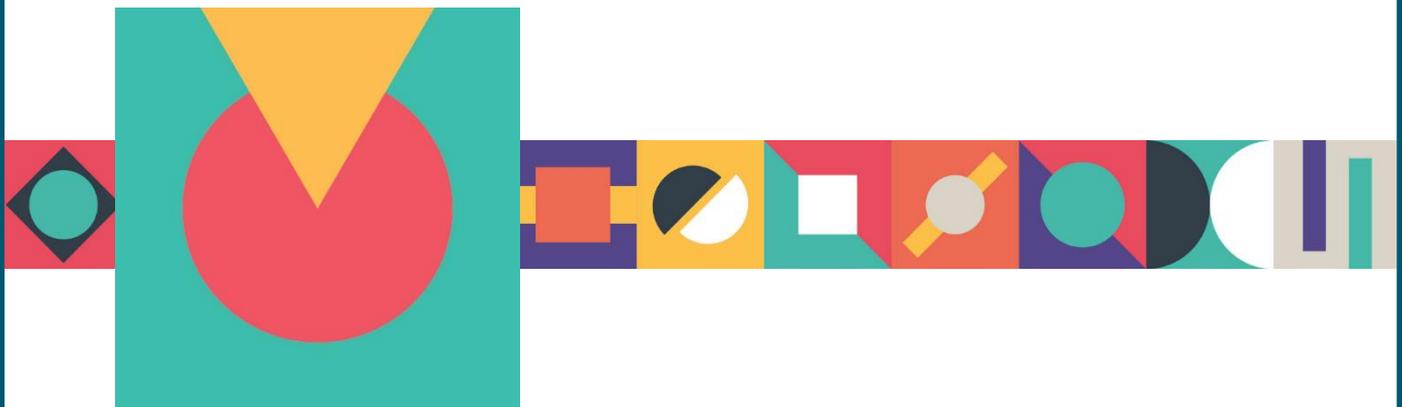


Digital lens on the UK Professional Standards Framework

Supporting the digital capabilities of
teaching staff in UK higher education



Introduction

This resource is designed for:

- + Education and staff development professionals who want to include digital aspects of teaching practice in accredited courses or as part of their support to individuals seeking recognition via the UKPSF
- + Teaching staff who want to demonstrate or develop digital aspects of their practice and map these to the UKPSF
- + Professional staff and educational leaders who are seeking recognition via the UKPSF for relevant aspects of their role

This is not a definitive list but an aid to reflection. Different examples will be relevant to your practice depending on your professional contexts and the level of recognition you are seeking. You may be able to think of alternative examples not listed here. In preparing a claim for recognition, you will need to show how the dimensions of practice work together, in practice, at the chosen descriptor level.

