

Etaleb



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The Lebanese Professional Standards Framework
for Teaching and Supporting Learning in Higher Education

إطار المعايير المهنية اللبناني
للتعليم ودعم التعلم في مؤسسات التعليم العالي

The Lebanese Professional Standards Framework
for Teaching and Supporting Learning in Higher Education

Professional Standards Framework
for Excellence in Teaching and Learning
in Lebanese Universities

• About

E-Taleb is a structural project aiming at developing the Lebanese Professional Standards in **Teaching and Learning** and cooperating for innovation and exchange of good practices and experiences relevant to similar frameworks established in Europe.

The main objective of this project is to support **the initial and continuing professional development** of staff engaged in teaching and foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic disciplines

and/or professional settings. The project will support in **creating a community of researchers** in different disciplines who share inter and intra university practices in teaching and learning.

E-Taleb will acknowledge the **variety and quality of teaching, learning and assessment** practices that support and underpin student learning including instructional technology. It will also demonstrate to students and other stakeholders the professionalism that staff and institutions bring to teaching and their support for student learning.

•• Project objectives

E-Taleb Project will have high national impact, providing at once many outcomes:

- › Establishing the Lebanese Professional Standards Framework in Teaching & Learning LBPSF;
- › Offering a Post-Graduate Certificate Programme in Teaching and Learning in Higher Education for faculty members;
- › Collaborating interuniversity activities centered on training and educational programmes;
- › Creating centers for teaching excellence inside each of the participating universities that support faculty and students in their teaching and learning activities;
- › Supporting the universities in their accreditation projects by having a formal process for teaching and learning;
- › Developing human capital and talented experts in teaching and learning in the participating countries;
- › Sustaining the competitiveness of the higher education field in Lebanon, the Middle East and the participating partner countries;
- › Publishing the Lebanese Journal on Teaching and Learning.

••• Consortium

Project Coordinator

Holy Spirit University of Kaslik (USEK), Lebanon

National Authority

Directorate General of Higher Education (DGHE), Lebanon

Partner Universities/Organizations

University of Balamand (UOB), Lebanon • Beirut Arab University (BAU), Lebanon • Université Claude Bernard Lyon 1 (UCBL), France • Evalag, Germany • Holy Family University (USF), Lebanon • Jinan University (JU), Lebanon • Karlsruhe University of Applied Sciences (HsKA), Germany • Lebanese American University (LAU), Lebanon • Lebanese University (UL), Lebanon • Al-Manar University of Tripoli (MUT), Lebanon • University of Roehampton (UoR), United Kingdom • Staff and Educational Development Association (SEDA), United Kingdom

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Project Coordinator



National Authority



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Partner Universities / Organizations



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The Guidance Document

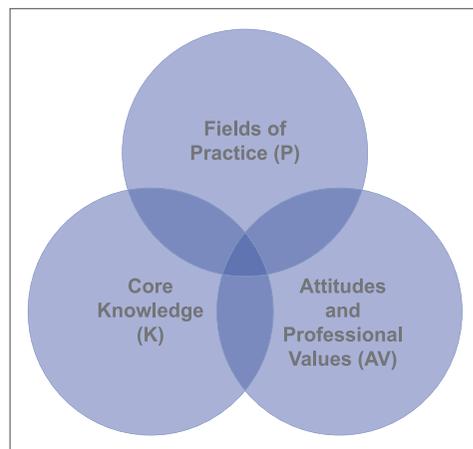
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The Lebanese Professional Standards Framework for Teaching and Supporting Learning in Higher Education

The Lebanese Professional Standards Framework aims to:

1. Benchmark professional practice through acknowledging that teaching and the support of learning in Higher Education takes place in a range of contexts with diverse student cohorts
2. Promote professionalism and standards across Lebanese Higher Education for all those who teach and support learning
3. Provide a mechanism for the development of academic practice and the recognition and reward of excellence in teaching and the support of learning
4. Promote approaches to learning and teaching that place the student at the center of the higher education learning experience
5. Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
6. Support the professional development of staff engaged in teaching and supporting learning as a driver for continuous improvement
7. Ensure that pedagogic practice is underpinned and informed by evidence-informed approaches and the outcomes from research, scholarship and professional development
8. Acknowledge the impact of environmental, social and political change on higher education

Dimensions of the Framework



Fields of Practice (P)

- P1:** Design, plan and organise teaching and learning opportunities, courses and/or programmes of study
- P2:** Teach and/or support learning
- P3:** Assess learning and provide feedback to ensure student advancement
- P4:** Create effective and innovative learning environments to optimise learning
- P5:** Provide effective student support and guidance
- P6:** Engage in continuing professional development

Core Knowledge (K)

- K1:** The subject material
- K2:** The local and/or global environment
- K3:** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K4:** How students learn, both generally and within their subject
- K5:** The use and value of a range of learning technologies and social media
- K6:** Methods for evaluating the effectiveness of teaching
- K7:** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Attitudes and Professional Values (AV)

- AV1:** Respect individual learners and the diversity of learning communities.
- AV2:** Value equity and citizenship for all learners
- AV3:** Embrace continuous professional development
- AV4:** Nurture effective partnerships to enhance the student learning experience
- AV5:** Demonstrate professionalism and commitment to enhancing teaching and learning
- AV6:** Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community
- AV7:** Adhere to professional ethics and standards

Fields of Practice

P1: Design, plan and organise teaching and learning opportunities, courses and/or programmes of study

- 1.1 Planning and preparing new learning activities which take into account factors including study level and context
- 1.2 Align learning activities to the course and programme learning outcomes
- 1.3 Collaborate in the design of a range of learning activities (face to face, distance or blended) to meet learning outcomes
- 1.4 Align formative and summative assessment with teaching strategies and subject matter to measure attainment of learning outcomes
- 1.5 Consider learning and teaching approaches which acknowledge the needs of diverse learners

P2: Teach and/or support learning

- 2.1 Foster student-centred and interactive learning and teaching approaches through a variety of activities
- 2.2 Engage students in creative and independent learning outside formal learning environments
- 2.3 Integrate the development of transferable and soft skills in teaching
- 2.4 Stimulate curiosity and interest in the subject areas that encourage life-long learning

P3: Assess student learning and provide feedback to ensure student advancement

- 3.1 Use an appropriate range of formative and summative assessment techniques
- 3.2 Align assessment strategies to learning outcomes
- 3.3 Design clear, unambiguous assessment criteria and communicate them effectively to students
- 3.4 Provide constructive and timely feedback to students through a range of approaches
- 3.5 Promote self and peer evaluation

P4: Create effective and innovative learning environments to optimise learning

- 4.1 Develop and use inclusive formal and informal learning environments appropriate to learners' needs
- 4.2 Ensure learners are able to access and use resources / facilities effectively to guide learning

- 4.3 Provide opportunities for students to participate in relevant extra-curricular activities and support for career planning

- 4.4 Abide by relevant codes of ethics and academic integrity

- 4.5 Integrate subject-based research in teaching and learning in a meaningful and appropriate way

- 4.6 Effectively integrate appropriate educational technologies in the teaching and learning process

- 4.7 Engage students in relevant aspects of professional practice

P5: Provide effective student support and guidance

- 5.1 Support learners' transitions through provision of appropriate orientation and induction activities

- 5.2 Provide support to learners through academic advising/tutoring

- 5.3 Access other support and professional services as necessary

- 5.4 Refer learners to appropriate institutional and community support as necessary

- 5.5 Respond appropriately to learners' individual needs

P6: Engage in continuing professional development

- 6.1 Participate in regular professional development activity, both formal and informal

- 6.2 Gather information on the effectiveness of own practice through actively reflecting on feedback from a range of sources, including students, to inform and enhance own practice

- 6.3 Support the professional development of colleagues

- 6.4 Disseminate and share own and others' successful practice and initiatives

- 6.5 Engage with interdisciplinary initiatives and/or professional bodies and organisations

- 6.6 Incorporate subject and pedagogic research and/or scholarship within own professional practice

