HOW TO ALIGN TECHNICIAN ACTIVITIES WITH THE UKPSF :

ASSOCIATE FELLOWSHIP (D1) & FELLOWSHIP (D2)

INTRO

This has been produced as guide to help technicians complete an application towards attaining a fellowship of the Higher Education Academy. The framework has been broken down to its component parts with examples of Technician activity that we feel meets the dimension of the framework.
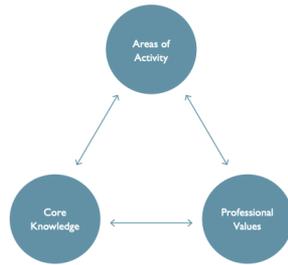
Multiple sources have been used in this document, including AdvanceHE resources and applicant experiences. Here are just a few useful links.

- The HEA UKPSF
- Recognising the Contribution of Technicians in HE
- HEaTED Presentation

This guide is a reference and would not be able to contain the huge number of relevant activities for each discipline. Therefore, applicants are encouraged to reflect upon their roles and identify activities that they undertake that align with the criteria and use this guidance as suggestions that are in alignment or explicit.

The most important thing to remember when making an application is that many of your activities already align with the dimensions of the framework, and that no new work needs to be undertaken. Rather the process recognises the work you are currently doing, asks you to be reflective upon that work and consider how you know what you know you are doing is current and correct practice, and ultimately provide evidence that supports this position.

THE DIMENSIONS OF THE FRAMEWORK

AdvanceHE use the UKPSF Dimensions of the Framework in which to enable you to explore and evidence your own practice. They have some really helpful guides including this one for support staff: https://www.advance-he.ac.uk/knowledge-hub/ukpsf-dimensions-framework-staff-learning-support-roles
 which shows the Dimensions of the Framework with a short descriptor.

As mentioned, this is written from the perspective of a general educator and given our disciplines and practice it would be difficult without a lengthy document to provide a 'Dimensions' from everyone's perspective.

But to help, we have adapted the UKPSF Dimensions to create a Dimensions of the Framework from the Perspective of a Technician on the next page

So, if you want to see the original (which we would advise you do) click the link above. But once you have seen that have a look at how we have interpreted those Dimensions from a perspective you would hopefully recognise.

The Dimensions of the Framework from the Perspective of a Technician.

Areas of Activity

A1 How do you prepare your sessions with learners?

A2 How do you engage your learners?

A3 How do you give feedback to learners?

A4 How do you create safe and up-to-date learning environments to support activity (inside and/ or outside of the immediate environment)?

A5 What qualifications do you have and what awarding bodies are you part of that keep you up-to-date on your professional practice. What do you do to keep your practice up to date?

Core Knowledge

K1 How do you know what you know?

K2 Why do you show a process the way you do? How do you know which methods/techniques are best to use?

K3 How do you know students learn effectively? What informs your delivery?

K4 What technologies do you use to aid learning? How do these help you to teach more effectively and/or your learners to learn more effectively?

K5 How do you know learners understand?

K6 What quality assurances do you meet/ follow? And, how do you use feedback or quality assurance processes to enhance what you do?

Professional Values

V1 How do you respond to different learners?

V2 How do you support everyone to participate in your teaching space?

V3 What sources and communities do you engage with to keep yourself professionally informed? And how do you incorporate that into your teaching?

V4 What external forces impact you in the classroom? e.g. professional body, accreditation, skills required in the jobs sector, widening participation agendas.

USING THE S.T.A.R. METHOD

The STAR[1] method is one recognised way of describing about something you have done and providing context and evidence; which is essential for a claim for recognition.

S = SITUATION & SUBJECT

So what is it that you are going to talk about? What is the context/ activity? Is it about the communication of a skill that enables the learner to then operate a piece of software or hardware with competence?

T = TASK & THEORY

What forms the basis of the task? What is the objective? And, what are the theories or methodologies that underpin the practice? Do you have to do it a particular way that is recognised by a professional body?

A = ACTION OR APPLICATION

Now, walk the reader through what actions and activities you facilitated to allow the learner to achieve the objective. This may seem really obvious, but remember it is only really obvious to you in your subject field and not necessarily to the reader who will be seeking to understand your practice.

