Lens development

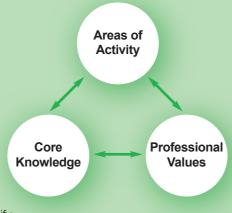
The teaching lens on the Researcher Development Framework and the UK Professional Standards Framework (UKPSF) has been developed by Vitae in consultation with the Higher Education Academy (HEA), the Staff and Education Development Association (SEDA), the Heads of Education Development Group, and researcher developers from a range of higher education institutions.

The UK Professional Standards Framework

In recognition of the importance of teaching for the continued success and reputation of higher education, the UK Professional Standards Framework for teaching and supporting learning (UK PSF) was developed for and on behalf of the sector. Revised and updated in 2011, it describes, through a set of four descriptors, the key characteristics of those teaching and supporting learning at different stages in their professional development as teachers. Significantly the descriptors articulate the critical role of research and scholarship of both the subject area and pedagogy in HE teaching. The descriptors are underpinned by the dimensions of practice – a set of statements outlining the:

- 1. Areas of Activity undertaken by teachers and supporters of learning within HE
- 2. Core Knowledge that is needed to carry out those activities at the appropriate level
- 3. Professional Values that someone performing these activities should embrace and exemplify

For further information about the UK Professional Standards Framework visit www.heacademy.ac.uk/ukpsf



How to use the teaching lens

Researchers may wish to use this lens to:

1 www.vitae.ac.uk/rds

www.vitae.ac.uk/rdfconditionsofuse

- identify how teaching and supporting learning can contribute to their professional development as a researcher
- identify how the skills and attributes they have developed through research can contribute to, or underpin, their development in teaching or supporting learning
- select areas that they need to develop to be more professional in teaching or supporting learning and use this to inform development reviews
- help to support professional recognition for your teaching and supporting learning experience
- provide a language to evidence the transferability of their teaching skills in their CV, in job applications and at interviews.

Researcher developers may wish to use this lens to:

- demonstrate to researchers and other stakeholders how teaching and learning support activities can contribute towards the overall professional development of researchers
- enable researchers to recognise the learning they have acquired through teaching and supporting learning and highlight the transferability of these abilities
- inform personal development review discussions and plans
- strategically align teaching and supporting learning provision around the lens.

To protect and maintain the integrity of the Vitae Researcher Development Framework (RDF) and the Researcher Development Statement (RDS)¹ and to ensure a consistent approach to the development of lenses on the RDF, anyone wishing to create a lens on the RDF should seek permission from Vitae, and must adhere to the RDF conditions of use². Enquiries regarding the development of a lens on the RDF should be directed to rdf@vitae.ac.uk

For further information about the range of Vitae activities go to www.vitae.ac.uk or contact website@vitae.ac.uk
For further information about the Higher Education Academy go to www.heacademy.ac.uk

Vitae is led and managed by CRAC: The Career Development Organisation and supported by Research Councils UK (RCUK) and UK HE funding bodies



















Researcher Development Framework

Teaching lens on the Vitae Researcher Development Framework and the UK Professional Standards Framework (UKPSF)

Overview

The Vitae Researcher Development Framework (RDF) underpins a major new approach to developing world-class researchers. The framework has been developed by and for researchers working in higher education as an aid to planning, promoting and enhancing professional and career development. It articulates the knowledge, behaviours and attributes of successful researchers and encourages all researchers to realise their potential.

This is one of a series of lenses on the Vitae Researcher Development Framework.

For further information about the Vitae Researcher Development Framework visit www.vitae.ac.uk/rdf

Supporting materials relating to this lens are available at www.vitae.ac.uk/rdflenses

Purpose of a lens

This lens maps the Vitae Researcher Development Framework (RDF) to the UK Professional Standards Framework (UKPSF) for teaching in higher education. It shows how the expertise, knowledge and values that are required for teaching in higher education and articulated in the UKPSF can contribute to researcher development, as identified in the RDF and vice versa.

Context

The responsibility for disseminating knowledge, and developing understanding and expertise in the next generation of scholars has always been central to the purpose of universities, and the academics who work in them. However, as the numbers and diversity of students attending universities has increased, so has the emphasis on the quality of teaching. These students have higher expectations of the staff who teach them, and in order to succeed in the competition for the best students, universities are looking to recruit staff who can bring experience and expertise in teaching to a post, in addition to a strong research profile. Therefore experience of teaching is invaluable for researchers who hope to secure an academic post, and doctoral researchers usually expect to undertake some teaching or demonstrating activity during their studies.

Describing teaching

Teaching is not merely the transmission of information, but the process of helping learners to understand and act differently. 'Learning and teaching take place in a variety of forms, involving a mix of formal and informal arrangements, and ... what is commonly described as 'support for learning' plays a key role. For that reason the term 'teacher' is used to refer to any member of staff involved in facilitating student learning. Teaching is anything a teacher does to facilitate learning.'

