenges facing HE institutions and their staff and students" (Law, 2011, 11). It recommended PSF should meet the needs of a wider community in higher education, including those leading learning and teaching.

4 Initial soundings were taken from across the sector as part of the HEA's scoping and planning preparations for the PSF review. Those invited to offer comment included all vice chancellors and other senior institutional managers; subject specialists (through a survey of academic staff across the HEA's subject network); colleagues representing a variety of HE interest groups concerned with professional development, including those working in staff and educational development roles; and the chair and members of the HEA's Board, Academic Council and Senior Fellowship Committee. In addition, a PSF Advisory Group was convened to contribute to the initial planning and focus of the review (Higher Education Academy, 2010, 4).

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	e 2006 PSF received endorsement from relevant funders and UK sector-wide the support of the National Union of Students (NUS).
e revised PSF v	vas launched in November 2011 (See Appendix 3 for details).

5 Measuring the impact of the PSF

In 2012, the HEA commissioned independent research by SEDA: Measuring the impact of the UK Professional Standards Framework for teaching and supporting learning (Turner et al, 2013). This was large scale, sector-wide research which reflected the sector's thinking and experience. Their findings identified the value of the PSF:

An overwhelming majority of respondents (84%, n=68) claimed that the PSF had led to changes to academic development, learning, teaching or the student experience within their institution for which they had evidence.

(ibid, p7)

The following reasons were given by those interviewed:

- + it is a means of asserting one's identity as a teaching-focused academic
- + it is a means of recognising teaching, particularly in an institution with a strong research focus
- + it is flexible, inclusive and expressed in accessible language
- it can be a unifying qualification in institutions where staff may come with many different qualifications (for instance, in an HE in FE context)
- + it has national currency and staff increasingly include it in their CVs and job applications
- + as a national framework, it can demonstrate parity between HEIs
- the resources available to HEA Fellows are useful
- the framework helps to get people talking about education. It provides a common language.
 It can provide a focus within a discipline and across disciplines
- + it has helped to broaden understanding of what it means to be a professional educator
- it has stimulated educational research in the disciplinary field.

The impact on HEIs of the revised PSF found that the PSF has been influential across the sector in changing institutional practice in four main areas:

- shaping accredited courses
- + influencing institutional CPD frameworks
- + supporting reward and recognition
- influencing institutional strategy and policy.

The enduring nature of the PSF demonstrates that it:

- has long established outcomes, where the areas of activity are underpinned by values and articulated by core knowledge
- + has expanded applicable contexts, in terms of roles, responsibilities, organisations and disciplines
- is transnational and crosses cultural boundaries, as evidenced by the range of countries engaging with the PSF
- is now embedded in professional development and career profiles within higher education.

By 2013, the PSF had become well-established in the UK higher education sector. This is evidenced by the adoption of programme accreditation underpinned by the PSF, such as PGCLTHE and PGCAP, and an increase in Fellowships, many of these achieved through accredited institutional continuing professional development schemes.

The recently published report Assessing the Impact of Accreditation on Institutions and the accompanying literature review (Spowart et al, 2020) indicated that the significant factor in the impact of accreditation was institutional buy in, which was often seen where the PSF was embedded in promotion and probation policies and supported by educational development units. The most commonly cited means of embedding the PSF were:

- + alignment of the PSF to institutional strategic objectives, such as key performance indicators
- + alignment of fellowship awards/categories to promotion and probation policies
- + target setting in relation to the number of HEA fellowships desired at the institution (usually on a percentage basis or annual quotas)
- + the embedding of the PSF into performance appraisals (eg as targets for individuals) (Spowart et al, 2020, 5).

The data on the growth of PSF aligned Fellowships gives an indication of the scale of engagement globally with the PSF.

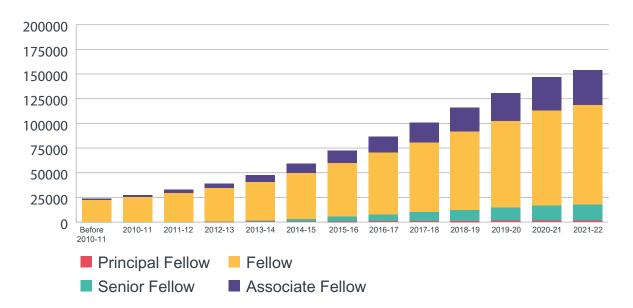


Figure 5: The growth in Fellowships aligned to PSF

Over recent years, there has been a growing global interest in the PSF, accreditation and Fellowships. There are now:

