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Academic Development Centre

Academic and Professional Pathway for Experienced Staff (APP EXP)



Fellowship (D2)
Guide to the PSF 2023 Dimensions and Fellow Criteria

This guide shares information from Advance HE's *Guide to the PSF 2023 Dimensions for Fellowship (D2)* and *Fellowship: Applicant Guidance*

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Fellow criteria

There are three criteria for a Fellow claim:

D2.1: use of all five Professional Values.

D2.2: application of all five Core Knowledge.

D2.3: effective and inclusive practice in all five Areas of Activity.

Evidencing the PSF 2023 Dimensions

In the sections below, we focus on each of the 15 Dimensions in turn to explain what each one is about and provide wide range of typical examples of professional practice in HE teaching and/or supporting learning that are relevant to that Dimension as appropriate to Descriptor 2.

We have included prompt questions in each section. We hope that these questions will help you to consider and identify evidence of your own effective teaching and/or supporting learning practice that might be used for Fellowship.

Dimensions are inter-related and integrated

Although each Dimension is discussed separately in the guidance below, the Dimensions are inter-dependent and integrated in practice, as illustrated in Figure 4 below.

Figure 4: Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 2



As you work through the guidance for each Dimension, try to consider how you might also be demonstrating other Areas of Activity and/or applying other forms of Core Knowledge and/or using other Professional Values in the examples of practice you are identifying. A short example is given below to illustrate how this might happen in your work:

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> Designing and planning my sessions for a module (A1) requires me to apply my knowledge of how learners learn within the subject (K1) and to choose appropriate teaching and learning approaches (K2), which are evidence informed (V3). I also need to consider the needs of individuals within my student group (V1) and to plan appropriately so that my students will all have opportunity to fully engage in the learning activities and be appropriately supported to undertake the module assessment (V2). After the sessions, I then evaluate the effectiveness of the approaches I took based on feedback from students and the outcome of the module assessment (K3).

Fellowship applications are required to address each of the five Areas of Activity and so the guidance below starts with A1-5. You can access the guidance about each Dimension below in any order to suit your needs.

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, but you should be able to identify how this relates to your own context and use terminology that is appropriate for that. Some examples include:

+ **Learners**: throughout this guidance we refer to 'learners' to include all individuals engaged in learning in all higher education contexts; this incorporates students, colleagues, other staff, work-based professionals, etc. You will need to identify what type of learners you are working 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.
+ **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.

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Evidencing the Areas of Activity

There are five Areas of Activity (A1-5); the diverse range of practices, approaches and tasks that are undertaken when teaching and / or supporting high quality learning.

For Descriptor 2.3 (Fellowship) you need to provide evidence of **effective and inclusive practice** in all five Areas of Activity:

In your CONTEXT demonstrate that you:

- **A1**: design and plan learning activities and/or programmes
- **A2**: teach and/or support learning through appropriate approaches and environments
- **A3**: assess and give feedback for learning
- **A4**: support and guide learners
- **A5**: enhance practice through own continuing professional development.

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

What is this Area of Activity about?

A1 is about how you plan and prepare learning activities and/or more extensive sessions or sets of sessions (such as modules or programmes), whether in person or online or both.

It is important to select examples which enable you to demonstrate that your practice is effective and inclusive and supports high-quality student learning.

You can choose from a wide range of planning and design options for any size of group relevant to your practice teaching or supporting learning. You might teach a variety of sessions and/or support learning in disparate contexts. You may work with undergraduates, graduates, staff, or professional learners, planning sessions, modules, units, or programmes. The learning you design can take place in many environments: online, in office settings, in seminar rooms, libraries, lecture halls, laboratories, studios, professional settings, in the field, etc. All these factors may have influenced your planning decisions.

Be sure to select examples which enable you to explain the design decisions you made and why you chose to adopt the approaches you did. As the aim is to achieve high-quality learning, remember to include evidence to demonstrate that your plans and designs have been effective in facilitating learning.

Examples of practice relevant to A1

Depending on your context and role, examples to demonstrate that you design and plan effective learning activities and/or programmes might include:

- designing a new programme of study or redesigning an existing curriculum
- designing new learning activities, sessions, units or modules for an existing programme

- developing new customised programmes for learning support, individual study skills materials, student support or professional development materials or learner induction
- designing and planning learning activities and supervisory meetings to induct students into research, supporting them in choosing an appropriate research topic, helping them to develop a detailed research proposal and plan and advance their research projects
- designing learning outcomes, activities and assessments that include relevant professional and digital skills and/or encourage students to express ideas in digital media or using subject-specific technologies in authentic contexts
- collaborating with employers to ensure the currency of programmes of study, responsive to industry skills demand/local labour markets and professional and statutory regulatory bodies (PSRBs)
- active participation in and contribution to approval, validation and enhancement processes
- designing inclusive learning activities to enable students to develop a sense of belonging
- designing accessible learning activities for online and/or in person sessions.

Consider these questions to help you generate evidence:

What effective programme(s), elements of programmes, series of learning sessions or activities have I designed or planned?

How did I go about the planning and design process? Why did I select the approach I took?

Did I identify any weaknesses in my design, and if so how did I adapt the design?

How did I ensure that my designs were appropriate for my discipline/professional activity and student academic level?

How did I ensure that content, teaching and assessment were aligned so that learning outcomes could be met?

How did I plan inclusive sessions/ activities 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 also benefited equally from the learning opportunities I designed?

If a unit/programme was taught by more than one person, how did we communicate the overall curriculum aims and ensure a consistent student experience?

If there were particular professional, institutional, or national quality assurance requirements, how did I meet them?

How can I evidence the effectiveness of my planning and design?

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An example to support thinking about A1: Re-designing a module

Sara uses an example of how she redesigned a module as part of her evidence towards A1.

In this example, Sara focuses on a research methods module that she has redesigned. She starts by briefly describing the context; including the subject area, level of study and the reasons for the need to redesign the module. Sara discusses how she decided on the approach to take and how she consulted with other colleagues and students during the development to ensure that she had considered how learning on the module would develop the research skills required and best meet the needs of the students.

Sara explains how the design was influenced by learning gained from a professional learning event she attended and two journal articles on pedagogy within her discipline that she found particularly useful (V3, A5). As part of the redesign, she decided to use a problem based learning approach involving a series of workshops, with each one focused on a particular challenge within the discipline (K2). She used her previous experience in industry to provide some of the case study examples for the workshops (K2, V4).

Sara discusses how she ensured that the module design was appropriate for the level of study in the discipline and how it fitted with the university's quality framework (K5). Finally, she discusses how she evaluated the module to consider the impact on students' learning and why she chose to evaluate it in this way (K3).

She identifies what has worked well with plans to change some elements in the future.

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 work with different types of learners, and with individuals or large or small groups, remotely or in person.