'The UK Professional Standards Framework provides a general description of the main dimensions of the roles of teaching and supporting learning within the higher education environment. It is written from the perspective of the practitioner and outlines a national Framework for comprehensively recognising and benchmarking teaching and learning support roles within higher education.'2

`Effective learning and teaching activities and practices are enabled through, and depend on, staff who are appropriately qualified for their role and who engage throughout their career in continuing professional development, in the evaluation of their practice, and in developing their understanding of their subject and the learning process as it relates to their subject.'

¹ QAA UK Quality Code for Higher education Education – Chapter B3: Learning and teaching (2012) www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-B3.pdf

² www.heacademy.ac.uk/ukpsf

Teaching lens on the Vitae Researcher Development Framework and the UK Professional Standards Framework (UKPSF)



Researcher **Development Framework**

Areas of activity:

- Teach and/or support student learning (A2)
- Assess and give feedback to learners (A3)
- Develop effective learning environments and approaches to student support and guidance (A4)

Professional values:

- Respect for individual learners and diverse learning communities (V1)
- Promote participation in higher education and equality of opportunity for learners (V2)

■ The subject material (K1)

Core knowledge:

- The use and value of appropriate learning technologies (K4)
- Methods for evaluating the effectiveness of teaching (K5)

Areas of activity:

- Design and plan learning activities and/or programmes of study (A1)
- Assess and give feedback to learners (A3)
- Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

Core knowledge:

■ The use and value of appropriate learning technologies (K4)

■ Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)

Core knowledge:

- Appropriate methods for teaching and learning in the subject area and at the level of the academic programme (K2)
- How students learn, both generally and within their subject/disciplinary area(s) (K3)

Professional values:

Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)

Core knowledge:

■ The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching (K6)

Professional values:

■ Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)

Team working People management

Collegiality

Supervision Mentoring Influence and leadership

Collaboration

Communication methods Communication media

Teaching Public engagement Enterprise Policy

Society and culture

Global citizenship

Health and safety

Legal requirements

IPR and copyright

Appropriate practice

Research strategy

Risk management

Project planning and delivery

sustainability

Ethics, principles and

Respect and confidentiality

Attribution and co-authorship

Engagement, influence and impact The knowledge and skills to

work with others and ensure the wider impact of research. Domain D

Domain C Research governance and organisation

The knowledge of the standards, requirements and professionalism to do research.

Finance, funding

Financial management

Infrastructure and resources

Income and funding generation

Subject knowledge

Research methods: theoretical knowledge

Research methods: practical application

Information seeking

Information literacy and management

Languages

Academic literacy and numeracy

Knowledge base **Analysing Synthesising** Critical thinking **Evaluating Problem solving**

Knowledge and intellectual abilities

The knowledge, intellectua abilities and techniques to do research.

Domain A

Domain B

Personal

effectiveness The personal qualities and

approach to be an effective researcher.

Professional and

Preparation and prioritisation Commitment to research

Inquiring mind

Innovation

Argument construction

Intellectual risk

Enthusiasm

Perseverance

Self-confidence

Self-reflection

Responsibility

Integrity

Time management Responsiveness to change

Work-life balance

Career management

Continuing professional development

Responsiveness to opportunities Networking

Reputation and esteem

Areas of activity:

- Teach and/or support student learning (A2)
- Assess and give feedback to learners (A3)
- Engage in continuing professional development in subjects/disciplines and in their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

Core knowledge:

■ Methods for evaluating the effectiveness of teaching (K5)

Professional values:

- Promote participation in higher education and equality of opportunity for learners (V2)
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)

Areas of activity:

■ Design and plan learning activities and/or programmes of study (A1)

Core knowledge:

■ The use and value of appropriate learning technologies (K4)

Professional values:

■ Promote participation in higher education and equality of opportunity for learners (V2)

Areas of activity:

- Teach and/or support student learning (A2)
- Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

Professional values:

- Respect individual learners and diverse learning communities (V1)
- Use evidence-informed approaches and the outcomes from research scholarship and continuing professional development (V3)

Areas of activity:

- Design and plan learning activities and/or programmes of study (A1)
- Assess and give feedback to learners (A3)

Professional values:

■ Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)

Areas of activity:

■ Engage in continuing professional development in subjects/disciplines and in their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

Professional values:

- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)
- Acknowledge the wider context in which higher education operates, recognising the implications for professional practice (V4)

Areas of activity:

■ Design and plan learning activities and/or programmes of study (A1)

Bold text in outer circle - key RDF descriptors that relate to teaching and supporting learning and vice versa

Boxed text - statements from the UKPSF that relate to the RDF www.heacademy.ac.uk/ukpsf. Areas of activity Areas of Activity (A), Core Knowledge (K), Professional Values (V)