



مجلس التعليم العالي
Higher Education Council

Bahrain Professional Standards Framework

For Teaching and Supporting Learning

In Higher Education

2015

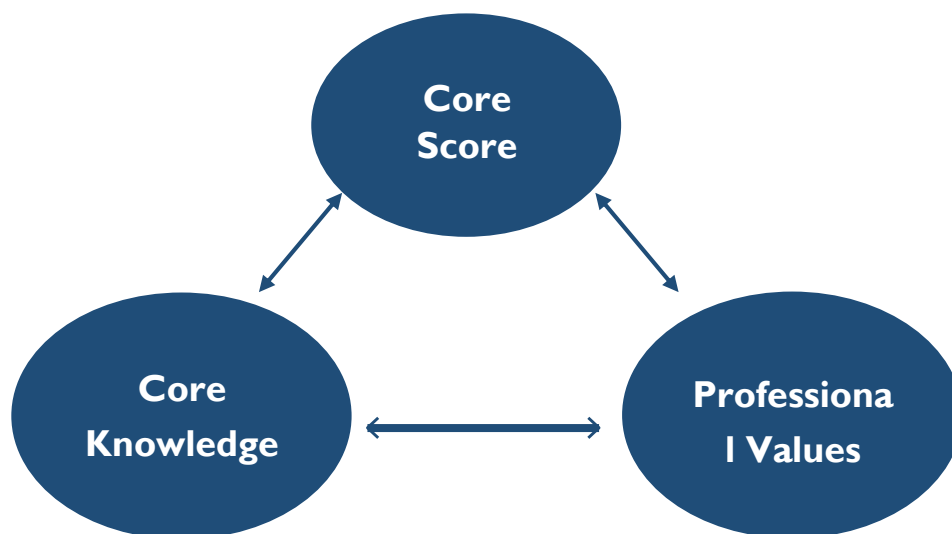
Aims of the Framework

The Bahrain Professional Standards Framework aims to:

1. Support the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Provide a platform for mapping and benchmarking professional development
3. Facilitate the creation of an environment that enables continuing professional development
4. Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
5. Demonstrate to students and other stakeholders the professionalism that Staff and institutions bring to teaching and support for student learning

Acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning

7. Facilitate individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities
8. Establish a commonality that will unite the wider HE sector in the development of teaching and learning practices
9. Encourage the application of theoretical knowledge and its applications to the development of effective practice



Dimensions of the Framework

Core Skills

- S1 Design, plan and organize learning activities and/or programmes of study that integrate knowledge, theory and practice
- S2 Teach and/or facilitate learning through effective communication
- S3 Practice valid and reliable assessment and give feedback to learners
- S4 Develop effective learning environments and approaches to student support and guidance in the encouragement of lifelong learning
- S5 Engage in reflection on practice leading to continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices



Core Knowledge

- K1 The subject material and its application
- 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 their subject/ disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching



Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates (e.g. community and industry engagement, nation-building), recognising the implications for professional practice
- V5 Adhere to professional ethics

Descriptor I	Who might match this Descriptor?	Related Bahrain recognition
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Successful engagement with at least two of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities 	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor I (D1) include:</p> <ol style="list-style-type: none"> a. Early career researchers with limited teaching responsibilities (e.g. PhD students, Graduate Teaching Assistants, contract researchers, postdoctoral students etc.) b. Staff new to HE teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and library staff) d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may nevertheless be new to teaching, or who have a limited teaching portfolio 	<p>Associate Fellow</p>

Descriptor 2

Who might match this Descriptor?

Related Bahrain recognition

Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

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

Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:

- a. Early career academics
- b. Academic-related and/or support staff holding substantive teaching and learning responsibilities
- c. Experienced academics relatively new to Bahrain higher education
- d. Staff with significant HE teaching responsibilities in work-based settings

Follow

Descriptor 3	Who might match this Descriptor?	Related Bahrain recognition
<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning 	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating, for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</p> <ol style="list-style-type: none"> a. Experienced staff able to demonstrate impact and influence through, for example, responsibility for leading and developing programmes, subjects and/or disciplinary areas b. Experienced subject mentors and staff who support those new to teaching c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution 	<p>Senior Fellow</p>

Descriptor 4	Who might match this Descriptor?	Related Bahrain recognition
<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional and/ or (inter)national settings III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices 	<p>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</p> <ol style="list-style-type: none"> a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution 	<p>Principal Fellow</p>

Framework Guidance Notes (FGN)

The Bahrain Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the Professional Standards Framework.

Relationship to Bahrain accrediting processes

Text here will relate to the ownership of the BPSF and how it is managed within Bahrain.

Additionally, there will also be mention of how the BPSF fits into and supports other national initiatives such as entrepreneurship in education and the development of an employability strategy.



الأمانة العامة لمجلس التعليم العالي
General Secretariat of the Higher Education Council