Select examples which you know have been effective in facilitating high quality learning. Focus on the approaches you use in your interaction with your learners, or the approaches you adopt in collaboration with other team members, identifying your individual impact.

Explain how you exploit and manage the learning environments you encounter, which may be physical or virtual, formal and/or informal. Foreground the pedagogical and/or support strategies you deploy to meet your learners' needs.

The level of study (undergraduate, graduate, staff or professional, etc.) and diverse nature of your learners in combination with your discipline or profession will have shaped the approaches you have adopted.

It's important to explain why particular activities were appropriate for your learners in specific context/s. Also elaborate on outcomes and how you knew your approaches to teaching and/or support of learning were effective, for example, how your learners responded or commented on sessions.

Examples of practice relevant to A2

Examples to demonstrate that you have taught and/or supported high quality learning

effectively might include:

- working with learners individually, or in small or large groups, online or in person, adapting teaching approaches to suit students and learning goals
- contributing to professional learning and teaching programs
- enhancing professional practice in different settings (theatre, studio, labs, clinics, the field, etc.)
- developing learners' research and/or information and data gathering skills and key skills (individuals or groups)
- adapting approaches to supervision of postgraduates or Higher Degree Research (HDR) students to meet the differing needs of individuals, adjusting to evolving requirements during research projects
- facilitating learning activities within creative studios and practice workshops
- contributing to learners' practical skills and helping them develop and demonstrate high level subject skills
- developing services, tools and technologies to support virtual learning environments (VLEs)/learning management systems (LMS) and other online learning
- supporting learning specific to particular contexts, for example work-based and professional learning, library and resource-based learning, and online learning.

Consider these questions to help you generate evidence:

What learning activities, resources, and/or approaches have I used in my teaching and/or support work with learners?

What examples can I select to evidence the effectiveness of my practice?

How did I choose learning activities to meet the requirements of the relevant discipline or professional practice?

How have I adapted my approaches to different groups of learners?

How can I show that my approaches have been well-adjusted to the needs of specific groups? (Consider how students have responded).

How did I ensure that all students participated in learning activities and that all contributions were equally valued?

How have I ensured that my learning resources foster a sense of belonging amongst learners from diverse backgrounds and reflect a global approach to knowledge and/or practice?

How did I adapt to the learning environment (online or in person) to facilitate optimal learning?

How did I critically reflect on my practice and revise my approaches accordingly?

How did I adapt when things did not go as planned during teaching or the support of learning activities?

How do I know that the activities, approaches and resources I have used are effective in facilitating high quality learning? (e.g. learners' responses, outcomes, comments from peers, etc.)

An example to support thinking about A2: Teaching across different levels and groups of students

Mitsuki is a lecturer in Management Sciences, having previously worked in a commercial business role.

Mitsuki begins by outlining a range of the types of teaching she does in her discipline, and explains the particular relevance for students at different stages in their studies (K2), drawing on the literature on learning in the discipline to explain the different approaches she takes (V3, K2). Mitsuki understands that she needs to evidence 'breadth and depth' for Descriptor 2 and so she provides several examples of teaching, bringing in evidence of different Professional Values and Core Knowledge. She then critically reflects on two different examples in more depth.

One example involves the interactive lectures Mitsuki has developed to support a large cohort on an introductory management course. She outlines the challenges that she first encountered when teaching large groups and explains how she now engages the students, using interactive methods she read about in two articles from a management education journal (V3, K2). She briefly describes how she uses these methods and the impact this has made on the students' learning (K2). She mentions some short videos she has created on key concepts in the subject area (K1), which her students have reported useful to watch before lectures to support their understanding of complex information (K4). Mitsuki consulted one of the University's disability advisors when she developed the videos to make them as inclusive as possible (V2). She then discusses the impact she has already seen on student learning from her evaluation of this approach (K3).

A second example focuses on Mitsuki's workshop-style sessions in her MBA teaching, where she uses case study scenarios based on her previous experience working in the business field (K2) and from some collaborative research she is engaged in with a major employer (V3, V5). Mitsuki goes on to explain how the learning she has taken from these contexts has influenced her teaching practice. She discusses the diverse range of students in her group and explains how she plans activities and manages the learning environment to ensure that everyone is able to fully participate (V1). She also considers the relevance of the teaching and case studies to the participants' employment prospects and potential future roles as managers (V4).

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.

A possible approach to demonstrating effectiveness of practice is explaining how you have fostered and encouraged high quality learning through assessment.

Assessment and feedback to learners includes a range of activities. You may have been involved with assessment which does not contribute directly to the final mark for a module or programme but which forms a basis for feedback to students (formative assessment) and to help them progress in their learning. You may also have worked with assessment which counted towards a qualification (summative assessment).

You may have assessed the learning of individual learners or small or large groups, supporting the development of a range of skills, in work-based or professional practice, in a

studio, lab or performance space, or in the field.

Your experience of assessment may have involved marking or co-ordinating the marking of summative assessment tasks (written, oral, or practical). As part of this process, you may have devised or applied assessment criteria.

Your assessment and feedback practice may have:

+ included a range of assessment tasks and activities, for instance practical, written, online, multimedia, live or recorded, or performance-based
+ taken place in a variety of settings, for instance in person or remote.

Assessment could have included self- and peer assessment and involved the design of team-based assessment.

You may have devised effective varied approaches to providing students with feedback on their work (using video, sound, relating feedback to assessment criteria, working with colleagues to create a set of shared feedback comments in a virtual learning environment/learning management system). You may use formative online quizzes and tests to enable students to keep track of their learning.

You may have developed approaches to providing feedback to students that increase their confidence and enable them to reach their full potential.

In your summative assessment work, you may have contributed to a shared understanding of criteria amongst markers to achieve fair outcomes for students.

You may have ensured that assessment content and tasks reflected intended learning outcomes, integrating the required skills (e.g. writing, presentation, aspects of professional practice).

On quality assurance, you may have been engaged in checking summative assessments (tasks and marking schemes) against the requirements of (national) quality assurance bodies/professional and statutory regulatory bodies.

You may have taken initiatives to accommodate the diverse needs of your learners in assessment contexts, making reasonable adjustments where required.

In learning support roles, you may have helped students (individually or in groups) to prepare for assessments, promoting understanding of assessment tasks and criteria and/or developing the necessary skills such as writing or presenting. You may have improved well-being by lessening learners' anxiety ahead of high stakes summative assessments. Your work on assessment and feedback will often have involved collaboration with others. If so, make sure you identify your individual role and contribution.

<u>Examples of practice relevant to A3</u>

Your evidence will probably include examples of your engagement with both assessment and feedback to learners. You may have worked with a range of approaches to assessment and feedback.

Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should explain the rationale for your choices and how you know your assessment and feedback practice is effective in

enhancing learning.