Area/Dimension of practice	How might this be demonstrated in a digital context?
A1: Design and plan learning activities and/or programmes of study	<p>Write learning outcomes that include relevant digital skills and/or relevant uses of digital technology on the part of students.</p> <p>Reflect how digital tools, methods and influences are changing the subject area, eg by including new topics, options or examples in course material.</p> <p>Design opportunities for students to use subject-specific technologies in authentic contexts.</p> <p>Design opportunities for students to express ideas in digital media, especially if they can share those ideas publicly.</p> <p>Design opportunities for students to record learning and achievements in digital media for reflection and review.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Design learning activities that support the development of students' general digital capabilities. Design activities and programmes for online and open learning.</p> <p>Design assessment regimes that recognise relevant uses of digital technology on the part of students, or that allow a range of technologies to be used to achieve and evidence the outcomes.</p> <p>Plan to offer a diversity of learning experiences and media to support and engage different students. Make effective use of learning design tools and systems to support the design/planning process.</p> <p>Design and plan staff/professional development opportunities to include digital approaches to learning/teaching.</p> <p>Develop curriculum design and quality enhancement processes to make effective use of digital technologies eg in design, planning, scheduling, management, communication, workflows.</p>
<p>A2: Teach and/or support learning</p>	<p>Use digital technologies to enhance live teaching/learning interactions eg via lecture theatre and classroom technologies, voting systems.</p> <p>Use digital technologies to support synchronous learning interactions eg via webinars, videoconferencing.</p> <p>Use digital technologies to support asynchronous learning interactions eg via discussion forums, blogging and micro-blogging.</p> <p>Support students to find, choose and evaluate online resources relevant to their learning eg open educational resources, data sets, online journal articles and e-books, academic blogs and websites.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Support learners to participate in virtual collaborations eg using blogs, wikis, social networking environments, social referencing, gaming environments.</p> <p>Develop and make available digital resources to support learning eg podcasts, screencasts, online presentations, video, open educational resources, reusable learning objects.</p> <p>Support online learning activities using a wide range of Virtual Learning Environment (VLE)- based or third party tools.</p> <p>Support learners to develop their digital capabilities and learning skills eg online information literacy, online communication skills, note-taking and curation, digital reflection.</p> <p>Support learners to use academic, professional and commercial technologies as relevant to their subject of study eg CAD, data analysis.</p> <p>Support others to teach and/or support learning effectively in digital settings.</p> <p>Develop organisational policies</p>
<p>A3: Assess and give feedback to learners</p>	<p>Assess learners' work in a range of formats including digital formats as appropriate eg digital presentations, apps, video, problem-solving, quizzes.</p> <p>Use digital technology to grade and give feedback on electronically submitted assignments. Provide audio feedback or digital annotation feedback.</p> <p>Support students to understand the reports from plagiarism detection systems and to use them developmentally.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Support learners to use e-portfolio systems and other records of their learning eg for self- assessment, reflection, review, planning and showcasing achievement.</p> <p>Use digital collaboration, annotation and discussion tools to support peer assessment and review.</p> <p>Use computer-aided assessment or assessment management systems to design and deliver effective, developmental assessments.</p> <p>Develop organisational policies/strategies/frameworks for assessment that incorporate digital approaches.</p>
<p>A4: Develop effective learning environments and approaches to student support and guidance</p>	<p>Support students' use of digital tools and resources in the curriculum.</p> <p>Provide an induction experience that prepares learners to study effectively with digital technologies.</p> <p>Work with other professionals to help students behave safely, responsibly and professionally online and to develop a positive digital identity.</p> <p>Work with other professionals to support learners' use of their own devices, applications and services and ensure they have access to assistive technologies.</p> <p>Support students individually and in groups using digital communication tools (eg online mentoring, tutoring or coaching via video).</p> <p>Support learners to record progress and achievement in an e-portfolio system, digital CV or blog, or similar.</p> <p>Design guidance and support materials to be accessible on a range of digital devices and platforms.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Contribute to a strategy for the digital environment, ensuring an appropriate balance of access, security, robustness and innovation.</p> <p>Contribute to a strategy for the student digital experience, ensuring inclusivity and accessibility.</p> <p>Ensure support and guidance services are using digital technologies effectively and are taking account of learners' own digital practices and needs.</p> <p>Contribute to a strategy for learning spaces, taking into account the need for access to networks, power, security, and flexibility to support multiple modes of learning/teaching.</p>
<p>A5: Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>Identify and take up Continual Professional Development (CPD) opportunities online eg webinars, podcasts, online courses and lectures.</p> <p>Use electronic CPD tools or a blog to record and reflect on professional development.</p> <p>Keep abreast of digital scholarship and e-learning developments relevant to the subject eg through meetings, conferences, webinars, blogs.</p> <p>Critically evaluate new approaches to learning, teaching and assessment.</p> <p>Join professional networks and follow subject area and educational experts on social media.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
<p>K1: The subject material</p>	<p>Understand how digital technologies are changing the subject area, including: content, method, theory, contexts of practice, ethical issues, research questions.</p> <p>Use digital technologies to participate in debates about the subject area and its pedagogies, eg via email lists, discussion forums, social media groups.</p> <p>Use digital technologies to support student co-creation and collaborative research in the subject area.</p> <p>Contribute to the development of new digitally-based methods, theories, research questions/areas or practices in the subject area.</p>