R = RESULT

This is the section that most people overlook during the process of writing for recognition. How do you know that what you did worked? What are the results of this? And it may be as simple as recognising that the person is now showing specific skills to a point that they can operate without your guidance; give some detail on how you know, that they know, what you knew!!!

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[1] Commonly known as just Situation/ Task/ Action/ Result

HOW TO USE THIS BOOKLET

The following sections are divided into the areas of activity, the core knowledge and the professional values. For an **Associate Fellow** you will need to provide evidence for **at least two** of the areas of activity and for **Fellow** you will need to provide evidence for **all five (A1 - A5)**.

 If you feel you can speak to more areas of activity then you should have a conversation with your HEA link to see if Fellow is more appropriate. For any weak or missing areas you could seek opportunities to engage with these areas or speak with a mentor to help identify any evidence you may already have that you could use to make a claim for that area.

So have a think about the activities you undertake to support and facilitate learning within Higher Education. Work out whether direct teaching demonstration, support or facilitation is involved. Now set these against the STAR method, if you find that helpful.

Finally, remember that the language here needs to be considered not in the old-fashioned sense of learning being transmitted from a 'sage on the stage' but in the current context of an educative environment where all staff contribute to the learning experience of the student.

A1. How do you prepare your sessions with learners?

This is about what you do to plan and prepare students learning activities, whether face-to-face, in a Lab or workshop, in a virtual learning environment or within a taught class.

How can I demonstrate my engagement?
Identify where you plan different kinds of interactions with learners within different contexts. Use examples from recent practice whether a single session, or a series of sessions with individual students and/or small groups. Mention how these may be different due to context.

You need to show that you understand that what you have planned is appropriate for your student/s.

Your application could include:
➡ Planning one-to-one or group tuition
➡ Designing process/ equipment inductions;
➡ Developing learning plans;
➡ Developing learning resource/ materials (How to's, induction check sheets, crib sheets);
➡ Planning additional learning support;
➡ Planning and organising practical sessions;
➡ Preparing workshop/ process inductions;
➡ Contributing to the development and improvement of activities and opportunities;

A2.

How do you engage your learners?

This is about your direct interaction with learners, whether in groups or individually, remotely or face-to-face. Your teaching activities might include formal, timetabled approaches or it might be outside of scheduled classes and informal in nature, but nevertheless essential to student learning.

This could happen whilst:
- Delivering a lecture, seminar, small group tutorial, machine inductions or one-to-one support
- Supporting classroom activities, laboratory experiments, workshops, creative practice environments, rehearsals and performances.
- Demonstrating processes within laboratory, studio or workshop
- Using virtual learning or other support environments

How can I demonstrate my engagement?

Identify and demonstrate your current and ongoing awareness of the approaches and methods of teaching and supporting learning in your area. You should show your ability to choose the most appropriate approach.

Your application could include:
- how you run seminars or tutorials with individuals or groups of students to support their learning;
- how you demonstrate/ develop practical sessions with any supporting documents eg. use of technology, prepared material and why;
- teaching as part of a team; fieldwork settings;
- providing bespoke resources (online, offline);
- supporting development of research skills;
- one-to-one interaction; technical skills development;
- working with learners in a studio, workshop or lab
- recording, creating/ making, analysing

A3.

How do you give feedback to learners?

Remembering that this can be formative as well as summative, immediate and verbal as well as in written reports. This is about how you assess and give feedback to learners to encourage their learning. How you assess students' progress and make judgements about their learning during and on completion of an activity.

You need to demonstrate an understanding of:
- how you make informed, formative judgements about students' work;
- the role that feedback plays in supporting learning;
- the appropriateness of the assessment approaches and feedback techniques for their specific
- feedback in the context of your work with students;

How can I demonstrate my engagement?
This could be through activities such as:
- one to ones; teaching sessions; crits; work placements;
- practical work; or the observation of practice;
- formal approaches to assessment such as live performance/ processes or practical and skills tests;
- conversation and dialogue – responding to students.

Feedback might include:
- formative feedback or assessment to students whilst working in practical settings such as labs & workshops;
- formative feedback/critique on sessions/ draft project;
- summative assessment via practical examinations;
- informal assessment of learning within digital literacy sessions or information skills sessions;
- judging students' understanding during and following induction sessions; verbal feedback;
- preparing students for assessment through academic support.