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

- developing or adapting approaches to assessment or feedback to enhance the learning of specific attributes or skills (individuals working in groups, self-reflection, critical thinking, personal learning strategies, research skills, library skills, digital literacy etc.)
- upholding academic integrity in assessment contexts
- supporting students to prepare for summative assessment including, where appropriate, offering opportunities for a practice viva, preparatory performance, etc.
- ensuring that you adhere to (national/international/professional) benchmarking of standards, for example performance standards relevant to instrumental and repertoire context, or the requirements of national quality assurance bodies/professional and statutory regulatory bodies for professional or work environments
- using a variety of assessment tasks and feedback approaches to promote effectiveness in enhancing the learning of diverse individuals and groups
- selecting approaches which are appropriate to context and type of learner
- using feedback and feed-forward approaches to improve learning and develop or adapt to increasing learner autonomy
- supporting students after assessment including, where appropriate, advising on major revisions and resubmission.

- ensuring that your approaches to assessment and/or feedback are adapted to meet the requirements of quality assurance regulations in your context; for example, where subject benchmarking and/or professional standards are in place, or in a context where timeframes or other restrictions influence the approaches you are able to use.

Consider these questions to help you generate evidence:

What assessment and/or feedback responsibilities have I had?

How do I ensure that my assessment and/or feedback practices are effective in supporting learning?

How did I go about the planning and design of any assessment activities or tasks that I have developed?

How would I explain my rationale for my choice of assessment activities?

How did I ensure that any assessment tasks I designed enabled learners to show that they had met the relevant learning outcomes?

How do I know my approach to assessment and/or the provision of feedback to learners was successful?

How did I meet the assessment and/or feedback needs of specific individuals and/or groups?

How do I build in inclusivity into assessment design and assessment practices?

How did I accommodate the diverse needs of my learners in assessment contexts, making reasonable adjustments where required?

Where a programme is taught by more than one person, how have I helped to ensure the consistency of assessment practice across the team of colleagues?

How have I ensured that I could apply the relevant assessment criteria when I have been involved in marking teams?

Where I have supported students to meet assessment requirements, how have I ensured that my guidance is helpful and relevant?

How do I consider the impact of feedback on learners and take this into account in the approaches I use?

How have I supported learners to understand feedback and act on it to meet the requirements of any revisions or resubmissions?

An example to support thinking about A3: Assessing and feeding back to learners in a Support Services role

Sefa is an experienced member of the learning support team working in disability services. She starts by discussing the diagnostic approaches she uses with students to assess their learning support needs and how she works with them to develop individualised study plans, drawing her professional knowledge about current best practice (V1, K1, K2).

She then discusses working with a module leader who was concerned about whether their assessment approaches were inclusive. Sefa refers to selected literature on inclusivity and assessment that has influenced her practice (V3) and identifies some of the challenges this particular discipline poses for students with particular learning support needs (V2); specifically, in relation to assessment and feedback. She refers to an article about learning in this discipline (V3), discussing how this relates to assessment in particular, and identifies what she has learnt from her previous experience of supporting students in this type of discipline (V3, K1). Sefa explains how she worked with the lecturer to develop material to support the students with the module assessment via the VLE site for the module (V5, K4). Throughout this explanation, Sefa provides explicit information about what her personal role was within this collaboration with the module leader.

In a different example, Sefa discusses how she has worked with a number of students from the Psychology department who are providing volunteer support for students via a website developed within the Student Services department. Sefa mentors them while they work with the department and assesses their work on the site (K4), giving formative feedback that identifies some areas for further development. The students use this experience of volunteering work as part of a project for a third year module; a formal report that reflects on the experience, incorporating Sefa's feedback, is the final summative assessment. She also explains how she carefully constructs her feedback to the students to enable them to relate their experience in this context to their possible future careers (V4).

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 provide students with the support and guidance they need for successful outcomes. You may have guided students to enable academic progression and/or supported them to promote their development and 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, lab or studio support. You may have facilitated group tutoring or one-to-one sessions on academic or academic-related topics such as writing, presenting, or language support for students whose first language is not the main language of your institution. You may have offered counselling to support and improve students' well-being in difficult circumstances.

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 students approach you for help in understanding an assessment task, or require help with structuring a piece of writing. Perhaps you refer some students to a study support service, to pastoral support, or institutional support available for students with disabilities. Perhaps you embed aspects of study guidance within your teaching of programme content and/or provide learners with

additional resources offering guidance on study skills, directly or within an online environment. You may hold a role as personal tutor where your work with students is focused on guidance and support and promoting physical and mental well-being.

Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system (K4) and/or developing such resources in partnership with others.

It is important to select examples of effective practice in supporting learners in specific contexts. Your discussion should explain the rationale for the approaches you take to ensure guidance and support for learners. In the approaches you take, you will want to demonstrate your understanding of learner needs, in light of the nature of the subject or discipline, the level of the academic programme and the nature of the learner/s. You will also want to provide examples to demonstrate how learners have benefitted from the approaches you have taken and resources you use, showing how you know these have supported student learning.

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:

+ making sure the students you interact with in your context are aware of the support available to them
+ developing approaches which encourage students to engage positively with student services (including library services, learner support and career services for example)
+ using induction and community-building activities to promote social engagement, a sense of belonging and mental well-being
+ preparing new learners to study effectively by exploiting the full potential of digital technologies
+ working with other professionals to support learners' use of their own devices, applications and services and ensure they have access to assistive technologies and develop digital literacies
+ integrating diverse perspectives (e.g. minority or indigenous values) into programmes, pedagogies, and/or approaches to student support services
+ guiding students in ways which enable them to attain high-quality learning through for example interdisciplinary or professional/work-based experiences to bring aspects of professional practice into the learning environment
+ adopting flexible approaches and technologies that enable equitable learner participation with support services both in person and online
+ identifying and responding to underlying issues impacting individuals or groups of learners and taking initiatives to resolve these through student support
+ providing support as a personal or academic tutor where relevant
+ referring students who require expert support to welfare or counselling services.
+ ensuring students' specific support and guidance needs are met by inviting

appropriate specialist staff to engage with them (for example, academic librarians or language tutors; specialist support staff may improve student attainment by providing timely guidance, etc.)

+ organising revision sessions to guide students ahead of summative assessments
+ responding to student feedback
+ responding to student concerns (e.g. issues with the timing and scheduling of assignments).

Consider these questions to help you generate evidence:

How did I choose particular resources for and/or approaches to the guidance of learners in different contexts?

How have I adapted the support and guidance I provide to meet the specific needs of my learners (consider discipline, progression, and type of study)?

How has my guidance supported high-quality learning?

How have I addressed any issues which emerged when I provided support to students to restore or enhance their well-being?

How have I provided guidance to enable learners from a range of backgrounds to achieve successful outcomes?

What examples can I give to demonstrate how learners have benefited from my support and guidance?

How has my support improved learners' well-being?

How have learners (individuals and/or groups) responded to my support or guidance?

