

Mapping the alignment between the Advance HE PSF 2023 and GTCS Professional Standards for Lecturers in Scotland's Colleges

Alexandra Walker, Head of Academic Practice Development University of the Highlands and Islands

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alex.walker@uhi.ac.uk

This document presents an interpretation of the alignment between Advance HE's Professional Standards Framework (PSF) for teaching and supporting learning in higher education 2023 and the GTCS (General Teaching Council for Scotland) Professional Standards for Lecturers in Scotland's Colleges. This was created to support colleagues in the tertiary institution of the University of the Highlands and Islands (UHI) to critically reflect on how their practice aligns to both the PSF 2023 and GTCS in relation to their professional development, and in potentially seeking both Advance HE Fellowship and registration with the GTCS. The wider context and rationale for undertaking this exercise is provided in the accompanying post titled [Professional Identify: Standards and recognitions in the changing landscape of tertiary education: re-imagining GTCS and Advance HE Fellowships.](#)

To facilitate alignment exercise, and the resulting mapping, then instead of maintaining the 'Professional Values', 'Areas of Activity' and 'Core Knowledge' of the PSF 2023 and the 'Professional Values', 'Professional Knowledge and Understanding' and 'Professional Practice' of the Professional Standards for Lecturers in Scotland's Colleges, the various standards and dimensions in the respective frameworks were instead grouped on the basis of where there was a strong comparability or synergy, and then put under new themes that it was felt captured those alignments as follows:

- Equality, diversity, and inclusivity
- Guidance and support
- Evidence informed approaches
- Wider influence and contexts
- Collaboration
- Critical evaluation and reflection
- Quality enhancement and assurance
- Digital technologies and resources

- Design, planning and delivery
- Professional development and scholarship

The values within UHI's Learning and Teaching Enhancement Strategy 2022/23 – 2026/27 were then also aligned to the above themes.

Advance HE Professional Standards Framework (PSF 2023)		General Teaching Council for Scotland (GTCS): Professional Standards for Lecturers in Scotland's Colleges	
Equality, diversity, and inclusivity			
UHI Learning and Teaching Values: Supporting the learner as an individual; Supporting flexible and student-centred learning; Celebrating diversity through learning and teaching			
V1	respect individual learners and diverse groups of learners	2.2.6	Understands how to meet the diverse needs of students.
		1.1.4	Commits to equality and diversity, and promotes inclusiveness, trust and fairness.
		1.2.3	Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential.
V2	promote engagement in learning and equity of opportunity for all to reach their potential	1.1.3	Develops learning relationships based on mutual respect and integrity.
		3.2.1	Purposefully builds constructive and respectful learning relationships with students and partners.
		3.2.3	Applies a range of inclusive practices to promote and support engagement with students and partners.
Guidance and support			
UHI Learning and Teaching Values: Supporting the learner as an individual			
A4	support and guide learners	1.2.4	Supports and encourages students to take personal responsibility for leading their own learning.
		2.4.3	Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.

		2.4.2	Understands how to support a student to take the next steps in their learning journey.
		1.1.5	Commits to the safety and wellbeing of all students.
		3.2.5	Applies a critical understanding of the nature, purposes, principles and stages of guidance.
Evidence informed approaches			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Research and evidence-based educational practice			
V3	use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	2.2.2	Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others.
		2.2.3	Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches.
		3.1.3	Continuously and actively engages with up-to-date research and developments in learning, teaching and assessment to inform practice.
K1	how learners learn, generally and within specific subjects	2.2.1	Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning.
		2.2.10	Understands how to interpret and share data to inform learning, teaching and assessment.
		1.3.4	Embraces change and emerging practices and developments.
Wider influence and contexts			
UHI Learning and Teaching Enhancement Strategy Values: Learning for personal growth and employment			
V4	respond to the wider context in which higher education operates, recognising implications for practice	1.1.1	Understands student needs, the context in which they are living and studying, and the impact of these on learning.
		2.1.3	Understands regional, community and college strategic priorities and operational plans and can link these to college context.
		2.1.2	Understands the political, social and economic profile of their communities and the potential impact of these on education and employment.
		1.2.5	Embraces and embeds sustainability in learning and teaching.