A4.

How do you create safe and up-to-date learning environments to support activity (inside and/ or outside of the immediate environment)?

This is about how you effectively use both formal and informal learning environments to facilitate student learning and how you meet the needs of your learners. This can link to activity discussed in section A1 and A2.

How do you....?
- utilise and manage physical or virtual learning environments so that they are appropriate to your learners' needs;
- acknowledge different styles of learning;
- work with learners, or teaching staff to ensure that learners can access and use a broad range of learning opportunities.

How can I demonstrate my engagement?
This could be through activities and considering things as:
- space layout; specialist facilities; and technologies;
- induction and demonstration events/ sessions;
- evaluating how students work in different spaces;
- development of digital learning spaces for specific disciplines or learner needs;
- practice based learning; supporting students in labs and workshops;
- development of learner guides and/or resource packs.
- catering for languages and accessibility;
- keeping abreast of new technology, advancements in field;
- working with colleagues to modernise facility/ resource to improve student experience;
- development of additional learner resources;
- engagement with any Inclusion, Diversity, Equity and Access initiatives.

A5. What do you do to keep your practice up to date?

This is about how you maintain and continue to develop your capability in teaching and supporting learning.

It includes how you:
- gather and utilise information on the effectiveness of your own practice;
- engage with your CPD activities to enhance your practice;
- incorporate subject and pedagogic research and/or scholarship to support learning and your practice;
- shadow peer best practice;
- how you use scholarly and/ or professional activity to maintain your teaching and support of learning[2].

How can I demonstrate my engagement?
Show how you use other's and your own work to inform your practice and support students. Including, examples of activities which have developed your understanding and practice.

For example:
- professional membership or maintaining external professional engagement;
- how you have used your CPD activities for learning;
- annual development review discussing teaching development;
- observation/ inviting observation of teaching/ student support; requesting feedback;
- making use of a piece of published pedagogic research to inform your teaching;
- shadowing or following industry guidance eg. Clinical practitioners to ensure competency.

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[2] You do not have to be directly involved in research but you do need to indicate an understanding of the field and current best practice.

2.
CORE KNOWLEDGE

Your understanding of Core Knowledge is most easily demonstrated through your engagement within the Areas of Activity.

For example:
- designing and planning a learning activity (Area of Activity 1) successfully would be determined by your level of subject knowledge (Core Knowledge 1) and the use of appropriate teaching and learning methods (Core Knowledge 2);

- an understanding of how particular students learn (Core Knowledge 3) and the value of using appropriate learning technologies (Core Knowledge 4).

Linking the Core Knowledge to Areas of Activity provides greater coherence and depth to the evidence and more accurately reflects an integrated approach to your practice.

K1 & K2 are required for Associate Fellowship and all applications would benefit from including reference to others if appropriate.

K1.

How do you know what you know?

This is about how the design and planning of learning activities are informed and influenced by the nature of the subject being taught. For example, study skills support, information management, learning technologies, laboratory supervision, workshop support.

This aspect of Core Knowledge is influenced by a wider understanding of the nature of the subject, the student body and the context in which learning, teaching activities and learning support happens.

You are expected to demonstrate:
- an awareness of relevant scholarship, and possibly research (if appropriate to your role);
- an up to date knowledge of the subject area. Links to A5.
- scholarship and the evaluation of professional practices. Can be linked to Value 3.

How should I demonstrate this?
In discussing your practice you should show that you:
- Have expertise in the subject area being taught;
- Use appropriate methods
- Have an awareness of how to adapt subject matter and of learning support in relation to academic level

In the context of supporting learning this may, relate to skills such as digital literacy, employability, specific learning needs or practical skills.

Examples might include:
- applying knowledge from professional practice
- awareness/ implementation of up-to-date knowledge;
- leading on the development of subject resources;

- directing staff activities and development of discipline research;
- leading professional body accreditation
- technologies related to study

Address how this Core Knowledge interact with the other Dimensions. A1, A2.

K2.

Why do you show a process the way you do? How do you know which methods/techniques are best to use?

This is about the distinctive methods you employ to teach or support learning in your subject area. Acknowledging that some approaches are more appropriate than others given the nature of the learning desired, the level of the material being taught and the readiness and learning stage of students.

How should I demonstrate this?
This requires a clear rationale, underpinned by scholarship/ knowledge, for the approach taken and evidence of its effectiveness.

An example might be articulating the rationale for the use of one to one inductions within certain situations versus an alternative approach such as group work.

This is clearly linked to demonstrating Core Knowledge 1 and 3 with a focus on understanding the subject material. It is also specifically concerned with the strategies and approaches used to teach or support the learning of the subject/ process. You should also refer to the challenges encountered by the nature of subject material. Methods for teaching and learning require creative adaptation and flexibility according to the technical capability/ creativity of students.

Examples might include:
➡ peer work/ collaborations;
➡ workshops;
➡ demonstrations, both group & individual
➡ preparation; shadowing.

Address how this Core Knowledge interact with the other Dimensions. A2, A3, A5 & K5.

K3.

How do you respond to different learners?

This requires you to think generally about how students learn within the context of their subject/ discipline. You will need to demonstrate your understanding of the characteristics of different learners (such as mature students, recent school leavers or workplace learners) and how you meet their needs through your teaching and the learning environment.

You will also need to show how you adapt and change your practices and approaches in response to the specific characteristics of your subject. Reference could be made to different theories of, or approaches to, learning and how you use these to develop subject specific strategies for teaching and supporting learning. (Core Knowledge 1).

How should I demonstrate this?
Discuss the approaches you use and their effectiveness. Evidence student response to these. Take into account the characteristics of and the diversity within the student cohort and variations in approach adopted for individual learners. There should ideally be reference to scholarship and inclusive practice. While you are not expected to critique various learning theories there is an expectation that you will demonstrate a scholarly understanding of the particular theoretical models which underpin your practice.

For example:
➡ benefits of dedicated group study spaces;
➡ how provision of appropriate workshop/ lab space benefits learning;
➡ sensitivity to varied learning styles of students;
➡ understanding of how to develop individual students' skills, knowledge and competency

Address how this Core Knowledge interact with the other Dimensions. A1, A2 & V1: Respect individual learners and diverse learning communities.

K4.

What technologies do you use to aid learning? How do these help you to teach more effectively and/or your learners to learn more effectively?

This is about the value and use of learning technologies which are wide and varied and typically extend beyond the basic use of in class presentation software and a virtual learning environment. In many instances the use of learning technologies will be highly subject or context specific. The rationale for your use of learning technologies, therefore, needs to be clearly articulated, in terms of the value it has for learning.

How should I demonstrate this?
➡ how and why specific technologies are used to support learning, for example rapid prototyping; audio/ video recording; specialist analytical devices
➡ the use of appropriate technologies (including assistive technologies and/or related reasonable adjustments);
➡ how such assistive technologies can be incorporated into a personal learning plan;
➡ how the needs of learners with disabilities are accommodated in light of the institution's responsibilities;
➡ relevance to the context of the subject or discipline;
➡ the impact on student learning;
➡ how the impact, made by using technology, is evaluated.

This should relate to individual use of technology, rather than institutional policy.

Address how this Core Knowledge interact with the other Dimensions. A2, A3, A4 & K3

K5.

How do you know learners understand?

This is concerned with the ways you gather information about the success of your teaching, assessment and feedback in enabling students to meet the intended outcomes.

An essential part of higher education is ensuring the effectiveness of teaching practices. This aspect focuses on the ways you use different approaches (formal and/or informal) to gather information and data about the impact of teaching, and how this is used to enhance and develop teaching and learning support practice.

How should I demonstrate this?
You should consider the different ways you gain feedback about your teaching, both formally and informally. This will normally be from students but can also be from peers/ colleagues and other sources and can include formal evaluation processes such as information gathered at the end of a period of teaching.

This might include:
➡ student observation; responses to student feedback;
➡ learning gained from peer review/observation;
➡ changes made on the basis of your personal reflections on practice and student progress;
➡ using information from external evaluation or review to critically analyse your practice and make desired changes;
➡ using reflections on own practice to inform and enhance your teaching practice.

Evaluation is a continuous cycle and the application of this can raise concerns (one's own and that of learners, colleagues, managers and leaders). Through a process of reflection and action you need to evidence how these activities have led to changes and enhancement.

