# Professional Standards Framework 2023

# Criteria

# Associate Fellow

Individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

|  |  |
| --- | --- |
| **D 1.1** | Use of appropriate Professional Values including at least V1 and V3. |
| **D 1.2** | Application of appropriate Core Knowledge including at least K1, K2 and K3. |
| **D 1.3** | Effective and inclusive practice in at least two of the five Areas of Activity. |

# Fellow

Individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

|  |  |
| --- | --- |
| **D 2.1** | Use of all five Professional Values. |
| **D 2.2** | Application of all five forms of Core Knowledge. |
| **D 2.3** | Effective and inclusive practice in all five Areas of Activity. |

# Senior Fellow

Individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:

|  |  |
| --- | --- |
| **D 3.1** | A sustained record of leading or influencing the practice of those who teach and/or support high quality learning. |
| **D 3.2** | Practice that is effective, inclusive and integrates all Dimensions. |
| **D 3.3** | Practice that extends significantly beyond direct teaching and/or direct support for learning. |

# Principal Fellow

Highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:

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| --- | --- |
| **D 4.1** | Sustained and effective strategic leadership of higher education practice, with extensive impact on high-quality learning; within or beyond an institution, or across a discipline or profession.  |
| **D 4.2** | Development and implementation of effective and inclusive: strategies, or policies, or procedures, or initiatives, to enhance practice and outcomes for learners |
| **D 4.3** | Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices.    |

# Dimensions of Practice

# Professional Values

**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. |

# Core Knowledge

**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. |

# Areas of Activity

**In your context, demonstrate that you:**

|  |  |
| --- | --- |
| **A1** | Design and plan learning activities and/or programmes.EfessiI |
| **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. |