An example to support thinking about A4: lecturer working in an applied health discipline running an extra-curricular event for students

Jack works in the School of Applied Health Sciences and uses an example of an interdisciplinary event he organised as part of his evidence for A4.

As a lecturer in this field, Jack considers it a priority to ensure that students get an opportunity for inter-professional learning. He briefly explains the type and nature of inter-professional learning in this context and how the literature identifies its importance for these specific students (V3, V4). Outside the normal curriculum, Jack worked with two colleagues last year to run an inter-professional learning conference for students and staff. Applied health practitioners and members of the local patient advisory board also attended. Jack describes his specific role in the team; co-ordinating student participation and collecting/ curating a set of resources to be used by staff and students after the event (K4).

Following the conference, Jack uploaded the resources from the event onto the VLE for students to access (K4). He worked with the University's careers service to provide explicit links from these resources to support career planning for the students (V5). He identifies that a key purpose of the event was to provide an opportunity for students to engage with practitioners from a range of fields and discusses how this presented unique opportunities for participants (K2, V4).

Jack explains how he evaluated the impact the event made on student learning and what he personally learnt, including about the challenges faced by some students in attending events that are not formally timetabled; he identifies what he will do differently next time. (K3, A5).

Jack used some of the resources from the conference in a workshop with students about planning their future careers (K2, V4). He had read a recent paper on the employment of new graduates in the applied health science field and invited a specialist career tutor (for health scientists) to attend. He then encouraged students to make individual appointments with the careers service after the session. Based on very positive feedback from students, he has now incorporated this activity into the annual delivery of this module.

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 maintain and develop your capability in teaching and learning support and how this has resulted in effective practice and high-quality student learning.

The types of professional development you discuss will depend on your context and role and may include; learning from formal professional development opportunities such as sessions or programmes on teaching and supporting learning, learning gained from the reading of literature of learning and teaching or from accessing online resources such as case studies or examples of specific teaching techniques.

You might refer to skills gained through informal interaction with colleagues or mentors who provided advice on teaching or guidance, perhaps having observed your teaching or learning support in person or online.

Select a range of examples to reflect the breadth and depth of your practice. Whatever the source(s) of your professional development, you should discuss how you have used your

learning to enhance your teaching and/or learner support. Ensure that you select examples which enable you to identify how learners have benefited.

Examples of practice relevant to A5

Examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

- attending role specific training, implementing changes to your own practice and evaluating how learners respond
- using the experience of peer observation of teaching or learning support practice to reflect on and change aspects of your practice
- reading and making use of published literature or other evidence-informed approaches to inform your practice
- asking peers or mentors for advice to solve any problems you encounter in your practice
- engagement with your professional association and applying ideas and activities which have proved successful in other contexts
- finding resources to solve any problems in your practice and applying new approaches to benefit learners
- conducting a piece of action research and disseminating the findings at a conference or seminar, or via the development of a resource (virtual or physical)
- writing a research paper on the approaches to supporting learners with learning difficulties
- contributing to staff development/staff research events.

Consider these questions to help you generate evidence:

What have I learnt about teaching and supporting learning during organised professional development sessions? Did I make any changes to the approaches I use? How did my learners respond?

How have discussions with peers and mentors enhanced the effectiveness of my practice?

How has peer or other observation of my practice or my observation of others (online or in person) enabled me to develop my teaching and/or support for learning practice?

How have I acted on student feedback or survey data on my teaching or learning support?

How has my learning about and adoption of new teaching or assessment methods benefited the student experience and improved student outcomes?

How has studying the literature or accessing resources about teaching and learning in higher education enabled me to enhance my practice?

What specific examples can I give to show how I applied professional learning within my own practice?

How can I evidence the positive outcomes of my professional development?

An example to support thinking about A5: continuing professional development to support law students

Omar is a Senior Lecturer in the School of Legal Studies in a university and teaches on a range of courses and levels including foundation, undergraduate and postgraduate. He provides evidence of how he has enhanced his practice from undertaking continuing professional development.

Omar explains how he has attended workshops hosted by the School of Legal Studies and provides details of a training workshop in how to give feedback electronically using the University's Virtual Learning Environment (VLE) (K4). Omar found the workshop and training valuable and very timely as one of his students had a particular learning need. From the training, Omar learnt how to provide audio feedback as well as written using the VLE, and this enabled him to accommodate the needs of his learner (V1). Omar is now using electronic feedback as part of his practice, both audio and written, to feedback on all summative written assessments. He has found that this approach is helpful to support all of his learners and has received very positive comments from his students about receiving feedback in this way.

Omar has also read about other ways to improve his assessment practice to support student learning (V3, K2). For one of the modules he teaches, following his reading he prepared an anonymised assignment with detailed written comments as mock feedback, and distributed it to his students online (K4). Omar noticed that when his students read the comments on the anonymised assignment, they were much more focused on the key points of the assessment requirements and this helped them to understand how they could be applied to their own assignment work. Omar then goes on to provide further commentary about how he has evaluated this approach and the effectiveness of using it (K3).

Each year, Omar attends at least one or two international conferences that cover topics from the areas of law he teaches. Attendance at these conferences widens his perspective and informs his own professional learning about the issues as well as how he teaches his students about them (V4, K1, K2). He draws on this learning to enhance some of the topics in the modules that he teaches. Omar has received encouraging feedback in relation to his teaching. His student evaluation scores have been consistently above the departmental average with very positive comments from the students who have noticed the relevance of the topics to their studies.

Evidencing Professional Values

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 2.1 (Fellowship) you need to provide evidence that shows how you use all five Professional Values.

For the five Professional Values listed below, **'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?

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.

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.

The evidence you provide for V1 at Descriptor 2 should:

- demonstrate that you have got to know your learners, and that you respect and value both the individuality of the learners or staff you work with and the richness and value of diversity across groups you work with

And:

- clearly demonstrate the ways in which you personally have adapted your learning and teaching practice, assessments, programmes etc., and/or developed approaches to reflect your learners' identities, interests and needs.

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:

- setting clear expectations for behaviour in the learning environments on your programmes, establishing a zero tolerance for discriminatory language and actions, whether face to face or online

- respecting professional boundaries between yourself and learners, particularly when engaged in one-to-one activities, such as advising or supervision
- dealing confidently and effectively with issues that arise within teaching or support sessions, either for or between individuals or groups, particularly those who are minoritised, proactively taking supportive action when you notice difficulties arising
- reviewing your curriculum and learning materials to identify ways to make them more inclusive and representative of a variety of nationalities and cultures, including (but not limited to) those reflected in your learner group
- ensuring that reading lists and learning media explicitly include knowledge, forms of knowledge and knowledge production from diverse sources, integrated as core resources in the curriculum
- working collaboratively with learners to review language, content and imagery used in classes or resources
- bringing people with lived experience to share their perspective and knowledge, ensuring that they reflect a range of backgrounds
- taking part in projects or research linked to learner diversity and the needs of learning communities
- considering religious holidays when planning compulsory attendance, especially around assessment periods
- accommodating cultural needs, such as prayer times or spaces, availability of kosher or halal food when on field trips
- undertaking professional learning, such as intercultural communication, anti-racist practice, reducing unconscious bias or interpreting and using diversity data.