مجالات التطبيق

P1 تصميم وتخطيط وتنظيم التعليم وفرص التعلم والمقررات و/أو البرامج

- 1.1 إعداد وتخطيط أنشطة تعليمية جديدة تأخذ بعين الاعتبار عوامل تتضمن مستوى الدراسة وسياق التعلم
- 1.2 تماشى أنشطة التعلم مع مخرجات المقررات والبرنامج
- 1.3 التعاون على تصميم مجموعة من الأنشطة التعليمية (وجها لوجه، أو عن بعد، أو مدمجة) لتلبية مخرجات التعلم
- 1.4 ربط التقييم التكويني والتحصيلي باستراتيجيات التعليم ومحتويات المقررات لقياس مدى تحقيق مخرجات التعلم
- 1.5 الأخذ بعين الاعتبار مقاربات التعلم والتعليم التي تلبى احتياجات المتعلمين المتنوعة

P2 التعليم و/أو دعم التعلم

- 2.1 تعزيز التعلم القائم على الطالب والتعلم التفاعلي واساليب التعليم من خلال مجموعة متنوعة من الأنشطة
- 2.2 إشراك الطلاب في التعلم الإبداعي والمستقل خارج بيئات التعلم النظامية
- 2.3 دمج تنمية المهارات القابلة للنقل والمهارات الناعمة في التدريس
- 2.4 تحفيز الفضول والاهتمام بالمواضيع التي تشجع على التعلم مدى الحياة

P3 تقييم التعلم وتقديم التغذية الراجعة لضمان تقدم الطالب

- 3.1 استخدام مجموعة مناسبة من تقنيات التقييم التكويني والتحصيلي
- 3.2 ربط استراتيجيات التقويم بمخرجات التعلم
- 3.3 تصميم معايير تقييم واضحة لا لبس فيها وتبليغها اختياريًا للطلاب
- 3.4 تقديم التغذية الراجعة البناءة في الوقت المناسب للطلاب من خلال مجموعة من الاساليب المختلفة
- 3.5 تعزيز تقييم الذات والتقييم عن طريق الاقران

P4 خلق بيئة تعليمية فعالة ومبتكرة لتحسين التعلم

- 4.1 تطوير واستخدام بيئات تعليمية نظامية وغير نظامية شاملة ومناسبة لاحتياجات المتعلمين
- 4.2 ضمان تمكن الطلاب من الوصول الى الموارد/المرافق واستخدامها بشكل فعال لتوجيه التعلم
- 4.3 توفير الفرص للطلاب للمشاركة في الأنشطة اللاصفية ذات الصلة وتقديم الدعم للتخطيط الوظيفي
- 4.4 التقيد بضوابط الأخلاقيات والنزاهة الأكاديمية المعنية
- 4.5 دمج البحوث القائمة على محتوى المقرر في التعليم والتعلم بطريقة هادفة ومناسبة
- 4.6 دمج التقنيات التعليمية المناسبة في عملية التعليم والتعلم على نحو فعال
- 4.7 إشراك الطلاب في الجوانب ذات الصلة بالممارسة المهنية

P5 تقديم الدعم والإرشاد الفعال للطلاب

- 5.1 دعم المتعلمين في مراحلهم الانتقالية من خلال توفير الأنشطة التوجيهية والتعريفية المناسبة
- 5.2 تقديم الدعم للمتعلمين من خلال الإرشاد والتدريس الأكاديمي
- 5.3 الحصول على الخدمات داعمة أو الخدمات المهنية الأخرى عند الضرورة
- 5.4 إحالة المتعلمين إلى الدعم المؤسسي والاجتماعي عند الضرورة
- 5.5 الاستجابة بشكل مناسب لتلبية احتياجات المتعلمين الفردية

P6 الانخراط في التطوير المهني المستمر

- 6.1 المشاركة في أنشطة التطوير المهني المنتظمة، سواء النظامية وغير النظامية
- 6.2 جمع معلومات عن فاعلية الممارسة الذاتية من خلال الاعتماد بفاعلية على التغذية الراجعة من مجموعة من المصادر، بما في ذلك الطلاب، وذلك لتوجيه الممارسة الذاتية وتعزيزها
- 6.3 دعم التطوير المهني للزملاء
- 6.4 نشر وتبادل الممارسات والمبادرات الناجحة الشخصية أو الخاصة بالآخرين
- 6.5 التعامل مع المبادرات متعددة التخصصات و/أو الهيئات المهنية والمنظمات
- 6.6 إدراج أبحاث دراسية أو تربوية ضمن الممارسة المهنية الذاتية

إطار المعايير المهنية اللبناني للتعليم ودعم التعلم في مؤسسات التعليم العالي

يهدف إطار المعايير المهنية اللبناني للتعليم والتعلم إلى:

1. قياس أداء الممارسات المهنية من خلال التسليم بأن التعليم ودعم التعلم في مجال التعليم العالي يتحقق ضمن سياقات واسعة تشتمل على مجموعات مختلفة من الطلبة
2. تعزيز الكفاءة المهنية والمعايير ضمن التعليم العالي اللبناني لجميع العاملين بمجال التعليم ودعم التعلم
3. توفير آلية لتطوير الممارسة الأكاديمية، والاعتراف والاهتمام بالتميز في التعليم ودعم التعلم، ومكافأته
4. تعزيز المقاربيات الخاصة بالتعليم والتعلم التي تضع الطالب في مركز الصدارة في العملية التعليمية للتعليم العالي
5. تعزيز النهج الديناميكي للتعليم والتعلم من خلال الإبداع والابتكار والتطوير المستمر في مختلف البيئات الأكاديمية و/أو المهنية
6. دعم التطوير المهني للموظفين العاملين في مجال التعليم ودعم التعلم كدافع للتحسين المستمر
7. تأمين الممارسة التربوية التي تستند على المقاربات المدروسة، ونتائج البحوث، والدراسات، والتطوير المهني
8. الاعتراف بأثر التغيير البيئي والاجتماعي والسياسي على التعليم العالي

مجالات التطبيق (P)

- P1:** تصميم وتخطيط وتنظيم فرص التعليم والتعلم، والمقررات و/أو البرامج
- P2:** التعليم و/أو دعم التعلم
- P3:** تقييم التعلم وتقديم التغذية الراجعة لضمان تقدم الطالب
- P4:** خلق بيئة تعليمية فعالة ومبتكرة لتحسين التعلم
- P5:** تقديم الدعم والإرشاد الفعال للطلاب
- P6:** الانخراط في التطوير المهني المستمر

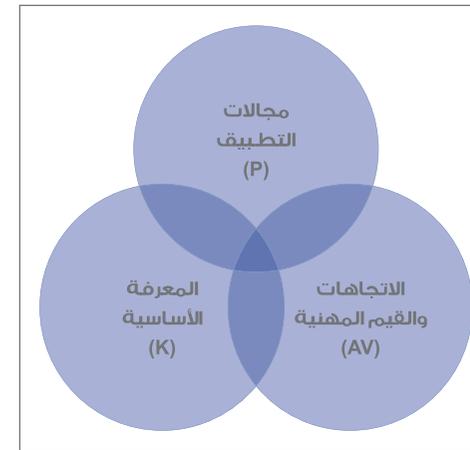
المعرفة الأساسية (K)

- K1:** محتوى المادة
- K2:** البيئة المحلية و/أو العالمية
- K3:** ملاءمة طرق التعليم والتعلم والتقويم في المجال المذكور وعلى مستوى البرنامج الأكاديمي
- K4:** أسلوب تعلم الطلاب، سواء بشكل عام أو ضمن مجالهم
- K5:** استخدام مختلف تقنيات التعليم ووسائل التواصل الاجتماعي وقيمتها
- K6:** طرق لتقييم فعالية التدريس
- K7:** التداعيات المترتبة عن ضمان الجودة وتحسينها في مجال الممارسة الأكاديمية والمهنية مع التركيز بشكل خاص على التعليم

الاتجاهات والقيم المهنية (AV)

- AV1:** احترام تفرد المتعلمين وتنوع مجتمعات التعلم.
- AV2:** تقدير أهمية المساواة والمواطنة لجميع المتعلمين
- AV3:** تبني التطوير المهني المستمر
- AV4:** تعزيز الشراكات الفعالة لتحسين خبرة التعلم الطلابية
- AV5:** إثبات الكفاءة المهنية والالتزام في تعزيز التعليم والتعلم
- AV6:** تشجيع التعاون ومشاركة الجهات المهنية في تطوير فرص التعلم داخل المجتمع الأوسع
- AV7:** التقيد بالمعايير والأخلاقيات المهنية

