

Recognising and Promoting Staff Expertise

The UKPSF, HEA Fellowship and CPD Frameworks

Context



- Revised UKPSF
 - four descriptors
 - four HEA Fellowship categories aligned with these
 - more explicit guidance
- HESA returns
- Fellowship as a national portable asset
- Institutional profiling
- Increasing number of accredited CPD schemes anchored to UKPSF

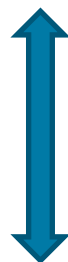


The UK Professional Standards Framework

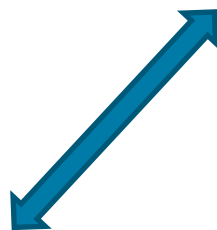
The UKPSF

- Describes the professional role of teaching and supporting learning in HE
- A practitioner perspective
- Expressed as Dimensions:
 - Areas of activity
 - Core knowledge
 - Professional values
- Four broad Descriptors

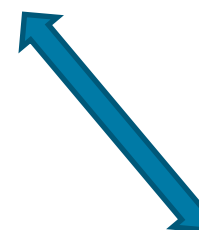
Areas of Activity
Undertaken by teachers and supporters of
learning within HE



Dimensions



Professional Values
Those undertaking these activities should embrace
and exemplify



Core Knowledge
Needed to carry out these activities at the
appropriate level

Areas of Activity

- Design and plan learning activities and/or programmes of study
- Teach and/or support learning
- Assess and give feedback to learners
- Develop effective learning environments and approaches to student support and guidance
- Engage in CPD, incorporating research, scholarship and the evaluation of professional practice

Core Knowledge

- Subject material
- Appropriate methods for teaching and learning
- How students learn
 - Generally
 - Within the subject/discipline
- Use and value of appropriate learning technologies
- Methods for evaluating the effectiveness of teaching
- Implications of QA&E for practice

Professional Values

- Respect for individual learners and diverse learning communities
- Promote participation in HE and equality of opportunity for learners
- Use evidence-informed approaches and outcomes from research, scholarship and CPD
- Acknowledge the wider context in which HE operates, recognising the implications for professional practice

UKPSF Descriptors

- D1 for those with a limited teaching portfolio/responsibility
 - aligned with *Associate Fellow*
- D2 increasingly seen as early career recognition
 - aligned with *Fellow*
- D3 and D4 used to articulate expertise, effectiveness and impact
 - aligned with *Senior and Principal Fellow* respectively
- UKPSF beginning to inform progression, promotion, reward and recognition processes within institutions

A close-up photograph of a man with dark hair and glasses, wearing a plaid shirt, looking intently at a large, highly reflective silver tuba. The tuba's surface is polished and reflects the surrounding environment, including other people and lights. The background is blurred, suggesting a large indoor event or concert hall.

Institutional CPD Schemes

CADENZA

"a virtuoso solo passage inserted into a movement in a concerto"

ASPIRE

“Accrediting Staff Professionalism in Research-Led Education”

Sector Trends

A diversity of approaches:

From formally taught accredited provision:

- Credit-bearing individual modules/ programmes at D1
- PGCerts at D2 for new lecturers, some with embedded D1 opportunities

To include the informally caught:

- APR and accelerated progression/exemption on PGCert
- Signposting of future development
- Routes to recognition for more experienced staff
- Practice-based evidence of effectiveness
- Accredited CPD schemes that integrate and cohere elements of provision

Perceived Benefits

Wider reach

- PGCerts limited in scope
- needs of more experienced staff addressed in more appropriate ways
- CPD enabled and expected

Recognition

- of development of skills, understanding, knowledge and effectiveness

Reward

- for engaging in wider developmental practices and strategic enhancement

Progression

- beyond induction and probation

Characteristics of CPD schemes

- Interest and aspiration driven
- Individually constructed submissions
- Applicants make a case to an internal recognition panel
- Judgment processes may differ between Descriptors
- Applicants are expected to keep appropriate evidence of effectiveness

Features of Good CPD Schemes

- Integrated
 - in processes
 - in practice
- Well understood
 - by applicants
 - by those making the judgements
 - by senior managers everywhere it operates
- Externality
- Support structures and resources

HEA CPD Initiative 2010 - 2011



Northern Group

Sheffield Hallam

Edinburgh

Durham

West Scotland

Salford

Southern Group

Exeter

Southampton

Falmouth

Bedford

Arts University Bournemouth

- Accredited
- In system
- Work in progress

HEA CPD Initiative 2011 - 2012



Northern Group

Glasgow Caledonian

York St John

Ulster

LIPA/Rose Bruford

Midland Group

Aston

Nottingham Trent

Staffordshire

Worcester

Southern Group

Essex

University of West London

Canterbury Christ Church

Open University

- Accredited
- In system
- Work in progress

Accredited CPD Schemes



Descriptors 1 to 4

Aston
Glasgow Caledonian
Robert Gordon
Cardiff Metropolitan
East London
Essex
Exeter
Nottingham Trent
Oxford Brookes
Plymouth
Southampton
Staffordshire
West London
West Scotland
York St John
University of the Arts, London
Bradford
Greenwich
(18)

Descriptors 1 to 3

Cumbria
Central Lancashire
Chester
Derby
Glamorgan
Leeds Metropolitan
Lincoln
Sunderland
Teesside
UCL
(10)

Descriptors 1 & 2

Glyndwr
Kent
Roehampton
Sheffield Hallam
(4)

CPD Schemes



Accredited

32 institutional schemes

Almost Complete

Bedford

Canterbury Christ
Church

Edinburgh Napier

Falmouth

Glasgow

LIPA/Rose Bruford

Open University

Portsmouth

Ulster

Work in Progress

Aberystwyth/Bangor

Anglia Ruskin

Birmingham

Birmingham City

Coventry

Durham

Edinburgh

Liverpool

Manchester

Newcastle

QMU, London

Worcester



Accreditation

Accreditation

- Accreditation is a subscription-only benefit
- Accreditation allows institutions to confer Academy Fellowships
- Fellowship fees are a subscription benefit
- Accreditation is now institutionally focused

General Principles

General principles guide accreditors in their recognition and accreditation judgments:

To help us maintain:

- The status of descriptors
- Consistency of judgments

To help us address:

- Sector feedback on accessibility, diversity etc.
- Sector feedback on issues around role, job description, status.

To help us reflect:

- The spirit of the framework
- The ways in which the framework is used by the sector

Guiding Principles

- Applications should relate to the positive impact on student learning
- At D3 and D4, individual must show sustained record of success/achievement
- Claims should evidence **successful** engagement with appropriate dimensions of UKPSF
- Claims should not be based on role, job description or status of individual
- Outcomes, impact and influence (and reflection of evidence of same) much more important than role activities per se

Accreditation of CPD Schemes

Assessment processes should be

- Robust
- Transparent
- Equitable
- Made against the UKPSF

And have externality and moderation as part of QA&E

A background image showing a group of students in a classroom. A blonde woman in a white shirt is leaning over a desk, looking at a document. A man with glasses and a grey vest is looking at the same document. A woman with long brown hair is writing in a notebook. Another student is visible in the background.

The UKPSF and your CPD plans

Contact the HEA for advice and guidance