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Consider these questions to help you generate evidence:

What made my learners different to each other? e.g. What language(s) did they speak? What did I know about their cultural background and/or previous educational or professional experiences?

How did I work with diverse groups of learners and ensured that they treated each other respectfully to create a safe environment for learning?

How did I take the needs of diverse learners into account when designing approaches to learning teaching and assessment?

In my context, did I have any legal responsibilities in relation to specific groups and, if so, how did I carry those out?

How did I promote interaction, sharing of experiences, and/or mutual learning amongst learners from different backgrounds and cultures? Did any issues arise, and if so how did I respond to those in my teaching and/or learning support activities?

How did I take into consideration the needs of diverse learners in using technology to support learning (K4)?

How did I use information available through institutional data sources to monitor and enhance inclusivity?

When working collaboratively with others, how did I demonstrate respect of different perspectives or cultural approaches and seek to understand, share resources and reach consensus or compromise?

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? What evidence do I have?

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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.

As evidence at Descriptor 2 you should demonstrate that you understand the needs of your learners and the potential, and actual, barriers to learning that particular individuals or groups (e.g. learners from minoritised ethnic backgrounds) may face and which make it harder for them to achieve to their potential.

In discussing your practice across the Areas of Activity you will want to explain actions you have taken to reduce any barriers and promote engagement in learning. It will be important to demonstrate your awareness and adherence to any relevant local legislation. For example, national legislation may require you to ensure that those with protected characteristics should be treated equally, and/or that people with disabilities should be given preferential treatment.

Examples of practice relevant to V2

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

+ using principles and practices of Universal Design for Learning when you design and plan programmes or courses
+ anticipating different learning needs when planning a session for a group of learners to reduce the need for extra support. For example, providing learning materials in advance, using lecture recordings with subtitles, transcripts for audio and video
+ ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (e.g. for screen readers/change of font)
+ planning learning activities that are flexible, offer learners some choice, promote engagement and active learning
+ auditing the resources and websites used on your programme(s) to ensure they are accessible for learners with a specific learning disability or those working in a second language

- adapting workshops, fieldtrips, laboratory exercises, work placements and/or creative assessment to accommodate reasonable adjustments
- acting swiftly in response to complaints about excluding behaviours from other learners or colleagues
- monitoring learner engagement and attainment and following up promptly where learners are at risk of falling behind or dropping out
- designing assessment strategies that encompass formative opportunities for learners to receive feedback in order for them to reach their potential in a supported manner, and introducing flexibility and choice into the assessment process where possible
- responding to requests made for additional support, such as extra time in exams or extension deadlines
- ensuring that you include a focus on assessment literacy within your programmes, to support your learners to understand expectations within different assessment formats and tasks and empower them to achieve to their potential
- if you work in a specialist service, how this relates specifically to improving learner engagement and outcomes; e.g. Information literacy, developing employability or graduate skills, supporting learners with specific learning needs, promoting wellbeing, etc.

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Consider these questions to help you generate evidence:

What did I know about my learners and in particular, what did I know about the potential challenges and/or barriers they face in their learning?

How did I build engagement into my planning and design of a programme as a whole and into particular sessions and/or activities?

How did I incorporate flexibility and choice for learners when I planned teaching, learning and assessment?

Where adjustments or extra support are required, how did I provide these sensitively and effectively to ensure an equitable outcome for all learners?

What examples can I give showing that I have supported learners to access services and/or specialist support available to learners in my context?

Where there are multiple staff working across a programme, how have I helped to ensure consistency of the learner experience and opportunity for learning?

How did I ensure that I met any legal requirements concerning the provision of additional support to certain learners, such as those with disabilities?

How have I addressed any issues occurring amongst learners from different backgrounds and culture in order to promote interaction, sharing of experiences, and/or mutual learning?

What examples can I give showing how my specialist support promotes engagement and opportunities for success for learners?

What example(s) can I give demonstrating how I made a difference to the engagement and/or outcomes of a learner or group of learners?

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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?

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.

At Descriptor 2 your evidence should show that you draw on a good range of relevant evidence and information sources to inform the decisions you make in your work. Your choice will depend on your context and role but ideally the sources of evidence you draw on should represent a broad range of knowledge, including multi-cultural and/or indigenous perspectives. 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.

The key is to show that you make principled, informed and considered judgements in the work you do in teaching and supporting learning and use an evidence-base enhance your teaching or learning support activities.

In your discussion of why you do what you do in the way that you do it, you should demonstrate breadth and depth of understanding of how and why the information and/or resources you use are relevant to your context and work, the implications of the information for your own work, and, where relevant, any comparison between your own experience of implementation with previously found outcomes.

Across the range of evidence base(s) you use as part of the rationale for your practice, it will be important to also show how your learners responded to the activities, approaches or adaptations you introduced. Showing evidence of positive impact on 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:

+ examples showing how a range of learning and teaching literature has informed the approaches you follow in your learning and teaching practice, and the way you make decisions in designing for learning
+ discussion of how you have integrated practice-based or professional experience into programme design (A1), teaching (A2) and/or assessments (A3), for example how you have adapted activities to enable learners to develop skills relevant to their future employment
+ showing how you have drawn on data from learner tracking sources such as VLE learner dashboards, learner evaluation data or institutional or national survey data, to develop your programme(s) or the service(s) you provide in ways which have enhanced individual and group attainment
+ ways in which you have adapted programmes and/or activities to reflect new discipline, professional or sector standards; for example, showing how you have

used sector specialist resources, such as a framework for employability, to improve an aspect of a programme

+ how you have used learning from research seminars, conference presentations, scholarly networks and collaborations
+ enquiry you have carried out into your own teaching or support practice, including any examples where you have involved learners involved as researchers.

Across the range of evidence base(s) you use to explain the rationale for your practice, it will be important to explain:

+ the information / resource / source of guidance used
+ why and how you found it useful and relevant to your context or the situation you faced
+ what benefits or positive impact resulted from or acting on the information - showing how your learners responded and evidence of positive impact on engagement, learning and/or achievement will help to demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

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

How do I know that what I do works? What influences my pedagogic decisions? How do I stay up to date?

What key findings from subject-based research studies or learning and teaching enquiry (my own or those of others) have I drawn on in my work?

What have I learned from the peers I have talked to about my teaching or my work in learning support?

What evidence can learners provide about the effectiveness of my practice and how they do or do not benefit? What examples can I give where their response or feedback has led to changes in my practice?

What have I learnt from being observed teaching and/or supporting learning? What have I learnt from observing others' practice? How have I used this learning?