أبعاد الإطار

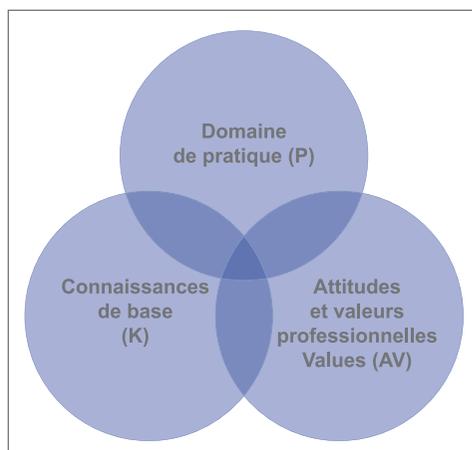


Le cadre libanais des normes professionnelles pour l'enseignement et le soutien de l'apprentissage dans l'enseignement supérieur

Le cadre libanais de normes professionnelles vise à :

1. Mettre en évidence la pratique professionnelle en reconnaissant que l'enseignement et le soutien de l'apprentissage dans l'enseignement supérieur se déroulent dans une gamme de contextes avec des cohortes d'étudiants divers
2. Promouvoir le professionnalisme et les normes à travers l'enseignement supérieur libanais pour tous ceux qui enseignent et soutiennent l'apprentissage
3. Fournir un mécanisme pour le développement de la pratique académique et la reconnaissance et la récompense de l'excellence dans l'enseignement et le soutien de l'apprentissage
4. Promouvoir des méthodes d'apprentissage et d'enseignement qui placent au centre de l'expérience de l'enseignement supérieur
5. Favoriser des approches dynamiques de l'enseignement et de l'apprentissage par la créativité, l'innovation et le développement continu dans divers milieux académiques et/ou professionnels
6. Soutenir le perfectionnement professionnel du personnel engagé dans l'enseignement et le soutien à l'apprentissage comme moteur de l'amélioration continue
7. Assurer que la pratique pédagogique est soutenue et informée par des approches fondées sur des preuves et les résultats de la recherche, des études et du perfectionnement professionnel
8. Reconnaître l'impact du changement environnemental, social et politique sur l'enseignement supérieur

Dimensions du cadre



Domaines de pratique (P)

- P1:** Concevoir, planifier et organiser des opportunités d'enseignement et d'apprentissage, des cours et/ou des programmes d'études
- P2:** Enseigner et/ou soutenir l'apprentissage
- P3:** Évaluer l'apprentissage et fournir des commentaires pour assurer l'avancement des étudiants
- P4:** Créer des environnements d'apprentissage efficaces et innovants pour optimiser l'apprentissage
- P5:** Fournir un soutien et une orientation efficaces aux étudiants
- P6:** Participer à la formation professionnelle continue

Connaissances de base (K)

- K1:** Le sujet
- K2:** L'environnement local et/ou global
- K3:** Méthodes appropriées d'enseignement, d'apprentissage et d'évaluation dans le domaine thématique et au niveau du programme académique
- K4:** Comment les étudiants apprennent, en général et au sein de leur sujet
- K5:** L'utilisation et la valeur d'une gamme de technologies d'apprentissage et de médias sociaux
- K6:** Méthodes d'évaluation de l'efficacité de l'enseignement
- K7:** Les implications de l'assurance de la qualité et l'amélioration de la qualité pour la pratique académique et professionnelle avec un accent particulier sur l'enseignement

Attitudes et valeurs professionnelles (AV)

- AV1:** Respecter les apprenants individuels et la diversité des communautés d'apprentissage
- AV2:** Valoriser l'équité et la citoyenneté pour tous les apprenants
- AV3:** Adopter un développement professionnel continu
- AV4:** Favoriser des partenariats efficaces pour améliorer l'expérience d'apprentissage des étudiants
- AV5:** Démontrer le professionnalisme et l'engagement à améliorer l'enseignement et l'apprentissage
- AV6:** Favoriser la collaboration et la participation des parties prenantes au développement des opportunités d'apprentissage au sein de la communauté
- AV7:** Adhérer à l'éthique professionnelle et aux normes

Domaines de pratique

P1: Concevoir, planifier et organiser des opportunités d'enseignement et d'apprentissage, des cours et/ou des programmes d'études

- 1.1 Planifier et préparer de nouvelles activités d'apprentissage qui tiennent compte de facteurs tels que le niveau d'étude et le contexte
- 1.2 Aligner les activités d'apprentissage aux résultats d'apprentissage du cours et du programme
- 1.3 Collaborer à la conception d'une gamme d'activités d'apprentissage (face à face, à distance ou mixte) pour atteindre les résultats d'apprentissage
- 1.4 Aligner l'évaluation formative et sommative avec les stratégies d'enseignement et le matériel du cours pour mesurer l'atteinte des résultats d'apprentissage
- 1.5 Envisager des approches d'apprentissage et d'enseignement qui tiennent compte des besoins des divers apprenants.

P2: Enseigner et/ou soutenir l'apprentissage

- 2.1 Favoriser des approches d'apprentissage et d'enseignement interactives centrées sur les étudiants à travers une variété d'activités
- 2.2 Engager les étudiants dans un apprentissage créatif et indépendant en dehors des environnements d'apprentissage formels
- 2.3 Intégrer le développement des compétences transférables et générales dans l'enseignement
- 2.4 Stimuler la curiosité et l'intérêt dans les domaines qui favorisent l'apprentissage à vie

P3: Évaluer l'apprentissage et fournir des commentaires pour assurer l'avancement des étudiants

- 3.1 Utiliser une gamme appropriée des techniques d'évaluation formative et sommative
- 3.2 Aligner les stratégies d'évaluation aux résultats d'apprentissage
- 3.3 Concevoir des critères d'évaluation clairs et sans ambiguïté et communiquer ces critères de façon élective aux étudiants
- 3.4 Fournir une rétroaction constructive et en temps opportun aux étudiants à travers une gamme d'approches
- 3.5 Promouvoir une auto-évaluation et une évaluation par les pairs

P4: Créer des environnements d'apprentissage efficaces et innovants pour optimiser l'apprentissage

- 4.1 Développer et utiliser des environnements d'apprentissage formels et informels inclusifs et adaptés aux besoins des apprenants

4.2 S'assurer que les apprenants sont en mesure d'accéder et d'utiliser efficacement les ressources et les installations/services pour guider l'apprentissage

4.3 Offrir aux élèves la possibilité de participer à des activités extra-scolaires et de soutenir la planification de carrière

4.4 Respecter les codes d'éthique et d'intégrité académique pertinents

4.5 Intégrer la recherche thématique dans l'enseignement et l'apprentissage d'une manière significative et appropriée

4.6 Intégrer efficacement les technologies éducatives appropriées dans le processus d'enseignement et d'apprentissage

4.7 Engager les étudiants dans les aspects pertinents de la pratique professionnelle

P5: Fournir un soutien et une orientation efficaces aux étudiants

5.1 Soutenir les transitions des apprenants par mise à disposition des activités appropriées d'orientation et d'insertion

5.2 Fournir un soutien aux apprenants à travers de conseils académiques/tutorat

5.3 Accéder aux autres supports et services professionnels si nécessaire

5.4 Référer les apprenants de bénéficier d'un soutien institutionnel et communautaire appropriée si nécessaire

5.5 Répondre de manière appropriée aux besoins individuels des apprenants

P6: Participer à la formation professionnelle continue

6.1 Participer à des activités de perfectionnement professionnel régulier, tant formelles qu'informelles

6.2 Recueillir des informations sur l'efficacité de ses propres pratiques en réfléchissant activement à la rétroaction de diverses sources, y compris les étudiants, pour inspirer et améliorer ses propres pratiques

6.3 Soutenir le développement professionnel des collègues

6.4 Diffuser et partager ses propres pratiques réussies et initiatives ainsi qu'à celles des autres

6.5 S'engager avec des initiatives interdisciplinaires et/ou des organismes et organisations professionnels

6.6 Intégrer la recherche pédagogique et/ou le savoir au sein de la pratique professionnelle



The Guidance Document



Section 1 | Why a Lebanese Professional Standards Framework?