K6.

What quality assurances do you meet/ follow?

Quality assurance and quality enhancement are deeply embedded in Higher Education through procedures such as programme validation, monitoring, review and exam boards. These processes shape academic practice and are implicit in what you do as a teacher or in your support of learning. Also remember that they refer to QAA Subject Benchmark statements for each subject.

Critical to Core Knowledge 6 is the awareness of formal quality assurance and quality enhancement processes and requirements such as the need to work within institutional frameworks and professional and statutory body requirements.

How should I demonstrate this?
- how you use feedback from quality assurance and enhancement activities or processes to improve student learning experience;
- how you seek opportunities to obtain feedback, other than relying on the institutional procedures already in place, to develop your teaching and support activities;
- how you understand and respond to the HE quality regulations and the need to continually enhance the student learning experience.

How does this Core Knowledge interact with the other Dimensions? A1, A2, A3

Adherence to policy and practice in ensuring equality and transparency/fairness links to the Professional Values V1, V2 & V4.

Some engagement with formal processes and commentary on how these have shaped practice will demonstrate that you

are not merely adopting a tick box approach but show your understanding of how assurance and enhancement is applied, its impact and why it is important to the student experience and wider context.

While this is possibly one of the hardest Dimensions to articulate, you should try to demonstrate that as a teacher or supporter of learning you do not 'exist in a bubble' and that you are responsible to external imperatives (for example, institutional quality assurance, Professional and Statutory bodies, the Quality Assurance Agency etc.) and that you can demonstrate that you work towards improving practice in this context.

For staff in support roles, quality assurance and quality enhancement might relate to the development of in-house quality processes relating to relevant professional practice.

Examples:
➡ involvement in periodic review teams;
➡ working with other aligned professional bodies;
➡ quality assurance of learning resources to ensure they support teaching effectively;
➡ staff development;
➡ development of institutional assessment policy including clear subject specific criteria for assessment
➡ conduct review for a professional body;
➡ sitting on validation panel(s) to provide information of how learning resources and student support contribute to the quality of the student experience;
➡ the evaluation of peer-observation to enhance teaching quality;
➡ quality relating to national/ international expectations and benchmarks;
➡ feedback from external examining, moderation into practice.

3.
PROFESSIONAL VALUES

The focus of Professional Values is about the integrity of the individual practitioner. How you are able to demonstrate this is likely to be different depending on the role/s you have. The UKPSF articulates how the professional values should explicitly underpin teaching and support learning in higher education.

Fellowship requires the explicit demonstration of a commitment to all the values. In reality the professional values overlap and are integrated in individual and institutional practice. For example, your Professional Values impact on your Core Knowledge and your Areas of Activity by shaping the activity, your understanding and knowledge.

In an application, Professional Values emerge most clearly in the way that you are able to draw examples from your practice for each of the Dimensions which provides context, rationale, evidence of impact and/ or response.

For Associate Fellow and Fellow the evidence of commitment to the Professional Values in practice will influence teaching and learning and the adoption and communication of positive attitudes and behaviours will provide evidence of a commitment to the (relevant) values.

For Associate Fellowship, you must demonstrate "a commitment to appropriate Professional Values in facilitating other' learning". This means that you must show how you embrace one, or more, of the Professional Values. The phrase "appropriate" acknowledges that these values may differ

between individuals depending on the nature of your role and the Areas of Activity you choose to discuss in your claim for Associate Fellowship.

For Fellowship you must demonstrate a commitment to all Professional Values.

V1.

How do you respond to different learners?

This is about the way teaching and supporting learning incorporates activities, actions and approaches which understand, consider and respond to the individual needs of learners and learning communities.

How can I demonstrate my commitment to this Value?
- designing flexible learning activities that are accessible to all students;
- tailoring delivery for specific students. For example: parents with young children, non-native speakers, first year undergraduate, first generation students;
- induction for students entering at level 6 from Foundation degrees/ HNDs;
- developing accessible online resources for students with specific learning needs.

They may also be defined by the protected characteristics as outlined in the 2010 Equality Act. You need to be able to demonstrate that you value and can work effectively with and within these diverse learning communities.

