

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.

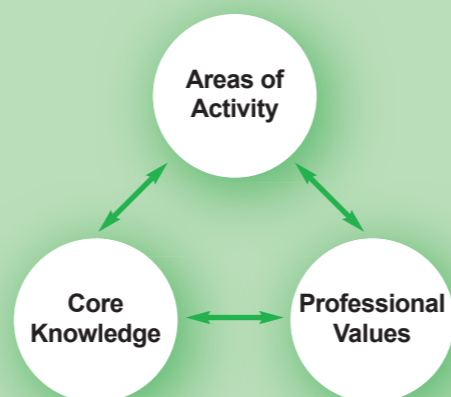


The UK Professional Standards Framework

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:

- 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:

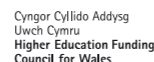
- demonstrate to researchers and other stakeholders how teaching and learning support activities can contribute towards the overall professional development of researchers
- enable researchers to recognise the learning they have acquired through teaching and supporting learning and highlight the transferability 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



¹ www.vitae.ac.uk/rds

² www.vitae.ac.uk/rdfconditionsofuse

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/rdfenses

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.'¹

'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

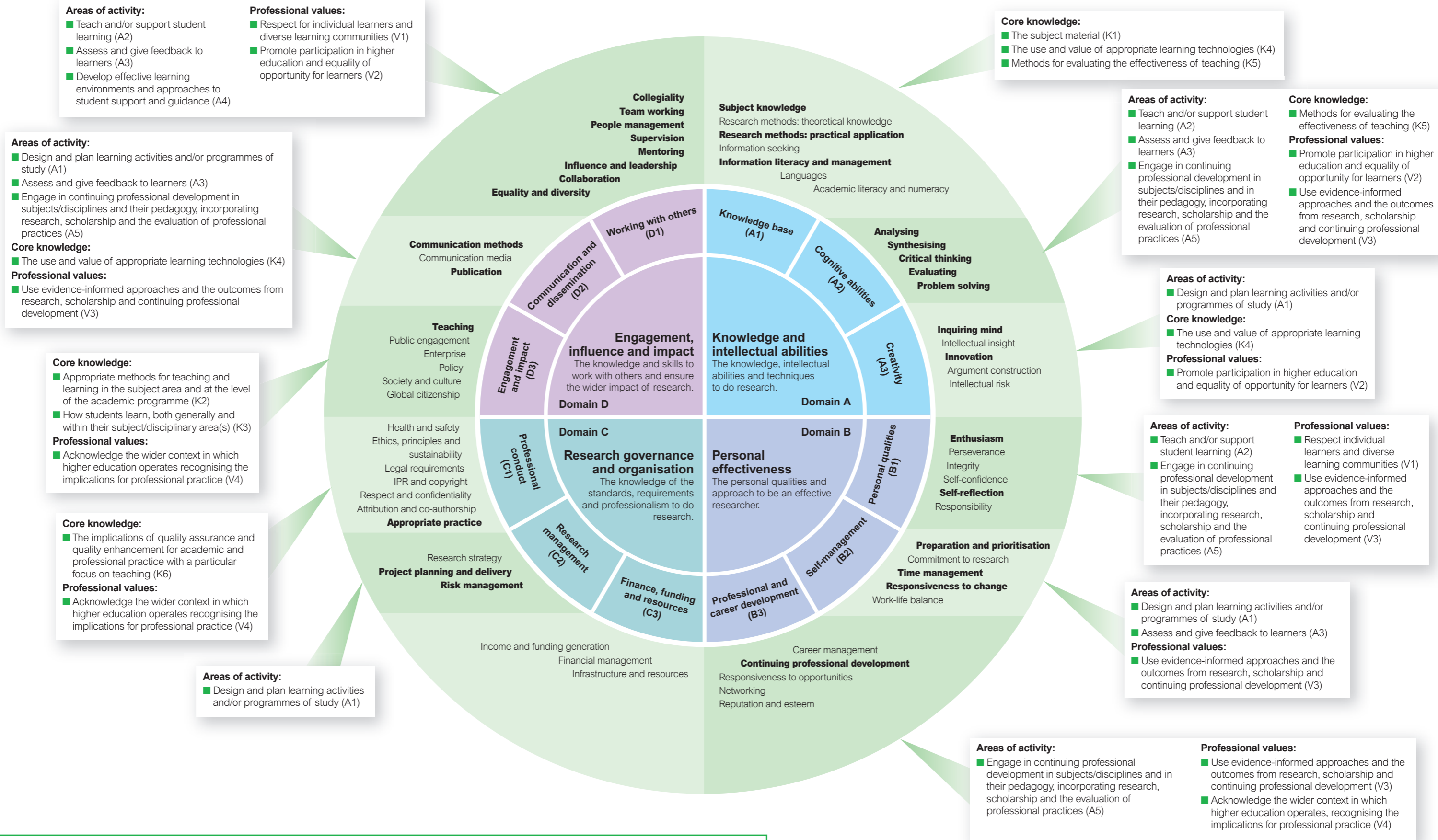
¹ QAA UK Quality Code for Higher Education – Chapter B3: Learning and teaching (2012) www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-B3.pdf

² www.heacademy.ac.uk/ukpsf

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Researcher Development Framework



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)