The framework has been developed with the purpose of enabling those who teach, support learning and/or have management and responsibility for these activities within Lebanese higher education, to be able to:

1. Benchmark professional practice through acknowledging that teaching and the support of learning in HE takes place in a range of contexts with diverse student cohorts
2. Promote professionalism and standards across Lebanese Higher Education for all those who teach and support learning
3. Provide a mechanism for the development of academic practice and the recognition and reward of excellence in teaching and the support of learning
4. Promote approaches to learning and teaching that place the student at the centre of the higher education learning experience
5. Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
6. Support the professional development of staff engaged in teaching and supporting learning as a driver for continuous improvement
7. Ensure that pedagogic practice is underpinned and informed by evidence-informed approaches and the outcomes from research, scholarship and professional development
8. Acknowledge the impact of environmental, social and political change on higher education

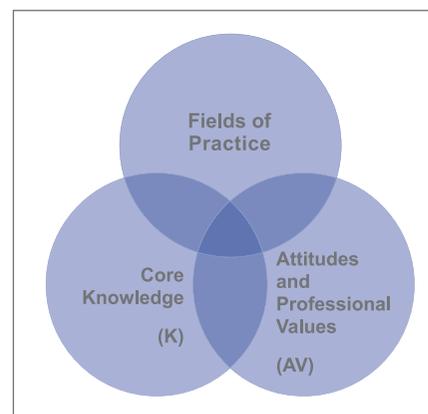
In order to achieve these broad aims the framework is designed to be flexible and adaptable for the range of contexts in HE teaching. These contexts may be related to factors such as the differences in, for example, the types of institution, the nature of the student groups, the characteristics of the different subjects and levels of study.

Section 2 | What is the Lebanese Professional Standards Framework?

The LBPSF provides a general description of the main components of the activity of teaching and supporting learning in Lebanese higher education. The framework is presented from the perspective of the practitioner and is structured into three sets of statements. These sets are called the Dimensions of the Framework, which combined represent the components of effective teaching and activities that support learning. The Dimensions of the Framework are:

1. **The Fields of Practice:** these are the activities undertaken by faculty teaching, supporting and facilitating learning in Higher education
2. **Core Knowledge:** that are required to carry out the Fields of Practice effectively
3. **Attitudes and Values:** that should be embraced and demonstrated in teaching

How the Dimensions of Practice relate to each other



The Dimensions are relevant to all aspects of teaching and can be viewed as separate components of the activity of teaching. Although viewed separately, they are not demonstrated in isolation and will be interlinked in practice. Combined, they cover the breadth and complexity of the activities of teaching and supporting the learning of students in higher education. For example all effective teaching activities (Field of Practice) will be informed by knowledge and scholarship related to the activity, environment and the learners, (Core Knowledge) and will be underpinned by relevant professional values and attitudes.

Each Dimension contains a set of statement that represent the different elements of that Dimension.

Fields of Practice (P)

The Fields of Practice has six elements, which together represent the full range of activities that constitute the role of teaching in higher education. Some Faculty may work across the full range of the Fields of Practice while others, with a different teaching or learning support role, may not cover all the Fields of Practice in their work. The elements within the Field of Practice are:

P1: Design, plan and organise teaching and learning opportunities, courses and/or programmes of study

P2: Teach and/or support learning

P3: Assess learning and provide feedback to ensure student advancement

P4: Create effective and innovative learning environments to optimise learning

P5: Provide effective student support and guidance

P6: Engage in continuing professional development

If all the Fields of Practice were covered in a role then it would be expected that the full range of elements within Core Knowledge could be evidenced. If there is not full coverage, then the full range of Core Knowledge might not be covered.

Core Knowledge (K)

It is widely accepted that all activities should be informed by knowledge and understanding to ensure its appropriateness and effectiveness. The Core Knowledge elements unpack the aspects that are related to the wider endeavour of teaching and activities that support learning. These are:

K1: The subject material

K2: The local and/or global environment

K3: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K4: How students learn, both generally and within their subject

K5: The use and value of a range of learning technologies and social media

K6: Methods for evaluating the effectiveness of teaching

K7: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Not all the elements of core knowledge are appropriate for each element within the Field of Practice, so it is necessary to identify those that should be present. When viewing the whole Field of Practice then it would be expected to see all the elements of Core Knowledge.

Attitudes and Professional Values (AV)

Just as it is expected to use Core Knowledge to inform teaching practice it is also important that certain professional values and personal attitudes influence and support these activities. As with the elements of Core Knowledge these are different for each element but when viewing the whole Field of Practice then it would be expected to see all the Attitudes and Professional Values.

AV1: Respect individual learners and the diversity of learning communities

AV2: Value equity and citizenship for all learners

AV3: Embrace continuous professional development

AV4: Nurture effective partnerships to enhance the student learning experience

AV5: Demonstrate professionalism and commitment to enhancing teaching and learning

AV6: Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community

AV7: Adhere to professional ethics and standards

Section 3 | Demonstrating the Fields of Practice

This section aims to provide an indication, rather than a definitive list, of the types of activities that could demonstrate the different Fields of Practice (P) and the relationship that these activities might have with the Core Knowledge and the Attitudes and Values.

The activities may be different for different individuals reflecting their different roles, the subjects they teach and the environment in which they undertake this teaching (or support of learning).

P1: Design, plan and organise teaching and learning opportunities, courses and/or programmes of study

This Field of Practice is about planning and preparing teaching and learning activities before contact with student/s, whether this is via face to face or in the virtual learning.

There are many different approaches to this depending on the context in which people work. For example level of teaching and the learning outcomes for modules or programmes of study will be different, as will the number of students and the type of interaction.

How this is demonstrated will vary depending on an individual's role and experience as some may not have a great deal of autonomy in this process and some will have total responsibility for planning. Evidence could range from the planning or design of a series of sessions, a module or a whole programme of study and may involve:

- > The design of a new course or programme or the redesigned of an existing curricula;
- > The design of new modules for an existing course or programme
- > The development of a new bespoke course or programme for learning support, study skills, student support or professional development, induction
- > Contributing to the development and improvement of courses/programmes as a part of a team

For more senior faculty with responsibility for programmes this would involve activities such as:

- > Contributing to the development of an institutional strategy related to supporting learning and teaching
- > Developing and implementing resources, induction, student guides and study skills support across departments, faculties etc.
- > Coordination and evaluation of cross institution initiatives (programme design, induction, structure of the academic year, student support, teaching and learning spaces etc.)

- > Initiating cross disciplinary/services activities
- > Active participation and contribution to approval, validation and enhancement processes

In all cases there should be links to the **P1 sub categories** of:

1.1 Planning and preparing new learning activities which take into account factors including study level and context

1.2 Align learning activities to the course and programme learning outcomes

1.3 Collaborate in the design of a range of learning activities (face to face, distance or blended) to meet learning outcomes

1.4 Align formative and summative assessment with teaching strategies and subject matter to measure attainment of learning outcomes

1.5 Consider learning and teaching approaches which acknowledge the needs of diverse learners

■ **P1 links with the other Dimensions**

These examples would all include the identification of learner needs, the creation of learning resources, preparing virtual learning environments, consideration of the physical environment along with other factors involved in planning. Therefore this Field of Practice should normally reflect knowledge and understanding of the following aspects of Core Knowledge:

K1: The subject material

K2: The local and global environment

K3: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K4: How students learn, both generally and within their subject

K5: The use and value of a range of learning technologies and social media

K7: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

It should also be possible to link to one or more of the Attitudes and Professional Values.

P2: Teach and/or support learning

This is about the direct engagement and interaction teachers/Faculty have with learners, whether in groups or individually, remotely or face to face. The nature of the approaches should foster student centred and interactive learning, which may be through formal timetabled approaches or they might be outside of planned timetables and more informal in nature. This may take place in a wide range of contexts including (for example):

Classrooms and lecture theatres

- > Seminar rooms
- > In the field
- > Laboratories
- > Learning support centres
- > Offices
- > Virtual environments
- > Libraries and resource centres

There is a wide range of approaches used in teaching across these contexts. These activities might include:

- > Lecturing and teaching
- > Small group tutorial and seminar work
- > Studio, clinical, laboratory or workplace-based teaching
- > Demonstrating
- > Distance learning
- > Individual one to one support sessions (tutorials, academic support, learning support)
- > The use of virtual learning and digital technologies
- > Workshops
- > Off site visits
- > Supervision
- > Coaching and mentoring

Faculty would normally be expected to demonstrate different approaches and methods of teaching and supporting learning as well as an ability to choose the most appropriate approach for the achievement of learning/curriculum aims. This might draw examples from a range of activities to illustrate the appropriate and effective teaching approaches used with your learners.