Examples
- developing accessible online resources for staff;
- providing an enquiry service for remote access;
- webinars for international students;
- video inductions;
- induction and language support for international students;
- assisted learner scheme;
- online master classes.

V2.

Promote participation in higher education and equality of opportunity for learners

This is about providing evidence of how a commitment to participation in higher education and equality of opportunity for learners underpins your practice in relation to teaching and supporting learning.

How can I demonstrate my commitment to this Value?
There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity supported by examples of inclusive and accessible practice.

Examples:
➡ providing alternative formats;
➡ digitisation of resources to increase accessibility;
➡ widening participation and access strategy;
➡ design of a survey regarding accessibility;
➡ extended opening hours for library and IT services;
➡ adjusting procedures to ensure they are fair and equitable;
➡ inclusive curriculum design;
➡ the use of peer work to enhance social integration;
➡ review assessment patterns to be responsive to student employment and other commitments/ genres.

V3.

What sources and communities do you engage with to keep yourself professionally informed? And how do you incorporate that into your teaching?

This is about the use of evidence informed approaches, the ability to draw on and contribute to a range of sources of evidence and to use them to inform teaching and learning.

You should use the outcomes from relevant research, scholarship and professional development to make informed and considered judgements that enhance practice and the learning experience. This value advocates the importance of direct involvement in enquiry and reflection to support your own professional development and your teaching or learning support activities. V3 closely links to A5.

How can I demonstrate my commitment to this Value?
- consideration and application of findings from studies (your own or that of others);
- enquiry of teaching, learning, learners, the subject, the environment, support approaches, in order to enhance practice and the student learning experience;
- conducting and using research to enhance learning
- developing and/or using informed approaches to plan learning and support activities in response to relevant professional body research and resources;
- maintaining practice-based activity

Examples could include:
- students involved as researchers in projects; measuring impact on service delivery;
- using NSS data or other student data/ feedback;
- engagement in current scholarship relating to subject;
- The use of professional practice to enhance teaching and learning:
- Enhancement of teaching and learning practice through practice-based and practice-led research.

V4.

What external forces impact you in the classroom? e.g. professional body, accreditation, skills required in the jobs sector, widening participation agendas.

This is about being aware of the issues that impact upon institutional missions and/ or which might have an influence on the student learning experience, curriculum design and/ or personal and collective professional practice. These may arise from a wide range of influences including (but not exclusively) the HE sector, professional associations, disciplinary bodies or networks, government or research bodies.

How can I demonstrate my commitment to this Value?
- show how you have responded to EDI legislation and requirements such as Equality Act 2010, employment agenda, or the widening access and participation agenda;
- meeting professional body requirements eg. IST;
- addressing any decreasing learning and teaching resources;
- responding to new institutional aspirations and targets eg. Any relevant policies or strategies;
- Current agendas include: sustainability (the practice of sustainability and education for sustainability), student engagement, and inclusive practice which includes reasonable adjustments for students with disabilities.

Examples:
➡ involvement in national/ international partnerships;
➡ awareness of the social, cultural and economic resources and challenges of your sector;
➡ awareness of employability issues in the UK/ international and implications for teaching/ curriculum design;
➡ sensitivity and awareness of funding opportunities (research bodies, professional bodies, etc) to enhance the student learning experience and own professional practice;
➡ advisory functions to partners;

➡ legislation.

GLOSSARY OF TERMS

Learner - any student, staff member, researchers or anyone else I higher education that you support within your facilities and interact with.

Formative Feedback - ongoing, aimed at focusing on student learning and students understanding the limits of their own knowledge and how to improve. Examples of formative feedback techniques include any interaction that raises questions or passes comment on process. Surveys, demos.

which is linked to

Informal feedback - where feedback occurs in teaching that normally happens outside the classroom or timetabled core activities. Or feedback that occurs in conversation, in passing.

Summative Feedback - provides an evaluation of how much a student has learned, typically at the end of process. Examples of summative feedback techniques include exams and final projects.

which is linked to

Formal feedback - where feedback occurs in timetabled core teaching linked to program or module learning outcomes. Traditionally within a classroom, lab, studio, workshop.

Methodology - a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of the subject, and how it is learnt.

Pedagogy - the method and practice of teaching, especially as an academic subject or concept.