What professional body requirements, professional body resources and/or workplace or professional standards are relevant and important to my practice? How have they influenced my work?

How have I used the knowledge I've gained from industry/professional practice, and/or from awareness of up-to-date subject knowledge of current industry standards within my teaching or support for learning?

How is my work impacted by my subject or discipline scholarship activity and outputs?

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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 higher education and influence on the learning experience. The particular focus is on your understanding of, and response to, these external factors and the implications for your own practice.

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may range from global or national developments and agendas, with relevance and impact on 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. It could be said that this is a Dimension for which the phrase 'In your context' within the stem has particular potency. Global issues, such as sustainability, the environment and the UN Sustainable Development Goals, equality, diversity and inclusion (EDI) affect different countries, and particular areas, sectors and peoples within those countries in varying ways.

Particular issues may be of especial relevance to your institution, your locality, your discipline, the profession(s) your learners will move into or come from. Examples here might include professional body requirements, and/or issues in relation to graduate employability, particular digital issues or skills or regional cultural issues.

The evidence you provide for V4 at Descriptor 2 should demonstrate your response to issues that are particularly pertinent within your work context and should show a depth of understanding of the implications for your work. You might discuss issues influencing your design of sessions or complete curricula (A1), how you have accommodated influences impacting the facilitation of learning or support activities (A2), factors impacting assessments and feedback (A3), or adjustments you make to ensure appropriate learner support and guidance (A4).

Across the range of evidence you provide, it will be important to show how your learners responded to the activities, approaches or adaptations you introduced in relation to the issues in the wider environment. Showing evidence of positive impact on learner engagement, learning and/or achievement will help demonstrate that your responses have been effective.

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Examples of practice relevant to V4

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

+ examples showing how you have taken the regulation and standards frameworks that apply to your area of practice into account within the planning and design for the programme(s) you teaching and/or service(s) you provide
+ discussion of steps you have taken within your learning and teaching work to ensure compliance with professional body requirements and/or in response to new institutional strategic aspirations/targets
+ examples demonstrating how you have adapted your teaching and assessments to meet current graduate needs and/or in response to employability issues within your sector; for example, by introducing authentic workplace tasks to enhance learner employability
+ examples showing how you have responded to wider global priorities, such as the UN Sustainable Development Goals; for example, through your choice of case studies or issues for exploration and discussion by learners
+ strategies you have adopted to ensure that a wide range of cultures and societies are represented within your teaching and/or your learning support work, recognising the importance of equipping learners for an increasingly diverse and interconnected world, with good understanding of issues faced by peoples different from themselves
+ discussion showing how you have responded to the current demands of government legislation relevant to your work
+ examples showing how you have drawn on any involvement in national / international partnerships, projects or initiatives in order to enhance learning.

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? How did I respond to this in the way that I approached curriculum design, making it relevant to their needs?

What aspects of government legislation or professional developments are relevant to the programme(s) I teach on or service(s) I provide? What are the implications for the programme curriculum, the learning activities, the assessments and/or support and guidance?

What changes or developments have I implemented within the programme(s) I teach on or service(s) I provide? What were the external factors that drove the innovations I introduced?

How do I recognise and respond to higher education standards and expectations in my involvement in approval/validation or quality review of programmes, courses or other learning activities?

How have I responded to global challenges and trends in the work that I do? How did I help my learners to develop knowledge, understanding and skills to play their part in ensuring a sustainable world?

How have I addressed new institutional priorities within the programme(s) I teach on or service(s) I provide?

How do I liaise with educators in the workplace where my learners are on placement?

What HE networks and communities of practice do I belong to and how have I brought knowledge or collaborative work in to my practice?

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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.

The 'others' you focus on will very much be influenced by your context and role.

At Descriptor 2 the examples you discuss might include members of your immediate team or individuals or teams beyond your own team in different roles within the same institution, e.g. sessions for programme validation or approvals, lab-work involving collaborations amongst academic and technicians, collaboration between a library team, other professional services and lecturers.

People you collaborate with may be individuals or teams external to your own local context; for example, other colleagues across the sector. You may, for example, discuss benefit you have gained from collaboration with others in similar roles but within very different institutions or contexts, perhaps through opportunities provided within a professional organisation.

The 'others' you focus on may be external to the higher education context itself, but significant to the learning and teaching programmes on offer and/or to the learning experience, for example your work may involve collaboration with employers, workplace contacts, industry experts or representatives of professional bodies. Such externals may be important to your design of programmes and activities to ensure their professional relevance, may contribute in relation to learner workplace, or work-related, learning or indeed contribute in other ways.

Collaboration with others who are external to your own context may be especially relevant if you work independently, or in isolation from easily-identifiable teams and the collaboration could be electronic or virtual, for example through Twitter, online forums or other online communities.

The 'others' you focus on could be learners. Collaborating with learners can be a valuable way to enhance your own learning and teaching practice as they may indicate strengths and weaknesses in your approaches, can help you see your own practice from a different perspective, and/or they may provide you with relevant examples to include in future and this in turn can enhance the learning of other learners.

Other aspects of collaboration with learners might include examples where you have invited them to co-create learning activities, be involved in programme review and approval or to be partners in enhancement activities and/or projects. Some partnership working may focus on specialised initiatives, such as sustainability, community engagement and other ways learners can act as champions for positive change.

Whatever your focus it will be useful to explain why you collaborated with others, how you worked together, why you took the approaches you did and the evidence of success. You should very clearly indicate your own contribution, and the effectiveness of the part you played.

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Examples of practice relevant to V5

+ where utilising institutional networks of people, for example the range of student support services, helped you to identify appropriate support for students
+ relationships you have developed with key stakeholders (e.g. discipline leads, professional network, learning designers) and examples of learning gained and changes to your practice that resulted from the collaboration
+ where you have worked as part of a team, demonstrating how you collaborate effectively in activities such as the planning of learning activities, jointly developing questions, and/or the actual 'delivery' or ‘facilitation of a session or programme
+ explanation of changes made to assessment guidance or rubrics through team collaboration and the positive influence on student learning and/or achievement
+ enhancements to study guidance materials which have resulted through adopting a collaborative approach and working with other colleagues, each contributing different perspectives and/or expertise
+ how engaging with external experts (e.g. industry, community) has had a positive impact on the programme(s) you teach on or service you provide
+ instances where you have engaged in a team approach to address an identified challenge (this may be within and/or beyond the discipline or professional field) and the positive benefit that resulted from this approach
+ enhancements to programmes and/or practice achieved through participating in teaching quality activities (e.g. peer review of teaching; reflecting on teaching enhancements through collaborative processes; participating in team-based moderation or calibration activities)
+ working effectively with others to enhance practice through collaborative exploration of current literature and any related successful development and/or implementation of industry-engaged learning activities
+ building and maintaining respectful relationships with community groups in your context, for example with minority communities and cultural groups, including indigenous people, to enhance educational practice.