For example:

- > Specific approaches use in teaching or supporting learning in response to the different contexts or environments
- > Working with students on a one-to-one basis
- > Contributing to professional learning and teaching programmes. This may be part of Faculty development programmes
- > Developing research and information support on a one-to-one basis or in groups
- > The supervision of postgraduates
- > Developing services, tools and technologies to support the VLE or technology enhanced learning
- > Supporting learning that is specific to a professional context

More experienced Faculty should be able to identify activities that include working with others to develop their skills in teaching and supporting learning. This might be within the institution and also in external situations. This might not be directly engaged in teaching and supporting students but can demonstrate influence on how others deliver or support student learning.

Exemplars of this might include:

- > Coaching and mentoring of new and existing staff
- > Implementing developmental observation of teaching
- > Leading on effective learning and teaching initiatives, and innovations that have influenced the practice of others
- > The development of research students in their teaching role, through supervision
- > Leading projects, research, strategic targets/aims which have contributed to enhanced student learning or support
- > Increasing integration in work teams and committees impacting on the quality on learning

In all cases there should be links to the **P2 sub categories** of:

2.1 Foster student-centred and interactive learning and teaching approaches through a variety of activities

2.2 Engage students in creative and independent learning outside formal learning environments

2.3 Integrate the development of transferable and soft skills in teaching

2.3 Stimulate curiosity and interest in the subject areas that encourage life-long learning

■ P2 links with the other Dimensions

A number of aspects of Core Knowledge may be relevant but as a minimum the following Core Knowledge statements should be included as a rationale for the choice of activity and the approach used:

K1: The subject material

K3: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K4: How students learn, both generally and within their subject

It is expected that the following Attitudes and Professional Values would also be highlighted:

AV1: Respect individual learners and diverse learning communities

AV2: Value equity and citizenship for all learners

AV3: Embrace continuing professional development

AV6: Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community

AV7: Adhere to professional ethics and standards

P3: Assess learning and provide feedback to ensure student advancement

This is concerned with how student's work is assessed and the ways feedback is provided to foster and encourage their learning. It relates to the assessment of students' progress and how judgements are made about their learning during and on completion of their study.

Examples of assessment activities would normally include formative and summative approaches and can be formally structured into a course or period of learning or be informal. This is normally achieved through the alignment of the assessment approach to the learning outcomes. Feedback may be face-to-face, written, or using electronic means such as podcasts and social media. As assessment and feedback is not always formal and summative, work with research students, colleagues and peers and activities relating to students in learning support contexts is also relevant. This Activity does not therefore specifically relate to the summative marking of student work for degree classification but can involve informal formative assessment of students.

This would normally relate to the routine use of feedback and feed-forward approaches to improve learning and develop learner autonomy. Approaches may be developed and/or changed over a period of time to demonstrating different approaches to assessment and providing feedback in response to increasing learner autonomy as they progress through a course or programme. This might include a combination of assessment approaches used to develop and assess specific outcomes or aims and changing assessment and feedback approaches to ensure they are more effective for different types of learners, different levels, different contexts etc.

The activities might include:

- > One to one meetings in tutorials where personal feedback is provided
- > The assignment of marks to submitted written work and providing feedback through annotating students work
- > Providing feedback within online resource/training packages
- > Formative assessment activities within teaching sessions
- > Individual appraisals, mentoring and coaching sessions
- > Research interviews and presentations
- > Assessment and feedback on practical work in a laboratory work or field work
- > The use of reflective diaries and journals
- > Observation of practice and feedback to students learners and/or the professional development of peers
- > Formal approaches to assessment such as exams, essays and tests
- > Practical and skills tests
- > Presentations and/or group work
- > Crits and displays (in the arts and performance)
- > Live performance

Experienced faculty should be able to reflect on how their practice has impacted on students, how the curriculum (or programme of study/learning) has been adapted and how assessment and feedback contributes to the learning of others and the enhancement of their practice. This might (for example) be through the management and coordination of programmes, subjects and /or learning support functions where assessment and feedback is integral to effective learning. It might also be through supporting new or experienced Faculty through providing developmental feedback on evidence about their practice.

In all cases there should be links to the **P3 sub categories** of:

- 3.1 Use an appropriate range of formative and summative assessment techniques
- 3.2 Align assessment strategies to learning outcomes
- 3.3 Design clear, unambiguous assessment criteria and communicate them electively to students
- 3.4 Provide constructive and timely feedback to students through a range of approaches
- 3.5 Promote self and peer evaluation

■ P3 links with the other Dimensions

The context in which someone chooses specific assessment and feedback approaches is vital in providing the rationale and judging the effectiveness of that approach in ensuring student advancement. Providing this context and rationale will address (as a minimum) the following Core Knowledge statements:

- > **K1:** The subject material
- > **K3:** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- > **K4:** How students learn, both generally and within their subject
- > **K5:** The use and value of a range of learning technologies and social media
- > **K6:** Methods for evaluating the effectiveness of teaching
- > **K7:** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

The following Attitudes and Professional Values should also be covered:

- > **AV1:** respect individual learners and diverse learning communities
- > **AV2:** Value equity and citizenship for all learners
- > **AV5:** Demonstrate professionalism and commitment to enhancing teaching and learning

P4: Create effective learning environments to optimise learning

This is about how formal and informal learning environments are effectively used to facilitate student learning to meet the needs of learners.

The definition of 'learning environments' has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning or online learning environments. This Field of Practice takes into account the nature of the learning environment, the learning culture being developed and the nature and extent of the support interventions. The ability of students to access, understand and utilise these environments should also be taken into account.

This might include:

- > The utilisation of a range of physical or virtual learning environments appropriate to learners' needs
- > Work with learners and service providers to ensure that learners can access and use a broad range of learning opportunities

- > Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities

This will vary greatly depending on the physical and virtual environments in which teaching or support happens, the characteristics of the students and the nature of the subject. These points will all influence how the learning environment (physical and virtual) is managed and utilised to be appropriate to the learners needs. This would normally highlight the links between environments and learning and explain how and why the environment is appropriate within the specific context and/or subject.

Ensuring this happens is often a result of working with learners, service providers and/or other faculty to ensure that learners are able to access and use a broad range of learning opportunities (V4).

Examples might include:

- > Making the learning environment more effective for learners
- > Creating new approaches to utilise the spaces in which you have to teach and /or support learners
- > Changing or adapting environments to accommodate new teaching strategies
- > Refurbishing study facilities in conjunction with academics and estates
- > Developing new infrastructure for student VLE support
- > Developing interdisciplinary or professional/work based resources
- > Using digital literacies

Experienced Faculty might demonstrate how they have worked with others (student support, professional services, faculty, employers or professionals) to create physical learning spaces and how these are integrated into curriculum planning and development. Once again this might not be about directly engagement in teaching and supporting students but may be through demonstrating influence on how others deliver or support student learning. Exemplars of evidence might include:

- > Working with senior teams or committees to design and/or redevelopment learning environments and spaces
- > Leading projects or initiatives that result in changes to learning environments and spaces (physical or virtual)
- > Leading design and implementation virtual learning resources or support

In all cases there should be links to the **P4 sub categories** of:

4.1 Develop and use inclusive formal and informal learning environments appropriate to learners' needs

4.2 Ensure learners are able to access and use resources / facilities effectively to guide learning

4.3 Provide opportunities for students to participate in relevant extra-curricular activities and support for career planning

4.4 Abide by relevant codes of ethics and academic integrity

4.5 Integrate subject-based research in teaching and learning in a meaningful and appropriate way

4.6 Effectively integrate appropriate educational technologies in the teaching and learning process

4.7 Engage students in relevant aspects of professional practice

■ **P4 links with the other Dimensions**

This dimension should highlight inclusive practice and could link to all of the Attitudes and professional values. In this instance it is best to identify those that have the strongest influence and link which might be:

AV1: Respect individual learners and diverse learning communities;

AV6: Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community

AV7: Adhere to professional ethics and standards

It should also include a range of Core Knowledge elements but essentially:

K1: The subject material

K2: The local and/or global environment

K3: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K4: How students learn, both generally and within their subject

K5: The use and value of a range of learning technologies and social media

K7: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

P5 Provide effective student support and guidance

This Dimension focuses on how students are supported in formal and informal learning environments to enable them to effectively meet their learning needs and progress not only in their academic studies but also in their personal wellbeing and growth.