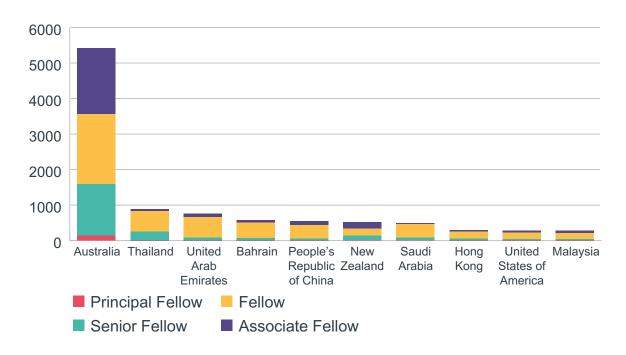
- + 148 institutions with CPD Schemes (128 UK/19 Non UK)
- + 332 taught credit-bearing programmes accredited.

All of which are aligned to the PSF.

Figure 6: Map demonstrating the global reach of the PSF and aligned Fellowships



Figure 7: Top 10 Fellowship holders outside the UK as at 31 July 2021



6 Global discussions on teaching quality and the PSF

The focus on teaching quality, professional development and professional recognition has been a priority across the globe. There have been many national and regional initiatives, some drawing on the PSF. The following initiatives do not form a definitive list but provide a good indication of the global drive to improve the quality of teaching and learning in higher education and emphasise the importance of recognising teaching within the sector globally.

The discussions surrounding teaching quality triggered the formation of the International Consortium for Educational Development (ICED) in 1993, whose purpose was to "develop teaching and learning methods in higher education through international collaboration between existing national education development networks" (Mason O'Connor, 2016, 116).

ICED was made up of established national educational development organisations:

- + Australasia Higher Education Research and Development Society of Australasia (HERDSA)
- Canada Society for Teaching and Learning in Higher Education (STLHE)
- + Germany Arbeitgemeinschaft fur Hochschuledidactic (AHD)
- UK Staff and Educational Development Association (SEDA)
- + USA Professional and Organisational Development (POD).

There has been a strong interest in the improvement of teaching and learning in Thailand, since the [former] Office of the Higher Education Commission (OHEC) created a policy in 2004 to develop the teaching profession in Thai higher education. More recently, with the steer from the former Minister of Education, Advance HE was involved with the OHEC delivering a national teaching programme for faculty members from more than 20 Thai universities (Advance HE, 2018, Advance HE, 2019). During this time, participants were introduced to the PSF and have since shared this knowledge with their colleagues. Some universities have now adopted the PSF and continue to work with Advance HE. Thailand now holds the second highest number of PSF aligned Fellowships outside the UK (Advance HE, 2021).

In Australia, during the time of the 2010 review of the PSF, there was a consultation and review of the Higher Education Standards Framework by the Tertiary Education Quality and Standards Agency (TEQSA). The Higher Education Standards Framework 2015 (TEQSA, 2015) provided core characteristics for the provision of higher education in Australia. The Australian Office of Learning and Teaching (OLT) also funded work to develop a Quality Teaching Framework to encourage culture change relating to HE teaching to improve the profile of learning and teaching, and support quality teaching. The projects included rewarding and recognising quality teaching, learning through developing teaching and learning performance indicators, measuring the effectiveness and impact of professional development and the Australian University Teaching Criteria and Standards project (Chalmers et al, 2014).

The Organisation for Economic Co-operation and Development (OECD) was also focusing attention on the quality of teaching through its higher education leadership programme. The guide Fostering Quality Teaching in Higher Education: Policies and Practices was published by the Institutional Management in Higher Education (IMHE) in 2012 (Hénard and Roseveare, 2012). Its definition of quality teaching aligns closely with those found in the PSF: effective curriculum design, learning contexts, effective assessment and feedback, student support and learning environments.

Alongside the OECD discussions was the report to the European Commission (2013) Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions. The PSF is cited as acknowledging teaching as a skill and made a further recommendation that:

"All staff teaching in higher education institutions in 2020 should have received certified pedagogical training. Continuous professional education as teachers should become a requirement for teachers in the higher education sector"

(ibid, 31)

This recommendation is not dissimilar to the embedded nature of accredited programmes for those new to teaching, alongside experiential recognition of teaching and support of learning through PSF aligned Fellowships awarded by Advance HE.

