Recognising an ethic of practice? The contribution of professional values to the discursively performed identities of professional teachers in HE.

The UK Professional Standards Framework (UKPSF) identifies four values that academics should exemplify in their claims for professional recognition as Fellows of the Higher Education Academy (HEA). This paper explores the contribution of professional values to the successful performance of Discourse identities amongst those who have achieved Fellowship at a UK university.

The study aims to surface rhetorical expressions of professional values by individual academics and to consider the extent to which they may be considered to contribute to an ethic of professional teaching practice in higher education (HE).

The UK Government has introduced the Teaching Excellence Framework, as a measure of teaching quality. Universities will receive funding based on their ability to deliver outstanding teaching, learning and employment outcomes for students. Recognising a value based ethic of professional teaching practice for HE would seem to be timely.

Written Fellowship applications were collected from academics who had achieved HEA Fellowship, and could therefore be considered literate in Discourses of professional recognition. Data were analysed using Gee’s (2015) big ‘D’ Discourse tool, in order to understand the way that value statements contributed to discursively constructed professional identities of HEA Fellows. The paper will report the findings of this Discourse analysis and discuss how academics use professional values to ‘pull-off’ a convincing performance as a professional educator in HE.

Gee, J.P. (2015) *Social linguistics and literacies: Ideology in discourses*. Abingdon: Routledge. 5th edn.