This takes into account the nature and extent of the support infrastructures and distinguishes between academic and pastoral interventions. This is not advocating that Faculty provide counselling support but rather that students require effective formal and informal learning environments to facilitate their learning and that this is met through educational support and guidance. Aspects of this will be academic in nature, such as providing access to study skills, learning resources, technology skills etc. This may be through referral. Learner support might additionally include such activities as personal and academic tutoring, one-to-one advice, developing practice to meet the learning implications of widening access, supporting learners with disabilities, making adaptations for students with specific learning difficulties.

The pastoral aspects might not feature so strongly in the experience of an individual faculty member but it is important they are able to deal with pastoral situations of they arise. This is about knowledge and understanding of how to identify and interact with students in difficulty and enables such students to access, understand and utilise specialist support and advice.

In all cases there should be links to the **P5 sub categories** of:

5.1 Support learners' transitions through provision of appropriate orientation and induction activities

5.2 Provide support to learners through academic advising/tutoring

5.3 Access other support and professional services as necessary

5.4 Refer learners to appropriate institutional and community support as necessary

5.5 Respond appropriately to learners' individual needs

■ P5 links with the other Dimensions

Clearly there is a strong link to the Attitudes and Professional Values for this element of Field of Practice and the following might be covered:

- AV1:** Respect individual learners and the diversity of learning communities
- AV2:** Value equity and citizenship for all learners
- AV3:** Embrace continuous professional development
- AV6:** Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community
- AV7:** Adhere to professional ethics and standards

Whilst the links to Core Knowledge are less obvious they might normally include:

- K2:** The local and/or global environment
- K4:** How students learn, both generally and within their subject
- K5:** The use and value of a range of learning technologies
- K6:** Methods for evaluating the effectiveness of teaching

P6: Engage in continuing professional development

This is about how individual Faculty maintain and continue to develop your capability in teaching and learning support. It includes individuals reflecting on and enhancing their teaching through:

- > Gathering information and data on teaching and using that to inform and enhance practice
- > Undertaking a range of Continuing professional development activities to enhance practice
- > Incorporating subject and pedagogic research and/or scholarship in professional practice

This therefore involves a commitment to undertaking continuous reflection and development of teaching and related practices. The scholarship of teaching is defined as the 'intellectual, practical and critical' (Kreber 2005) in achieving educational goals and scholarship happens when we engage in 'purposeful and critical reflection on our own teaching'. (Kreber 2013). This might be done through a range of on-going evidence based and scholarly activities. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Some of them may be as part of a group or team and these are valued as much as individual activities.

Individual research or the use of others' research to inform practice is valuable as is evidence of how teaching is informed by different types of scholarly and/or professional activity. It is not important that everyone one is directly involved in pedagogic research but there should be an

indication of how scholarly and/or professional activity is used enhance teaching and support of learning. This might typically cover a range of collective peer interchanges operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications. All of which potentially provide evidence of good scholarly practice through critique and reflection.

This might minimally include using the work of others to inform your practice and identifying areas in which you have make a difference, or a contribution, locally.

For Example:

- > Using the experience of peer observation of teaching to reflect upon and change aspects of your own teaching
- > Conducting a piece of action research and disseminating the findings at a Teaching and learning conference
- > Contributing to staff development events
- > Writing a research paper on the approaches to teaching in a specific context or with specific groups of students
- > As member of a professional association making a contribution to teaching and learning enhancement

For more experienced staff this might include how you have made a contribution to the enhancement of learning through discussion and debate within your institution, at external conferences or through published literature.

For example:

- > Mentoring staff to take on academic responsibilities
- > Personal learning from leading a very difficult team through curriculum redesign
- > Completed high level qualification in pedagogy or related areas
- > Chair or senior responsibility for education within a Professional/subject Association

In all cases there should be links to the **P6 sub categories** of:

-
- 6.1 Participate in regular professional development activity, both formal and informal

 - 6.2 Gather information on the effectiveness of own practice through actively reflecting on feedback from a range of sources, including students, to inform and enhance own practice

 - 6.3 Support the professional development of colleagues

 - 6.4 Disseminate and share own and others' successful practice and initiatives

 - 6.5 Engage with interdisciplinary initiatives and/or o professional bodies and organisations

 - 6.6 Incorporate subject and pedagogic research and/or scholarship within own professional practice

■ P6 links with the other Dimensions

This dimension should highlight the on going activities an individual undertakes that inform and develop their practice. This will link to the other fields of practice as development may specifically inform curriculum or session design, teaching, assessment and feedback, evaluation and how students are supported. In this regard it is possible to demonstrate links to the full range of the

Core Knowledge elements but essentially:

- K1:** The subject material
- K4:** How students learn, both generally and within their subject
- K7:** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

The links to the Attitudes and Values might also be extensive but should essentially include:

- AV1:** Respect individual learners and the diversity of learning communities
- AV3:** Embrace continuous professional development
- AV5:** Demonstrate professionalism and commitment to enhancing teaching and learning
- AV7:** Adhere to professional ethics and standards





Section 4 | Understanding Core Knowledge

It is important for individuals to consider how they are not only developing the Fields of Practice but also aspects of Core Knowledge and how they are applying the Professional Values.

The six aspects of Core Knowledge are:

K1: The subject material

K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K3: How students learn, both generally and within the their subject/disciplinary area (s)

K4: The use and value of appropriate learning technologies

K5: Methods of 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

K7: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Core Knowledge is most easily demonstrated through the Fields of Practice. For example: Designing and planning a learning activity (Field of Practice 1) successfully would be determined by the use of appropriate teaching and learning methods (Core Knowledge 2), an understanding of how the particular students learn (Core Knowledge 3) and the use of appropriate learning technologies (Core Knowledge 4).

Linking the Core Knowledge to the Fields of Practice provides greater coherence and depth to the activity and more accurately reflects the reality of practice.

K1: The subject material

This area is about how an understanding of the nature of the subject is used to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback. This would normally make reference to the distinctive nature, or culture, of the discipline and the particular expectations of teaching; the issues or challenges arising from the context in which teaching takes place and the appropriate methods of delivering the subject at different levels (e.g. first year undergraduate to Masters level students). Evidence should fundamentally relate to how an understanding of the nature of the subject is used to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback.

To successfully demonstrate this requires an awareness of the scholarship, and possibly research, within the discipline, which in turn informs the curriculum. An up to date knowledge of the subject area links to Field of Practice 6, engagement in CPD and how CPD has informed your practice along with Attitude and Value 3.

The subject material should align with the appropriate methods, course design, and assessment approaches etc. and an awareness of subject in relation to academic level of study.

For those who are more experienced and who have some responsibility for the leadership and management of programmes of study they should understand the implications the unique subject characteristics have on substantial curriculum change and enhancement activity. This Core Knowledge is particularly influenced by a wider understanding of the nature of the subject, the student body and the contexts of learning, teaching and assessment.

Links with Areas of Activity 1, 2 and 6.

K2: The local and global environment

This element relates to how an understanding of the local environment and the wider environment, extending to a global environment, are taken into consideration and how they inform decisions about the Fields of Practice. This will be varied and will possibly be unique to the context of the institution and the nature of the programmes and courses. There is a possibility that this will influence any of the Fields of Practice but the strongest links will be P1 and P4.

There is an explicit link to Attitudes and Professional Values, specifically those concerned with the environment and collaborative working such as AV1, 4 and 6.

K3: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

This is concerned with pedagogic approaches and methods of assessment that are distinctive and/or characteristic of the subject, or that make the teaching or supporting of the learning in the subject different to the teaching of another one. It is also concerned with acknowledging that some approaches may be 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. Successful demonstration requires a clear rationale, underpinned by scholarship, for the approach taken and knowledge of its effectiveness. An example might be articulating the rationale for the use of large lectures 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, but it is specifically concerned with the strategies and approaches used to teach or support the learning of the subject. This might additionally be supported by appreciation of the difficulties encountered by different groups of learners and be able to adapt accordingly.

Links with Fields of Practice 2, 3 and 6 and also Core Knowledge 6.



K4: How students learn, both generally and within their subject

This relates generally to how students learn and how this is different within the context of specific subject/discipline areas. To successfully demonstrate this requires an understanding of the characteristics of different learners, such as mature students, recent school leavers or workplace learners and how their needs are met through the teaching and supporting learning approaches and specific learning environments. It is important that the rationale for any adaptation or change to practices and approaches in response to the specific characteristics of the subject is explained. Any rationale should be supported by reference to different theories of, or approaches to, learning which inform the development of subject specific strategies for teaching and supporting learning. This is linked to Core Knowledge 1.