Consider these questions to help you generate evidence:

Which learning and teaching team(s) was I part of? What role did I play in those teams? How did we work with each other to inform or enhance teaching?

What have I learnt from learners, perhaps through feedback or in staff-student liaison meetings? How did I use this learning to enhance my work?

How did I negotiate with other members of a team to share tasks fairly and reach a consensus?

How did colleagues from other areas, and/or external people contribute to the programmes I taught on or the service I provided? What was the purpose of the contribution they made and how did I ensure that my work with them was effective to enhance learning?

To what extent did I work with colleagues from different services or faculties? What examples can I give where I have worked together to co-create learning activities or guidance for students and/or colleagues?

What collaborative networks, action learning sets or communities of practice did I belong to? How did these contribute to enhancing practice?

How do I know that my approach to collaboration with others has enhanced practice?

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Evidencing Core Knowledge

PSF 2023 Dimensions include five forms of Core Knowledge (K1-5); 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 2.2** (Fellowship) you need to provide evidence that shows how you apply all five forms of Core Knowledge in your practice.

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?

K1 is about demonstrating how your practice in higher education is informed by an understanding of how learners learn that is appropriate for the breadth and depth of your practice. It is important to give a range of specific examples to show how this knowledge has enabled you to teach and/or support learning effectively in ways that are relevant to context.

The evidence you provide should show how you have applied different forms of knowledge across the scope of your responsibilities. Possible areas of focus include:

+ what you know about the diverse characteristics of your learners (such as mature students, recent school leavers or workplace learners) and the diverse contexts in which they study, and how this knowledge has influenced your effectiveness in teaching / supporting learning
+ how you have sought to understand learners' perspectives about how they learn, and how your practice has taken account of this
+ how you have responded to theoretical principles and approaches to learning, whether general or subject- / profession- specific; for example, person-centred, experiential, cognitive, or enquiry-based theories of learning
+ how you have used theories and research evidence about the student experience in higher education

- the role of insight gained from your subject knowledge, industry or professional expertise about how students learn in specific contexts and progress to further study or employment
- the relevance of knowledge about how students become autonomous learners and how this has influenced your practice; for example, in research supervision
- where you have drawn on diverse forms of knowledge and cultural beliefs about education in your context, and where relevant, how you have recognised and indigenous people's knowledge and understanding.

Although long theoretical discussions are not needed, it is important to explain and justify your rationale for the approaches you use with your learners, showing a good grasp of 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 to design an assessment or learning support initiative, explaining why your theoretical understanding was 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, but examples might include discussion of:

- applying theoretical principles to help you improve student learning, retention, or progression
- drawing on published research to improve the learning experience for commencing students
- organising a practical module or overseeing work placements in a way that reflects an understanding of learning and progression to employment in your context
- integrating authentic workplace resources and activities in teaching, showing an understanding of how learners learn in practical settings
- reflecting on your practice as a research supervisor and how it supports autonomous learning for students.

Consider these questions to help you generate evidence:

What knowledge about how learners learn – either generally, at specific levels (e.g. research students), or in specific subjects or professional fields – is important for the breadth of my practice?

What theories of learning (general and/or subject/profession-specific) are relevant to my responsibilities in teaching and/or supporting learning?

What do I know about how learners transition between different settings, and how and when they gain different kinds of knowledge (e.g. theoretical and practical)?

How have I acquired this knowledge over time? (E.g. collaboration with learners to understand their perspectives, own research or scholarly activity, industry experience, professional development)

What characteristics of learners in relevant contexts are most important for me to be aware of?

Have I developed knowledge of approaches that are especially helpful to learning in specific subjects / fields?

Are there common learner misconceptions or challenges that are important for me to be aware of across the breadth of my practice?

How did I apply the above knowledge to carry out my responsibilities? (e.g. teaching, learning support, research supervision, designing and developing curriculum, approaches to assessment and feedback, staff professional development)

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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?

K2 is about demonstrating that that you apply to your practice a broad knowledge-base of approaches to teaching and/or supporting learning. It is important to give a range of examples to show how this knowledge-base has enabled you to teach and/or support learning effectively in ways that are relevant to context.

Possible areas of focus include:

- how you have drawn explicitly on theoretical principles or models to teach a module or take responsibility for a learning support service or initiative
- how you have effectively applied knowledge of pedagogic approaches or methods, whether general or context, subject, or profession-specific
- how a broad knowledge of professional or industry practices and requirements has helped your effective practice in teaching and/or supporting learning
- how you have enhanced your knowledge of approaches by taking part in scholarly activity and professional development, and how learners have benefited.

Although long theoretical discussions are not needed, it is important to offer a well-informed rationale for the approaches you use with your learners, showing a good grasp of particular theories, frameworks, models, or professional guidelines, and to include evidence of the impact on learning.

The examples you provide should demonstrate how your knowledge is appropriate for the breadth of your practice in relevant contexts (e.g. modules, programmes, learners' level and year of study) and where relevant, the subject or professional field.

Although the examples you describe may be collaborative, 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, but examples might include discussion of:

- re-working a learning support service based on a theory of pedagogic partnership with learners
- redesigning a large practical assessment using a simulation approach developed as part of a scholarly project
- using scenario-based methods when teaching in a large-class format such as a lecture
- using game principles (gamification) to design an industry-related unit or module
- reflecting on how you have refined your approach to teaching team skills in a business context over time, making adjustments according to the subject matter and level of study

- discussing how the debate about whether academic learning support should be stand-alone or embedded has influenced your practice
- reflecting on the differences in your approaches to supervising research students at Masters and PhD levels.

Consider these questions to help you generate evidence:

What approaches to teaching and/or supporting learning, either general or subject or profession-specific, are important across the breadth of my practice?

What makes these approaches relevant, and how have I developed my knowledge of them (e.g. through research or scholarly practice, professional development, industry experience)?

How did I apply this knowledge across the breadth and depth of my practice? For example:

- How did it inform my design and planning of activities and programmes (A1)?
- How did it inform my teaching and/or support for learning (A2)?
- How did it inform my practice in assessment and feedback (A3)?
- How did it inform my support and guidance for learners (A4)?

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

What is this Core Knowledge about?

K3 is closely related to V3, as part of explaining why you do what you do, in the way that you do it. In particular, K3 is about how, and on what basis, you critically evaluate the effectiveness of the breadth of your practice in teaching and/or supporting learning. Here, the word "critically" means "in a balanced way" i.e. 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 such evaluation is integral to your practice i.e. that you regularly take action to adjust your approaches as a result.

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

Sources of evidence may be informal (ad-hoc peer observation of teaching) or formal (periodic programme reviews). You are encouraged to refer to a range of evidence, rather than over-relying on a single source like student surveys. However, exhaustive coverage of data is not necessary; it is more important to explain how you reached balanced judgments based on relevant evidence, and what you did in response.