		2.1.1	Understands the breadth of political, social and economic drivers influencing educational policy and strategy.
		2.1.4	Adheres to all current and applicable legislation and statutory duties.
		2.2.4	Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships.
		3.3.4	Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work.
Collaboration			
UHI Learning and Teaching Enhancement Strategy Values: Connecting learning across communities			
V5	collaborate with others to enhance practice	3.3.2	Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments.
		3.1.4	Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.
		3.2.6	Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.
		1.2.1	Promotes collaborative and collective leadership of learning.
		3.5.4	Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.
		2.2.12	Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.
		2.2.5	Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning.
		1.3.2	Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning.
		3.3.3	Collaborates with and empowers students to co-design their learning.

		1.1.2	Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience.
		1.2.2	Creates innovative learning opportunities for students through active enquiry.
Critical evaluation and reflection			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Engaging in reflective practice for continuous enhancement			
K3	critical evaluation as a basis for effective practice	2.5.3	Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences.
		2.2.11	Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities.
		1.3.1	Reflects critically on, and evaluates professional values, practice and contribution to student success.
		3.5.1	Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing.
		3.1.2	Reflects critically on own practice and engages in professional dialogue with others.
		3.2.4	Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation.
		2.2.8	Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs.
Quality enhancement and assurance			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Embedding professional standards in learning and teaching			
K5	requirements for quality assurance and enhancement, and their implications for practice	1.3.5	Promotes and supports a culture of quality improvement.
		3.5.2	Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience.
		2.5.1	Understands the purpose and impact of self-evaluation as part of quality processes.

		2.5.2	Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts.
		2.5.4	Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context.
		2.5.5	Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support.
		2.5.6	Understands and recognises the importance of students as partners in the continuous improvement process.
		2.5.7	Understands and recognises the contribution of partners, including employers, in the continuous improvement process.
Digital technologies and resources			
UHI Learning and Teaching Enhancement Strategy Values: Enriching learning through digital practices			
K4	appropriate use of digital and/or other technologies, and resources for learning	3.4.2	Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment.
		2.2.9	Understands how to embed a range of digital technologies to enhance learning and teaching and assessment.
		2.3.1	Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work.
		3.4.3	Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.
		2.3.4	Understands the safe use of technology and the necessity for cyber resilience and security.
		2.3.2	Understands how to keep up to date with emerging industry / subject technological advances.
		3.4.1	Promotes and supports the safe and respectful use of digital technologies and the impact on others.
		3.1.5	Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

		3.3.5	Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.
		2.3.3	Understands how to embed appropriate digital technology.
Design, planning and delivery			
UHI Learning and Teaching Enhancement Strategy Values: Authentic assessment and meaningful feedback; Engaging students in reflection and research; Integrated and sustainable learning and teaching; Harnessing open education approaches			
A2	teach and/or support learning through appropriate approaches and environments	2.2.7	Understands the strategies required to support learning in a range of learning environments.
A1	design and plan learning activities and/or programmes	3.3.1	Designs, delivers and evaluates a demand-led curriculum which prepares the students for a dynamic labour market.
A3	assess and give feedback for learning	2.3.5	Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.
K2	approaches to teaching and/or supporting learning, appropriate for subjects and level of study	3.2.2	Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students.
		2.4.1	Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.
Professional development and scholarship			
UHI Learning and Teaching Enhancement Strategy Enabling Practices: Active and collaborative professional development			
A5	enhance practice through own continuing professional development	1.3.3	Participates actively in continuous career long development of professional knowledge, understanding and practice.
		3.1.1	Uses the Professional Standards to inform practice and ongoing professional learning and development.
		3.5.3	Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice.