

# Dimensions of the Framework

## DAY 1 (Morning Session 2 > 9.45 - 10.30 am)

### The UK-PSF: How did it all begin

- Areas of Activity (A1-A5)
- Core Knowledge (K1-K6)
- Professional values (V1-V4)



The UKPSF: How Did It All Begin?



ความเป็นครูมืออาชีพระดับอุดมศึกษา (ศ.ดร.วิจิตร ศรีสอาน)



UKPSF Dimensions of the Framework



UKPSF Dimensions of the Framework PowerPoint



Research informed teaching (RIT) and Enquiry based teaching (EBL)



Internationalising the curriculum

## Dimensions of the Framework

### Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices



### Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching



### Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

# The PSF Dimensions of Practice

Successful

Area of Activity

undertaken by teachers and  
support staff

Appropriate

Core Knowledge

to carry out those activities  
at the appropriate level

Commitment

Professional Values

individuals performing these  
activities should exemplify



# Area of Activity

## **A1** Design and plan learning activities/programs of study

- Subject knowledge  K1

# Area of Activity

## **A1 Design and plan learning activities/programs of study**

- Subject knowledge
- Learning outcomes

# Area of Activity

## **A1 Design and plan learning activities/programs of study**

- Subject knowledge
- Learning outcomes

Clear?

Logically ordered?

Can be assessed?

Day 1 : Outcome-Based Education, Bloom's Taxonomy by Aj Poolsit

V3

# Area of Activity

## **A1 Design and plan learning activities/programs of study**

- Subject knowledge
- Learning outcomes
- Teaching approaches

# Area of Activity

## A1 Design and plan learning activities/programs of study

- Subject knowledge
- Learning outcomes
- Teaching approaches

Balance of passive and active? PBL, case studies, flipped?

K2

Online tools? Kahoot, Google docs, etc.?

K4

Accessible? Religious/culture?

V1

V2

# Area of Activity

## **A1 Design and plan learning activities/programs of study**

- Subject knowledge
- Learning outcomes
- Teaching approaches
- Resources

# Area of Activity

## A1 Design and plan learning activities/programs of study

- Subject knowledge
- Learning outcomes
- Teaching approaches
- Resources

Reliable?

Up to date?

K1

Accessible?

Understandable?

V1

V2

Your own research?

V3

# Area of Activity

## **A2** Teach and/or support learning

- Overview

# Area of Activity

## **A2** Teach and/or support learning

- Overview

Place : Classrooms/field work/studios etc.

Size : Large/small group

# Area of Activity

## **A2** Teach and/or support learning

- Overview
- Teaching methods

# Area of Activity

## A2 Teach and/or support learning

- Overview

- Teaching methods

PBL, case based, experiential learning, interactive, presentations, group/pair/individual work, simulation, research informed teaching, work-based learning, flipped learning, use of technology

K1

K2

K3

K4

V1

V2

V3

V4

# Area of Activity

## **A3** Assess and give feedback to learners

- Assessment methods

# Area of Activity

## A3 Assess and give feedback to learners

- Assessment methods

When?      How?      Formative?      Summative?

Employability skills?  V4

# Area of Activity

## **A3** Assess and give feedback to learners

- Assessment methods
- Quality assurance

# Area of Activity

## **A3** Assess and give feedback to learners

- Assessment methods
- Quality assurance

moderation procedures, standardization, second marking,  
external examiners, assessment boards

K6

# Area of Activity

## **A4** Develop effective learning environments and approaches to student support and guidance

- Adapting the environment for teaching

# Area of Activity

## **A4** Develop effective learning environments and approaches to student support and guidance

- Adapting the environment for teaching

Change physical environment?

K3

V1

V2

Online communication?

K4

V1

V2

# Area of Activity

## **A4** Develop effective learning environments and approaches to student support and guidance

- Adapting the environment for teaching
- Creating a collaborative atmosphere

# Area of Activity

## **A4 Develop effective learning environments and approaches to student support and guidance**

- Adapting the environment for teaching
- Creating a collaborative atmosphere
- Other

Resource, handbook, language support

# Area of Activity

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

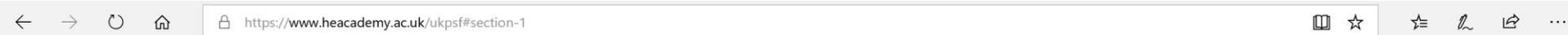
- Continuing Professional Development (CPD)

Attend workshops/conferences to enhance you practice?

Keep your disciplinary knowledge up to date?

K1

<https://www.heacademy.ac.uk/ukpsf#section-1>



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## UK Professional Standards Framework (UKPSF)

OVERVIEW

ENSURING GOOD PRACTICE

INDIVIDUAL BENEFITS

Working with individuals and institutions in higher education (HE) to provide students with an excellent learning experience is core to what we do at the HEA. This is why we manage and lead the development of the **UK Professional Standards Framework (UKPSF)**, a nationally-recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of,



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# References

- UKPSF dimensions of the framework file
- UKPSF fellow application suggestion lists

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