K5: The use and value of appropriate learning technologies

This is concerned with how and why specific technologies are used to support learning. Successful evidence should address what the learning and teaching needs are, highlighting the use of appropriate technologies (including assistive technologies).

The value and use of learning technologies are wide and varied, beyond the use of Power-Point and virtual learning environments. In many instances the use of learning technologies will be subject specific. Therefore, the use and rationale for choice needs to be clearly articulated. This should relate to personal use of technology, rather than institutional policy and in the case of more experienced staff this may relate to the influence on inclusion and development of policies.

Critical to the evidence is the appropriate use of learning technologies and the impact on student learning and relevance to the context of the subject or discipline. What impact has using this technology made and how is it evaluated? Evidence is likely to be linked to other areas of Core Knowledge, for example: how and why technology is used within a specific discipline, professional or vocational area; for specific groups of learners with diverse needs; in specific learning contexts or environments and can include training and support for online literature searching.

Links with Fields of Practice 2, 3 and 4.

K6: Methods for evaluating the effectiveness of teaching

An essential part of higher education is ensuring the effectiveness of teaching practices. This core knowledge focuses on the ways different approaches are used to gather information and data about the impact of teaching and how these are used to enhance and develop teaching in enabling students to meet the intended outcomes. The impact may be on individual changes to practice or changes to teaching approaches, environment etc.

This focuses on the methods (formal or informal) employed to gather information and data about the effectiveness of teaching, how this is used and the impact of their use on developing practice. This will normally be from students but can also be from peers/colleagues and other sources. This includes formal evaluation processes such as information gathered at the end of a period of teaching (end of module evaluation). But there may also be examples where other sources of information are used to analyse and as a consequence change approaches/practices.

Engaging in peer observation, using outcomes of feedback and formal assessment, not just formal evaluation processes may also be examples.

Examples of how individuals practice has been changed by the outcomes of the evaluation of teaching are relevant. For example: responding to student feedback, learning gained from observation, examples of changes made on the basis of reflecting on practice is an essential form of evidence that is linked to P4. Any change in practice should be supported by the analyses and actions resulting from the feedback.

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

K7: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

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 individuals do. Critical to Core Knowledge 7 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. Key to evidencing this area is how an individual demonstrates their understanding of and commitment to quality assurance and enhancement procedures that are established and embedded within their practice. This will include knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested at an institutional level.

Some engagement with formal processes and commentary on how these have shaped practice will demonstrate that this is not merely a tick box approach but shows an understanding of how assurance and enhancement is applied and impacts and why it is important to the student experience and wider context.

This is possibly one of the hardest areas of Core Knowledge to demonstrate as it requires a level of understanding that individual practice does not “exist in a bubble” but should respond to internal and external imperatives that aim to improve practice.

This area links to decisions made in Fields of Practice 1, 2 and 3 in response to quality assurance requirements and for quality enhancement reasons, but also showing ability to respond to QA requirements in ways which enhance student learning. Adherence to policy and practice in context links to the Attitudes and Professional Values 1 and 2 in ensuring equality and transparency/fairness.

Section 5 | Demonstrating the Attitudes and Professional Values

The focus of the Attitudes and Professional Values is associated with the integrity of the individual practitioner. Professional values are often considered implicit within professional practice and it can be difficult for individuals to identify how they are specifically met and demonstrated within practice. How an individual is able to demonstrate them is, like many of the areas of core knowledge, likely to be different depending on the role that individual has. The LBPSF articulates how the attitudes and professional values should explicitly underpin teaching and support learning in higher education and the explicit demonstration of 'a commitment to all the professional values'. As with the other dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the professional values overlap and are integrated in individual and institutional practice. For example, the Attitudes and Professional Values impact on the Core Knowledge and the Fields of Practice by shaping the activity and the understanding and knowledge in an almost unconscious way.

An individual attempting to evidence the professional values might reflect on the values of the institution in which they reside. These are reflected in the institutional mission and culture, which may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence.

Professional Values emerge most clearly through examples from practice for the Fields of Practice and become clearly evident when the Fields of Practice are evidenced through reflection, analysis and scholarship rather than in a purely descriptive account. In this respect the context, rationale and evidence of impact is vital.

AV 1: Respect individual learners and the diversity of learning communities

This value is concerned with 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. The ways that activities such as designing flexible learning activities that are accessible internationally, or tailoring training for specific students i.e. parents with young children, non native speakers, first year UG etc., or developing accessible online resources for students with specific learning needs would take this value into account. The needs required by students with specific learning needs or disabilities should be accounted for here.

'Diverse learning communities' could refer to groups of students who are campus based, online or work based communities and demonstrating this value would require the evidence of the ways these diverse learning communities are enabled to learn effectively.

AV 2: Value equity and citizenship for all learners

This value is about a commitment to participation in higher education reflected through the equality of opportunity provided for learners and how this underpins practice related to teaching and supporting learning. There is potential for this to cover a broad spectrum of activities, approaches and behaviours linked to all the Fields of Practice and areas of Core Knowledge. Relevant practice should ideally indicate wide and pervasive approaches to ensuring equality of opportunity supported by examples of inclusive and accessible practice. This would focus on how students from different backgrounds are accepted and treated equitably and respectfully, and at the same time expected to be responsible citizens within a learning community and beyond. Examples of this from practice might include:

- > Providing alternative formats to meet the individual needs of students
- > Digitisation of resources to increase accessibility
- > Widening participation and access strategies
- > Design of survey or audit to understand accessibility issues
- > Adjusting procedures to ensure fair and equitable learning experiences

There is an expectation that this value would always be demonstrated in P2 where all the different groups of students are represented and where practice is clearly related to Lebanese culture which is inclusive and respectful of all.

The Citizenship aspect of this value incorporates the values of Lebanese culture with the development of responsible accountable citizens. This might be through practices that support Community service and citizenship work. This may be in small ways through a range of different approaches and practices where appropriate.

AV3: Embrace continuous professional development

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 practice is an important aspect of ensuring teaching is fit for purpose. This value is about how this happens in a continuous way and the enhancement of teaching as a result. This might involve the use of outcomes from relevant research, scholarship and professional development activities to make principled, informed and considered judgements that enhance practice and the learning experience.

The statement *Continuing professional development* (CPD) recognises that Faculty are still learning, irrespective of role, through a range of activities that you result in improvements to practice. Exemplars need to show how these activities lead to personal development specific

cally related to the LBPSF and the ways that knowledge and understanding through research and scholarship contribute to this. CPD activities can be activities that teachers might naturally engage in as part of your work that impact on upon skills development and conceptual understanding. This might include activities such as involvement in ‘think tanks’, symposia, research groups, chairing committees or working groups, advisory work, leading large initiatives, project management, consultancy, editorial or writing, examining etc. Other valuable activities that inform practice may not be central to, or part of, an individual’s role. These might be activities in other organisations or institutions (external to a home institution/organisation), professional associations and discipline communities. It might also include acting as a consultant or advisor, assessing professional standards or regulatory frameworks, editorial or refereeing, developing a national curriculum or professional standards framework, evaluation and commissioned review.

The range of activities should ideally refer to formal (structured) activities and the informal (casual, ad hoc) activities and evidence how each makes a valuable contribution in developing practice. It is also important, where relevant, to recognise how personal development or professional ‘growth’ impacts on others’ learning and their teaching practice. Any demonstration or evidence should therefore exemplify the benefits to the teacher, others, the institutions, as well as the students.

This value advocates the importance of direct involvement in enquiry (in teaching and learning) to support professional development and to enhance your teaching or learning support activities.

AV4: Nurture effective partnership to enhance the student learning experience

This value is concerned with the development and use of collegiate working and effective communication to inform and enhance the learning experience of students. This might involve a number of different partners relevant to the subject and context and will reflect a ‘Student led’ approach to improving the learning experience of students.

Students might therefore be involved in programme or course boards/panels and curriculum design. It might also involve listening to the students voice through their input into evaluation activities and reflection on their experiences to enhance the programme and/or assessment. Other examples might include: where the Student Union is provided with the opportunity to inform extra curricula activities within a programme or; collaborative approaches to teaching research methodology and technology enhanced learning are used or the promotion of students working in collaboration across and within the disciplines or; responding to strategic learning and teaching initiatives in a collaborative manner.