The National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland has also developed a National Professional Development Framework for all staff who teach in higher education (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016). The framework aims to empower staff to engage in meaningful professional development, enhance and develop pedagogy, contribute to transformative teaching and learning approaches and to "drive improvement in, and raise the profile, value and culture of learning and teaching across the Irish higher education sector". Like the PSF (2011), it is inclusive across academic disciplines, library, support staff and students who teach.

In 2017 within the United Arab Emirates (UAE), the Ministry of Education launched the National Strategy for Higher Education 2030 to develop technical and practical skills. The Strategy also identified 33 key initiatives to support the implementation phase (United Arab Emirates' Government portal, 2021). There has also been a focus on the quality of teaching and learning. Some parts of the UAE sector and across the different emirates have recognised the need to modernise teaching and learning approaches. More locally within HEIs the PSF and the aligned Advance HE Fellowships have been seen as a passport to teach or as a marker of quality. Some institutions are now using the PSF aligned Fellowships as a key performance indicator. Principal Fellowship is seen as a mark of recognition and status.

The Ako Aotearoa, the New Zealand government-funded organisation which supports HE learning and teaching, also aims to improve teaching quality in tertiary education and enhance learner success. It produced a report in 2019 looking at professional standards for tertiary teachers. The report recognised the reach of the PSF and how it has sector buy-in through consultation, rather than government imposition. The Ako Aotearoa report (Suddaby, 2019) recognised the interest in the PSF (2011)

expressed by some New Zealand tertiary institutions, and that engagement with PSF through institutional accreditation and recognition processes was best done voluntarily in order to gain traction.

The European Universities Association produced a feasibility study Promoting a European Dimension to Teaching Enhancement: a feasibility study from the European Forum for Enhanced Collaboration in Teaching (EFFECT) project (2019). The report recognised the work undertaken by Advance HE concerning its provision for developing teaching in HE.

The British Council report International Perceptions of the Teaching Excellence and Student Outcomes Framework noted that measuring excellence is challenging and means different things to different student groups in different contexts (Peak, 2019). The report highlights that teaching is more than outputs but a broad concept, involving "pedagogies, content and knowledge" (p15). These features are accommodated within the PSF through the areas of activity, core knowledge and professional values, which has enabled the PSF to cross boundaries and disciplines.

Establishing ways of developing and recognising teaching quality continues to be a global theme in higher education.

7 Conclusion

From the initial notion of a professional standards framework focusing on new academic staff teaching in HE, the PSF has developed globally to encompass colleagues who support learning to strategic leaders of learning and teaching. The framework's flexibility accommodates cultural differences and the context in which teaching and learning take place within the global community of higher education.

Measuring quality in global HE remains a contested concept and research suggests that it is important to recognise 'micro processes' that relate to an individual teacher's approach within their context (Greatbatch and Holland, 2016). These individual processes are found within claims for Fellowships, underpinned by the PSF, through Advance HE.

The PSF has made a sustained contribution to the HE sector, raising the profile of learning and teaching within global HE and featuring in reward and recognition of learning and teaching through career progression, probation and promotion, thus fulfilling the objectives of the review held in 2010.

The revised PSF (2011) has been in place for 10 years. In this time, global HE has gone through great change with technology, massification, digital learning, global massive open online courses (MOOCs), as well as a focus on sustainability, equality, diversity and inclusion; mental wellbeing in higher education; enterprise and employability; work informed learning (WIL) and, more recently, the impact of a global pandemic on student learning. There have been changes in academic career paths, expansion of higher apprenticeships and new approaches to higher education provision with alternative providers offering degree level courses.

Given the scale of change within higher education over the 11 years, it seems timely for the current 2011 PSF to be reviewed and refreshed.

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9 Appendix 1

Extract from Page 16 of Review of the UK Professional Standards (UKPSF) for Higher Education (Higher Education Academy, 2010): consultation paper on a revised framework and the guidance and advice relating to its application.

Summary of consultation questions

Consultation question (1)

Do you consider that the original aims of the UKPSF remain appropriate?

Consultation question (2)

- a. Comment is invited on both the content and structure of the revised UK Professional Standards Framework (Standard Descriptors) in Appendix 1.
- b. Comment is invited on the content and structure of the table in Appendix 2, which provides further underpinning detail regarding the Areas of Activity. Core Knowledge and Professional Values.
- c. Comment is also invited on the shorter and refocused title of the Framework.