<p>K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p>	<p>Try out new pedagogical approaches.</p> <p>Stay up to date with current best practice in learning and teaching eg through membership of relevant digital networks and interest groups.</p> <p>Share teaching and learning ideas eg via newsletters, discussion lists, showcases, twitter chats, webinars.</p> <p>Contribute to the development of new teaching, learning and assessment methods in the subject area.</p> <p>Contribute to the scholarship of practice: researching, evaluating and embedding new approaches to learning, teaching and assessment.</p>
<p>K3: How students learn, both generally and within the subject/discipline area(s)</p>	<p>Contribute to our understanding of how students learn in technology-rich contexts.</p> <p>Stay up to date with how digital technologies are changing the learning experience, and the world of work.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Stay up to date with new educational theories and ideas, informed by the impact of digital technologies on the contexts and processes of learning.</p>
<p>K4: The use and value of appropriate learning technologies</p>	<p>Stay up to date with emerging technologies and their educational applications.</p> <p>Identify, critically evaluate and choose technologies to support a particular course of study and/or a particular cohort of learners.</p> <p>Plan a range of authentic course activities with digital technology. Evaluate and gain student feedback on the outcomes.</p> <p>Contribute to organisational strategies and policies on the use of appropriate learning technologies.</p> <p>Contribute to organisational decisions about technical systems where these impact on future teaching/ learning practice and on the possibilities for innovation, sustainability, accessibility and inclusivity.</p> <p>Contribute to learning technology initiatives, teams or projects within an educational setting.</p>
<p>K5: Methods of evaluating the effectiveness of teaching</p>	<p>Use digital tools and media to gather evidence of learner experience and outcomes, eg online surveys, social media, system data, digital recording (audio, video), elicitation techniques.</p> <p>Use information from learner analytics (eg via an institutional dashboard) to evaluate and improve the effectiveness of teaching.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Use relevant tools to analyse evidence eg quantitative and qualitative analysis software, tagging, data visualisation, data mining, analytics.</p> <p>Use digital media to communicate the outcomes of evaluation eg infographics, data visualisations, web pages.</p> <p>Contribute to research and evaluation projects in teaching and learning with digital technologies.</p> <p>Practice, promote and disseminate the scholarship of teaching in digital environments and settings.</p>
<p>K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>Record academic and professional activities in digital systems as required by QA/QE processes; maintain and update learner records and course information as required.</p> <p>Use digital data from local systems (eg learner analytics) and national measures and metrics (eg NSS, DLHE) to monitor the quality of teaching and course design.</p> <p>Reflect on the implications of digital metrics for academic and professional practice (eg in relation to the Teaching Excellence Framework).</p>
<p>V1: Respect individual learners and learning communities</p>	<p>Value learners' own digital practices as resources for learning, and respect learners' desire to use their own digital devices and services.</p> <p>Provide learning materials in a range of media, wherever practicable.</p> <p>Support learners to customise their digital learning environment (devices, services, applications, resources) eg using accessibility features.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Use information from learner analytics (eg via an institutional dashboard) to understand and adapt to individual learning needs.</p> <p>Contribute to open learning initiatives, eg to support minority subject areas, languages and interests. Foster online learning communities and interest groups.</p> <p>Involve learners as stakeholders in the design of digital activities and resources.</p> <p>Involve learners as stakeholders in the design of courses of study and the overall digital/ information environment.</p> <p>Review the overall digital experience of learners and ensure it promotes access, engagement, and a sense of belonging.</p> <p>Contribute to the development of professional learning communities online.</p> <p>Contribute to policies, strategies and practices (eg through staff development) that promote V1 in digital settings.</p>
<p>V2: Promote participation in higher education and equality of opportunity for learners</p>	<p>Promote access to open learning resources and share content openly wherever practicable. Promote opportunities for learners to select their own forms of assessment, including in digital media. Promote access to learning for students with physical, sensory, geographical and other constraints.</p> <p>Recognise inequalities of digital access and opportunity among learners, and work to reduce the impact.</p> <p>Contribute to open learning initiatives, eg to support learners who would not otherwise have access to higher education.</p>

Area/Dimension of practice	How might this be demonstrated in a digital context?
	<p>Challenge digital behaviours that discriminate eg bullying, shaming and inappropriate content, and work to promote a culture of respect online.</p> <p>Promote online collaboration across boundaries of institutions, national and linguistic cultures, and subject areas.</p> <p>Contribute to policies, strategies and practices (eg through staff development) that promote V2 in digital settings.</p>
<p>V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p>	<p>Make use of available evidence in choosing, adapting and applying digital approaches. Undertake continuing professional development through digital networks and opportunities. Collate evidence from digital research and development to inform other teaching staff.</p> <p>Contribute to research and evaluation projects in teaching and learning with digital technologies.</p> <p>Practice, promote and disseminate the scholarship of teaching in digital environments and settings.</p> <p>Design evidence-based policies and frameworks to support the digital capabilities of staff and students.</p>
<p>V4: Acknowledge the wider context in which higher education operates, recognising the implications for professional practice</p>	<p>Foster a digital culture and environment which support the health and wellbeing of staff and students.</p>

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