This value therefore acknowledges that different constituents should have the opportunity to contribute to and be involved in decision-making around learning and teaching matters.

AV5: Demonstrate professionalism and commitment to enhancing teaching and learning

Professionalism is a multi faceted concept which can be demonstrated in varied and multiple ways ranging from faculty undertaking the obligations of their role, for example, being in class when required to be to extending this to a commitment to promoting excellence and gaining a deep understanding of students and learning in HE which they disseminate widely. This is fundamentally about individuals and how they act as an advocate in promoting and modelling their responsibilities and the expectations of their role.

This includes being alert to the issues that may impact on institutional missions and/or which might have an influence on the student learning experience, curriculum design and/or personal and collective professional practice and how these factors influence individual and collective identity.

These may be from a wide range of influencing factors including (but not exclusively) the changing nature of the HE sector, professional associations, disciplinary bodies or networks, government or research bodies. For example it might include:

- > Addressing professional body requirements both personally, in your curriculum and teaching
- > Responding to relevant government legislation
- > Addressing decreasing learning and teaching resources
- > Responding to new institutional strategic aspirations/targets
- > Research and Publications in learning and teaching that have impacted on the effectiveness of teaching quality

Current agendas that might provide examples of professional commitment and approaches include: sustainability (the practice of sustainability and education for sustainability), increasing student engagement and inclusive practice, balancing the demands of teaching and research.

Activities such as involvement in regional groups, making contributions to senior committees, increasing employability funding and extending availability to sections of the University or developing a multidisciplinary approach might also be relevant.



AV6: Foster collaboration and stakeholder participation in the development of learning opportunities within the wider community

Collaboration is becoming increasingly important in ensuring quality learning for students in HE and this is particularly evident in situations such as:

- > Outreach work involving collaborative work with other universities, sharing expertise etc.
- > Transition from schools and progress into higher or other study programmes
- > Contributing to wider community concerns to help and support others through HE
- > Ensuring learners working at different levels have appropriate experiences to support their transition to work and professional environments

There is a strong element of fostering and increasing awareness of social justice through exposure to real life issues and wider community concerns in the HE learning experience.

AV7: Adhere to professional ethics and standards

Faculty and those who support learning in the broadest range of contexts are expected to respond to their institutional code of conduct. In addition to this many Professional areas and disciplines have own set of ethics and standards, which should be respected and adhered to in, HE practice. This value is about how this is achieved through accounts of relevant examples of practice.

An additional aspect is how academic integrity is maintained. This might for example include;

- > Responding to policy regarding Plagiarism and cheating in assessments, which could be covered in the Fields of Practice (P3)
- > Addressing Research integrity in approaches to linking teaching and research
- > Adhering to quality requirements from accrediting or validating bodies/organisations



Section 6 | How institutions can utilise LBPSF

The Aims of the LBPSF focus equally on the development of teaching and the support of learning through the practice of individuals and the activities within institutions. This is through the flexible and adaptable nature of the statements and the ability to relate them to a range of contexts and personnel.

The LBPSF national framework for benchmarking success within HE teaching and learning support can be used by institutions for a number of purposes which can be linked or used independently. The main purposes are listed below but these are not exclusive as the framework can be used to underpin or structure many different activities associated with teaching and the support of learning throughout the wide context of practices in Lebanese higher education. The key uses at an institutional level are to:

- > Assess and plan activities across the institution related to teaching and learning enhancement
- > Enhance the quality and prominence of teaching and learning activities
- > Inform the professional development programs for faculty
- > Provide an environment in which faculty are encouraged and supported to work together and to develop their practice

The Framework provides a basis for discussion leading to a greater understanding of teaching and learning and the student learning experience. The discussions' outcomes promote professionalism and standards in teaching and the support of learning throughout the institution.

The LBPSF promotes professionalism, innovation, and accountability

This can be achieved through providing:

- > A basis for an institutional strategy on teaching and learning
- > A structure for professional and career development
- > Focus for initiatives in the development of academic practice leading to improved teaching
- > A structure for feedback to inform quality assurance
- > Criteria for the observation of teaching
- > A framework for role definition and expectations, performance appraisal and recognition
- > A framework for continuing professional development of Faculty and those who support learning
- > A means to develop a deeper understanding the student learning experience

The LBPSF supports in developing formal learning and teaching activities

Through specifically focusing on:

- > Curriculum/course design
- > Evaluation, accreditation and/or validation
- > Faculty development meeting expectations and the creation of opportunities
- > Student's learning and assessment practices

The LBPSF and institutional framework for recognition and reward

Through using the framework to structure activities such as:

- > Appointments, appraisal, promotion
- > Faculty institutional commitment enhancement programs
- > Faculty expectations development
- > Benchmarking best practices across institutions and faculty
- > Strategic promotion of specific practices, attitudes and values
- > Evidence informed approaches and supporting pedagogic research and scholarship

The LBPSF provides institutional framework for collaboration and innovation

Encouraging creativity, innovation and continuous development in diverse academic and/or professional settings:

- > Developing partnerships (HEI, industry advisors, etc.) in learning development
- > Collaborative teaching and peer review
- > Collaborative work with students
- > Supporting research in teaching and learning development

Section 7 | How individuals can utilise the LBPSF

The LBPSF provides a comprehensive framework for everyone involved in teaching and supporting learning in higher education, it can be applied to personal development programmes at individual or institutional level to improve teaching quality. The benefits to individuals include:

- > Providing a national framework that acknowledges a personal commitment to professionalism in teaching and learning in higher education
- > Demonstrating how individual practice is aligned with national standards defined in the LBPSF
- > Providing a portable asset, that has nation-wide relevance and which is increasingly recognised by higher education institutions
- > Enabling individuals, academic teams and the University as a whole to demonstrate to students and other stakeholders, their commitment to professional development as teachers and the promotion of teaching quality

Benchmarking practice

Individuals are able to use the LBPSF to benchmark their own professional practice (Aim 1), which is valuable in enhancing own teaching, supporting others and in longer-term career development. Understanding the wider context of an individual's work within HE can enable individuals to more effectively deliver and manage their own work resulting in greater satisfaction, collegiality and effectiveness.

Aspirational approach to career planning

The framework is a mechanism by which individuals can understand and communicate what they do and how they do it. This provides the opportunity to self-evaluate practice which is constructive in enhancing practice and valuable in career planning. In a simple form, this can be achieved through recording personal continuing development against the framework and using this to analyse future development against the requirements of different roles and responsibilities. Where professional standards have become established it is noticeable that individuals gain personal confidence, increased self-awareness and professional credibility. Engagement with professional standards is generally sought after and valued by employers

Improving teaching and the student learning experience

Thinking about teaching through the dimensions of the framework enables individuals to examine the effectiveness of what they do in a safe and personal space. It can additionally provide the structure for shared exploration of different approaches to teaching or the support of learning and the relative effectiveness of such approaches. In this respect the framework can be used at a personal level to foster dynamic approaches to teaching and learning through creativity, innovation and continuous development (Aim 5) and encourage the use of research, scholarship and professional development in thinking about and enhancing teaching. (Aim 3). Engagement with Core Knowledge and Values encourages teaching to be viewed from the perspective of the student and the context in which teaching happens, shifting a common emphasis from the activity or performance of teaching. This places the student at the center of the learning experience (Aim 4)

Understanding and addressing problems in teaching and learning

It is not uncommon for Faculty to encounter challenges and difficulties in their teaching and their work with learners. The framework provides a means to deconstruct practice and focus on the constituent parts in order to understand challenges and problems. The framework advocates evidence-based and scholarly informed approaches to practice (Aim 7), which supports evidence-based, and scholarly approaches to problem solving (Aim 8). Considering the Attitudes and Values and the areas of Core Knowledge can help individuals to explore the wide range of factors influencing the effectiveness and success of their practices and to develop a reflective and enquiring approach to their practice. Keeping a journal or notes on teaching is one way of recording practice enabling subsequent reflection on the dimensions of the framework can help to isolate issues and concerns and provide a direction for future development.

Working across disciplines – multi and interdisciplinary understanding

In many subject areas the nature and boundaries of disciplines is changing within increased multi-disciplinary subjects and new interdisciplinary relationships emerging. The framework can assist individuals to evaluate and address the implications of these changes on the design, teaching, assessment and related practices. The framework facilitates focus on the key elements and the relationships between them thus enabling a diagnostic approach to new developments and approaches.



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