Consultation question (3)

Comment is invited on the way in which the Framework addresses the importance of recognising the integrated nature of academic roles and responsibilities, whilst maintaining a strong and central role for teaching and learning within the UKPSF.

Consultation question (4)

Comment is invited on the proposed approach to initial training and professional development for external examining as part of the UKSPF.

Consultation question (5)

Comment is invited on the practical implications of introducing a formal requirement for subject/disciplinary based support for

- a. mentoring
- teaching observations
- c. discipline-focused module (or equivalent)

Consultation question (6)

Comment is invited on how far the guidance provided in the Framework is appropriate with regard to new and emerging technologies.

Consultation question (7)

Comment is invited on the location of the sustainability focus within 'global citizenship', one of the Framework's professional values.

Consultation question (8)

Comment is invited on the proposals under the section headed 'qualified to teach' with particular reference to their feasibility within, for example, the current economic and higher education policy climate.

Consultation question (9)

- a. Comment is invited on the potential use of anonymised information about higher education teaching staff qualifications and fellowships.
- b. Are there any potential benefits and/or drawbacks that you would identify?

Consultation question (10)

Comment is invited on the potential for greater collaboration with regard to professional standards related to teaching, between the Higher Education Academy and other professional bodies/associations.

Consultation question (11)

Comment is invited on the revisions to the Framework with respect to the Standard Descriptors, including the introduction of Standard Descriptor 4: Principal Fellowship.

Consultation question (12)

Comment is invited in relation to:

- a. The appropriateness of the potential criteria/indicators outlined in Appendix 4 and the degree to which these reflect the focus adopted within individual institutions.
- b. The appropriateness of the likely sources of evidence outlined in Appendix 4 and their potential value within individual institutions.
- c. Possible approaches to 'populating' the various career stages (ie how far any of the evidence sources might be seen within individual institutions as 'essential' or 'desirable' for particular career points).

10 Appendix 2

Extracts from pages 18 of the Review of The UK Professional Standards Framework (UKPSF) for Higher Education (2010)

Standard Descriptor 1 aligned with Associate Fellow

Changes made

Provides clear evidence of an understanding of specific aspects of effective teaching and/or learning support methods and the student learning experience. This is achieved through:

- engaging with at least two of the five areas of activity
- demonstrating appropriate core knowledge and understanding of at least the following areas
 of core knowledge: (1) How students learn both generally and in the subject, and (2) The subject
 material

Standard Descriptor 2 aligned with Fellow

Provides clear evidence of a clear understanding of and the effective use of relevant teaching and learning support methods as a key contribution to high quality student learning experiences. This is achieved through:

- engaging in relevant practices across the five areas of activity
- demonstrating appropriate knowledge and understanding across all aspects of core knowledge
- demonstrating a commitment to all the professional values in facilitating others' learning

Standard Descriptor 3 aligned to the new category of Senior Fellowship

Provides clear evidence of an understanding of and the successful use of relevant teaching methods as a key contribution to high quality student learning experiences. This is achieved through:

- engaging in relevant practices across all five areas of activity
- demonstrating appropriate knowledge and understanding across all aspects of core knowledge
- demonstrating a commitment to all the professional values in facilitating others' learning

New descriptor 4 aligned to Principal Fellow

NB. The current UK Professional Standard's Framework does not incorporate a Standard Descriptor 4 Provides clear evidence of (a) successful senior strategic leadership within higher education and (b) an understanding of and the effective leadership of academic development as a key contribution to high quality student learning experiences. This is achieved through:

- using effective strategic leadership and management skills to enhance students' learning opportunities, with a particular, but not necessarily exclusive, focus on the enhancement of teaching quality within institutional, national and/or international settings
- establishing effective organisational strategies for supporting and promoting others (eg through mentoring, coaching) in delivering high quality teaching and learning experiences

- championing, within institutional and/or (inter) national settings, an integrated approach to academic practice (incorporating, for example, a focus on teaching, learning, research, scholarship, administration, knowledge transfer etc.)
- a demonstrable commitment to continuing professional development (CPD) in relation to institutional academic and/or other professional practices.