You will not necessarily have published peer-reviewed research in education (either general or subject-specific) yourself, but you need to show that your evaluation has been informed by scholarship, research, or professional learning, or other evidence-informed approaches (see Professional Values, V3). You may also have contributed to scholarly activity, for example by sharing your practice at conferences or seminars or via scholarly networks.

Examples of practice relevant to K3

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

Your evidence may focus on how you evaluated:

+ learners' experiences of services or initiatives related to their learning for which you have been responsible
+ your design and planning and/or teaching of one or more modules
+ the effectiveness of assessment and feedback in a module which you taught
+ practical and work-related learning
+ how you considered learners' academic progress – and any other relevant aspects of the student experience such as safety, well-being, and employability – as part of evaluation
+ research training and/or research supervision.

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You should refer to a range of sources of evidence relevant to your context, for example:

- student feedback on a teaching and/or learning support approach for insight into the effectiveness of a new activity, and critically reflecting on the results to enhance your practice
- your own observations over time
- scholarly projects related to teaching / supporting learning
- data collected or sourced from university systems
- published literature
- formal evaluations of modules, units or programmes of study
- moderation of marking
- feedback from the examiners of research theses or dissertations
- feedback from industry partners
- evidence from external evaluation, peer review of teaching and/or an integrated cyclical approach to practice incorporating planning, action, evaluation, reflection, and scholarly activity
- assessment of learners' academic progress and performance
- employment outcomes
- discussing challenges encountered with other members of the team, and/or team leader, comparing experiences and identifying new strategies or activities to use.

Consider these questions to help you generate evidence:

How have I gathered evidence relating to my practice (e.g. surveys, module or programme evaluations, peer review, assessment moderation, external evaluation)?

How did I ensure sufficient focus on student learning when gathering evidence?

What salient points, patterns or trends can I identify in the evidence available to me?

What have I learnt over time about the strengths of my practice and areas I need to develop further? How have I responded?

Has knowledge of evaluation in a subject, profession, industry or other specific context influenced my practice in teaching / supporting learning, leadership or influence?

What conclusions can I draw concerning the development of my practice over time?

Is there evidence demonstrating that, over time, I have become more effective as a practitioner?

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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.

To evidence K4, you are expected to show that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning in contexts relevant to your practice. You also need to give a range of 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.

Although you are likely to be guided by institutional policies and practices relating to technologies and resources, it should be clear from the evidence you present that your practice is informed by your own knowledge-base.

You should provide evidence of applying broad knowledge of appropriate use of technologies and/or resources for learning showing how your knowledge has informed the breadth and depth of your practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field. the role of technologies and resources in research training or supervision for which you have been responsible

Examples of practice relevant to K4

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

+ how you promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
+ how you incorporated different technologies and resources in your practice, based on a knowledge of their pedagogic value and limitations; e.g. synchronous interactions via webinars, videoconferencing or asynchronous learning via discussion forums, blogs etc., or using digital technologies to enhance live interactions with learners e.g. via live polls or online discussions
+ how you planned effectively to ensure specialist resources were available to learners
+ how you ensured the accessibility of technologies and resources for learners, including learners with disabilities
+ how you have engaged with support and guidance services for learners and staff relating to technologies and resources, including enabling or promoting the use of assistive technologies by learners with disabilities
+ how you took account of issues and debates relating to the use of technologies and resources in teaching and/or supporting learning, and how this contributed to your effectiveness

- how you drew on a knowledge of subject- or profession-specific applications of technology to promote learning, employability, or progression to employment – e.g. designing authentic learning opportunities using technologies / resources
- how you have utilised digital technologies to design assessment or give learners access to feedback and/or supported learners to understand the reports from text similarity detection systems and to use them developmentally
- how you have made appropriate use of e-portfolio and other recording systems as part of teaching / supporting learning, e.g. for self- assessment, reflection, review, planning or showcasing achievement
- how you have promoted collaborations that harness digital technologies as part of teaching / supporting learning, e.g. blogs, wikis, social networking environments, game-based or gamified environments or artificial intelligence tools
- contributions to organisational strategies and policies on the use of appropriate learning technologies and resources.

Consider these questions to help you generate evidence:

What knowledge about using technologies and resources for learning is particularly important for the work I do?

In what ways has the use of technologies and resources contributed to my effective practice in teaching / support for high quality learning?

How did I make sure learners could use technologies and resources effectively, ethically and safely, whether face-to-face or online?

How did I ensure access and accessibility for learners, including learners with disabilities?

In what ways have I ensured that my knowledge of the appropriate use of technologies and resources for learning remains current? How have learners benefited?

What have been the implications for my practice of participating in any training or professional development focused on technologies and resources?

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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.

Relevant quality assurance and quality enhancement procedures in your subject, professional field or institution may include programme validation or accreditation, assessment moderation, results confirmation, policy development, and periodic programme review.

To evidence K5, you need to demonstrate 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.

The quality assurance and quality enhancement requirements that apply in your context may be both formal and informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory / clinic safety, and marking moderation, alongside more formal processes.

When generating evidence for K5, you may also draw on evidence for Professional Value V4 (responding to the wider context in which higher education operates and the implications for practice).

Examples of practice relevant to K5

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

+ your responsibilities for maintaining safety for learners (e.g. in a laboratory or clinical context)
+ the implications for your role of institutional or institutional partner frameworks, policies, standards, or benchmarks
+ how you have engaged in regulations, procedures and standards to maintain and improve effectiveness in your context
+ how you have ensured that learning activities and/or assessments are aligned with the intended learning outcomes of a module or programme or with professional body requirements
+ your role in ensuring adherence to subject or professional standards, including how you ensure that learners' work meets standards expected and that academic integrity guidelines are followed

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- how procedures to ensure consistency, fairness and integrity in assessment are important for your role
- your broader contribution to the development of quality procedures, showing clearly the outcomes of your influence
- examples showing how you have used feedback from external review or other quality assurance and enhancement activities or processes to improve your practice and the student learning experience
- discussion of your involvement in and/or application of quality assurance of curriculum and learning resources to ensure they support teaching effectively.

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 broad range of your responsibilities in teaching and/or supporting learning?

What makes these requirements important?

In what ways have they influenced me and how have I taken account of them in my practice? (e.g. in programme / service design, content, assessment, student guidance)

How have I ensured that activities for which I was responsible, such as modules, units or services, met the expectations for quality assurance and quality enhancement that apply in my context? (e.g. Institution /partner policies and frameworks, subject benchmarks, professional body requirements, requirements of national frameworks and statutory bodies, national standards for academic levels, quality codes)

What examples can I give to show the ways in which participating in formal quality procedures has helped to improve my practice and the student learning experience?

The information shared in this guide is from Advance HE's *Guide to the PSF 2023 Dimensions for Fellowship (D2)* and *Fellowship: Applicant guidance.*