



THAILAND-EUROPEAN UNION  
Policy Dialogues Support Facility

# Professional Standards Framework

Supporting professional practice of academic  
staff in implementation of TQF-HE

# Overview

- UK Professional Standards Framework and similar initiatives
- Sources of information
- Information sharing + practical exercise

# QF developments - recap

- 80+ NQFs – HE, VET, comprehensive, combination
- Regional frameworks: Bologna/Copenhagen, ASEAN (proposed),
- National context paramount for design, implementation of NQF
- ‘overarching’ frameworks do NOT replace national, sectoral, professional or institutional frameworks – but help them communicate/interact
- QFs complementary – not identical, not intended to
- Responsibility with owners of each framework no ‘cut & paste’

# PSF and related developments

- European University Association recently described HR development as priority for universities in Europe and worldwide
- Rewards and initiatives supporting researchers are common, but not so much support for learning, teaching & assessment
- Initiatives in Belgium, Holland, Ireland, Scandinavia, UK
- UK Professional Standards Framework – HE Academy
- Quality Enhancement Themes (Scotland) – specific aspects of academic practice
- European Foundation for Management Development (not just HE) Excellence in Practice Award
- Similar initiatives internationally, Australia, Canada, USA

# UK Professional Standards Framework

1. Supports initial/CPD of teaching/support staff
2. Fosters dynamic approaches to teaching and learning
3. Demonstrates to students/other stakeholders professionalism staff bring to teaching and learning
4. Acknowledges the variety and quality of teaching, learning & assessment practices which support learning
5. Facilitates individuals and HEIs in gaining formal recognition for good practice in teaching and supporting learning

# UK PSF: 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 & their pedagogy, incorporating research, scholarship & the evaluation of professional practices

# UK PSF: Core Knowledge

- K1) The subject material
- K2) Appropriate methods for teaching, learning & assessing in the subject area & at the level of the academic programme
- K3) How students learn, both generally & within their subject/ disciplinary areas
- 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 & professional practice with a particular focus on teaching

# UK PSF: Professional Values

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



# Descriptor 1: Associate Fellow

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.

Individuals should be able to provide evidence of:

- I. Successful engagement with at least two of the five Areas of Activity
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of at least K1 and K2
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

# Descriptor 2: Fellow

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

# Descriptor 3: Senior Fellow

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
- VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

# Descriptor 4: Principal Fellow

- I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

# PSF: related/complementary activity

HEA Academy (UK)

Awards: Teaching, partnership, Student-Led Teaching Awards

Accreditation: Fellowships & institutional CPD programmes

Resources & conferences to support professional practice

Most UK universities now run teaching awards

<https://www.heacademy.ac.uk/>

QAA Scotland

Quality Enhancement Themes: support specific aspects of academic practice, e.g.: assessment; responding to student needs; flexible delivery; employability; 1st Year; developing/supporting the curriculum

<http://www.enhancementthemes.ac.uk/>

# Key elements: QFs, assurance, enhancement

- QA internal & external [IQA & EQA]
- NQF-HE [TQF '0'], NQF-LLL 'umbrella' [NQF]
- System of credits [standards and criteria TQF]
- **Institutional/faculty frameworks ?**
- Policies/strategies (national), mission/vision (university)?
- Discipline guidance (Subject Benchmark Statements, Tuning) [TQF 1]
- Programme specifications [TQF 2]
- **Professional support for teachers (T,L&A, RPL, LOs, credits)**

# Don't try to juggle them all at once!



Regional/International

National

Network/Region

HEI

Fac

Dept



# Key issues/information sharing

- How a Professional Standards Framework for academics in universities in Thailand can support TQF implementation?
- Are there aspects of other international approaches/initiatives which should be incorporated into Thai PSF?
- How can a PSF for HE in Thailand relate to other aspects of HE infrastructure, such as IQA, EQA,
- How can a PSF be developed to support TQF implementation
- How to move from *understanding* to *implementation* of NQF/LOs – in Bloom (revised), from L2 *understanding*, to L3 *applying*

NB - This is your opportunity to help shape a PSF which will help you and colleagues modernise approaches to teaching, learning and assessment!