Dimensions of the Framework: Changes made to the Dimensions of the Framework

PSF 2006	PSF 2011		
Areas of Activity	Areas of Activity		
5. Integration of scholarship, research and professional activities with teaching and supporting learning	A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional		
Evaluation of practice and continuing professional development	practices		
Core knowledge			
No changes made			
Professional Values	Professional Values		
Respect for individual learners	V1. Respect for individual learners and diverse learning communities		
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development		
5. Commitment to continuing professional development and evaluation of practice			
Commitment to development of learning communities	No direct correlation within PSF 2011		
Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	V2. Promote participation in higher education and equality of opportunity for learners		
	New value V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice		

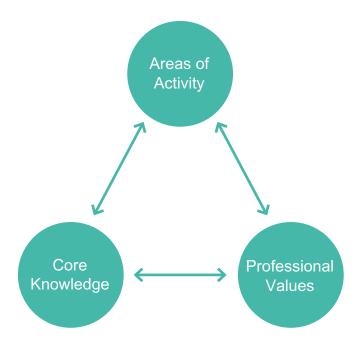
11 Appendix 3

The UK Professional Standards Framework for teaching and supporting learning in higher education 2011 "AdvanceHE Scottish Funding Council **Universities** UK

Aims of the Framework

The UK Professional Standards Framework:

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



2 UKPSF 2011

Dimensions of the Framework

Areas of Activity

- Α1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- АЗ 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

- The subject material K1
- K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- How students learn, both generally K3 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



- Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- 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



Typical individual role/career stage Aligned to **Descriptor 1** Individuals able to provide evidence of Demonstrates an understanding of specific aspects of effective teaching, effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support learning support methods and student learning. Individuals should be able to responsibilities. This teaching and learning provide evidence of: role may sometimes be undertaken with the assistance of more experienced teachers or ١. Successful engagement with at mentors. Typically, those likely to be at least two of the five Areas of Activity Descriptor 1 (D1) include: 11. Successful engagement in appropriate teaching and practices Early career researchers with some a. related to these Areas of Activity teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral Appropriate Core Knowledge and III. researchers etc.) understanding of at least K1 and K2 IV. A commitment to appropriate b. Staff new to teaching (including Associate Professional Values in facilitating those with part-time academic Fellow others' learning responsibilities) V. Staff who support academic Relevant professional practices, C. subject and pedagogic research and/ provision (e.g. learning technologists, learning developers or scholarship within the above activities and learning resource/library staff) VI. Successful engagement, where Staff who undertake demonstrator/ d. appropriate, in professional technician roles that incorporate some development activity related to teaching-related responsibilities teaching, learning and assessment responsibilities Experienced staff in relevant e. professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio **UKPSF 2011**

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		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:		Aligned to
IV.	Professional Values Successful engagement in appropriate teaching practices related to the Areas of Activity	 c. Experienced academics relatively new to UK higher education d. Staff with (sometimes 	new to UK higher education Staff with (sometimes	Fellow
V.	Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice		significant) teaching-only responsibilities including, for example, within work-based settings	
VI.	Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices			

Typical individual role/career stage Aligned to **Descriptor 3** Demonstrates a thorough understanding Individuals able to provide evidence of a of effective approaches to teaching and sustained record of effectiveness in relation to learning support as a key contribution to teaching and learning, incorporating for high quality student learning. Individuals example, the organisation, leadership and/or should be able to provide evidence of: management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established ١. Successful engagement across all academic teams. Typically, those likely to be five Areas of Activity at Descriptor 3 (D3) include: 11. Appropriate knowledge and understanding across all aspects of Experienced staff able to a. Core Knowledge demonstrate, impact and influence through, for example, responsibility for leading, managing or organising III. A commitment to all the programmes, subjects and/or Professional Values disciplinary areas IV. Successful engagement in appropriate teaching practices b. Experienced subject mentors and related to the Areas of Activity staff who support those new to Senior teaching Fellow Successful incorporation of subject V. and pedagogic research and/ Experienced staff with departmental C. or scholarship within the above and/or wider teaching and learning activities, as part of an integrated support advisory responsibilities approach to academic practice within an institution 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 **UKPSF 2011**

Descriptor 4 Typic

Typical individual role/career stage

Aligned to

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:

- 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:

- 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
- 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

Principal Fellow

UKPSF 2011 7

Framework Guidance Notes (FGN)

The UK Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the UK Professional Standards Framework.

Relationship to the Higher Education Academy National Accreditation Scheme

Advance HE recognises the importance and value of the UK Professional Standards Framework (UKPSF) and aligns its Fellowship categories with the Descriptors. Its accreditation scheme provides a national professional benchmarking of provision that reflects the best practices in the sector. Guidance and support is offered through the work of Advance HE to higher education institutions wishing to be accredited for their application and use of the UKPSF.

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