

# GOLD D3 Senior Fellow - Mentor Handbook

**IMPORTANT INFORMATION – Please read before using this handbook**

This Mentor Handbook is only for mentors who are supporting Mentees using the Professional Standards Framework (PSF) 2023 and who enrolled onto our GOLD scheme **after** 1<sup>st</sup> September 2024.

If your Mentee enrolled onto the GOLD scheme before 11.59pm 31st August 2024, they will be developing and submitting an application using the UKPSF 2011 version. There is a separate Guidance to use, which our team can send to you if you do not have a copy.

If you are or think your mentee is to use UKPSF 2011 please **DO NOT** use this PSF 2023 version as it is different from UKPSF 2011. Please confirm with our GOLD team before going ahead via [gold@gre.ac.uk](mailto:gold@gre.ac.uk).

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# 1. Introduction

Thank you for agreeing to mentor your colleague during their application for D3 Senior Fellowship through the University of Greenwich GOLD scheme. If your mentee is successful, they will be recognised as a Senior Fellow of Advance HE (SFHEA). This handbook outlines the roles and responsibilities of GOLD Mentors and the GOLD mentoring and reviewing process. It also includes a detailed guide to the Advance HE Professional Standards Framework (PSF) 2023 and Dimensions, which includes some indicative examples of the kind of evidence your mentee might include in their SFHEA application. The Professional Standards Framework (PSF) 2023 and Dimensions guide is also given to all Mentees. You are strongly advised to use it and consult it with your Mentee during your mentor meetings and when you are providing feedback on drafts.

## 1.1 Advance HE Professional Standards Framework (PSF) transition 2024/25

The GOLD scheme is in a period of transition in 2024/2025 as we move from using UKPSF 2011 to the new PSF 2023. This handbook is for GOLD Mentors who are supporting a mentee **using PSF 2023 only**. If your mentee sent their Registration of Intent (RoI) form to the GOLD team and enrolled onto the GOLD scheme *before* 31<sup>st</sup> August 2024, they will be continuing to use UKPSF 2011 and will have their GOLD applications reviewed using UKPSF 2011. All mentees in this existing group have been contacted by the GOLD team to remind them that they should **only use UKPSF 2011** versions of the Mentee Development workshop resources, handbooks, application forms and supporting statements etc.

If you are supporting a mentee on UKPSF 2011 you need to email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) and request a copy of the **SFHEA Mentor Guide for UKPSF 2011**. Please do not refer to this Handbook as the new PSF 2023 is different to the previous UKPSF 2011 version.

All mentees who register onto the GOLD scheme from **1<sup>st</sup> September 2024** onwards will all be working on PSF 2023 only and will have their applications reviewed using this new version. To avoid confusion and to maintain version control the GOLD website now (September 2024) only contains PSF 2023 versions of all documents and guides. If you have a UKPSF 2011 mentee please remind them that they should not be using the GOLD website (or any other resource bank/website e.g The Advance HE website) as they will have/are likely to have PSF 2023 versions only, which will not apply to them. If you or your mentee have any queries, please email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) ASAP and we can assist you.

## 2. GOLD Mentor requirements

Only approved GOLD mentors can mentor those applying through our GOLD scheme. Applications supported by an approved GOLD mentor will only be accepted at the point of submission.

To become and remain as an approved GOLD mentor, you must;

- attend our GOLD New Mentor Development Workshop
- attend GOLD annual mentor summer refresher sessions every academic year.

The training for our GOLD mentors is a requirement set out by Advance HE and part of our accreditation agreement. This is to ensure that all GOLD mentors are familiar and up-to-date with the GOLD application process, the PSF 2023, and how to be an effective mentor with supporting mentees.

[The GOLD New Mentor Development Workshops take place regularly throughout the year. Dates and bookings for this can be found via horizon here.](#)

The GOLD annual Mentor Refresher Sessions usually take place in June/July in preparation for the next academic year. Dates and directions for bookings are announced for these by the GOLD team. Any GOLD mentor that does not attend this annual refresher will be removed from the approved GOLD mentor list.

GOLD Mentors must hold at least SFHEA to act as a GOLD Mentor for D3 Senior Fellow applications.

If you have any queries, please email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) ASAP and we can assist you.

As we move to PSF 2023 is it even more vital that our GOLD Mentors are conversant and up to date with the requirements of the new PSF 2023.

### 2.1 GOLD Mentor Academic Workload Planning (AWP)

As a GOLD mentor, you are eligible to claim Academic Workload Points (AWP) for your GOLD mentoring duties. Please discuss this further with your line manager.

### 3. The role of the mentor in GOLD

As a GOLD Mentor you are someone with whom your mentee can discuss their evidence development and presentation, and who can offer supportive, informed advice and an independent viewpoint.

You will be expected to look at a draft(s) of the submission. You will need to be fully conversant with Descriptor 3 and the PSF 2023 in order to do this. There are TWO formats for a GOLD submission; a written option and a recorded screencast option. Details about both versions are in the SFHEA PSF 2023 Mentee Handbook and on the SFHEA PSF 2023 application form. You should discuss this with your mentee to decide which format is most appropriate for your mentee (though in reality the written route is the default). Please make sure you are familiar with the application form. It contains clear instructions on what is required and how to complete the form. D3 mentees are required to write a Reflective Account of Professional Practice (RAPP) and two leadership case studies.

You are encouraged to meet your mentee and work out a mutually agreeable plan regarding frequency of meetings and a target submission date. There are four submission points during the academic year; September, December, March and June. Dates can be found on the GOLD website.

Please be reminded that there is no requirement for a D3 mentee to undertake a teaching observation. D3 is concerned with leadership and influence of colleagues' teaching and learning practice. It is not about being a front-line teacher and /or being an experienced HE teacher. The focus is solely on their activity and experience concerning how they lead and influence their colleagues in the broad area of teaching and learning (Figure 1). If your mentee does not have any leadership or influence experience, they are **highly unlikely to be successful**. Please ask any prospective D3 mentee to complete the Advance HE Fellowship Tool to ensure they are operating at D3 and can provide evidence to meet all parts of Descriptor 3. If you are in any doubt, please ask them to talk to a member of the GOLD team to discuss their experiences and to what extent they meet D3.



*Figure 1: Senior Fellow impact on HE learning through leading or influencing others' teaching and/or support for learning practices*

It is essential all prospective D3 mentees can meet the minimum expectations for D3. Advance HE requires that all candidates for Senior Fellow must have a minimum of 3 years of experience, and can use evidence from the last 5 years of practice.

Part of your role as a mentor for D3 is to ensure your mentee has enough relevant experience to begin the process. We would not want any prospective mentee to be working towards a D3 claim that they were realistically not going to be able to successfully attain. If they are doing the kinds of activity that are likely to be vehicles to demonstrate leadership and influence e.g. programme leadership, mentoring hourly paid staff, curriculum design leadership etc. but they have only been doing it for a relatively short period of time e.g. a year, you will need to advise them to wait and/or to gather further evidence/engage with CPD etc. in order that they will have 3 years of leadership and influence experience upon which to draw when they develop their own application. If you are in any doubt, please contact [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) and we can advise.

Finally, as mentor you will provide one of the TWO Supporting Statements about your mentee's professional practice, authenticating and corroborating the information they provide in their GOLD application, focusing on the mentee's professional role in relation to Descriptor 3. Please use the PSF 2023 version of the Supporting Statement Proforma and Supporting Statement Guidance to help you to write one for your mentee. This can be found on the GOLD website.

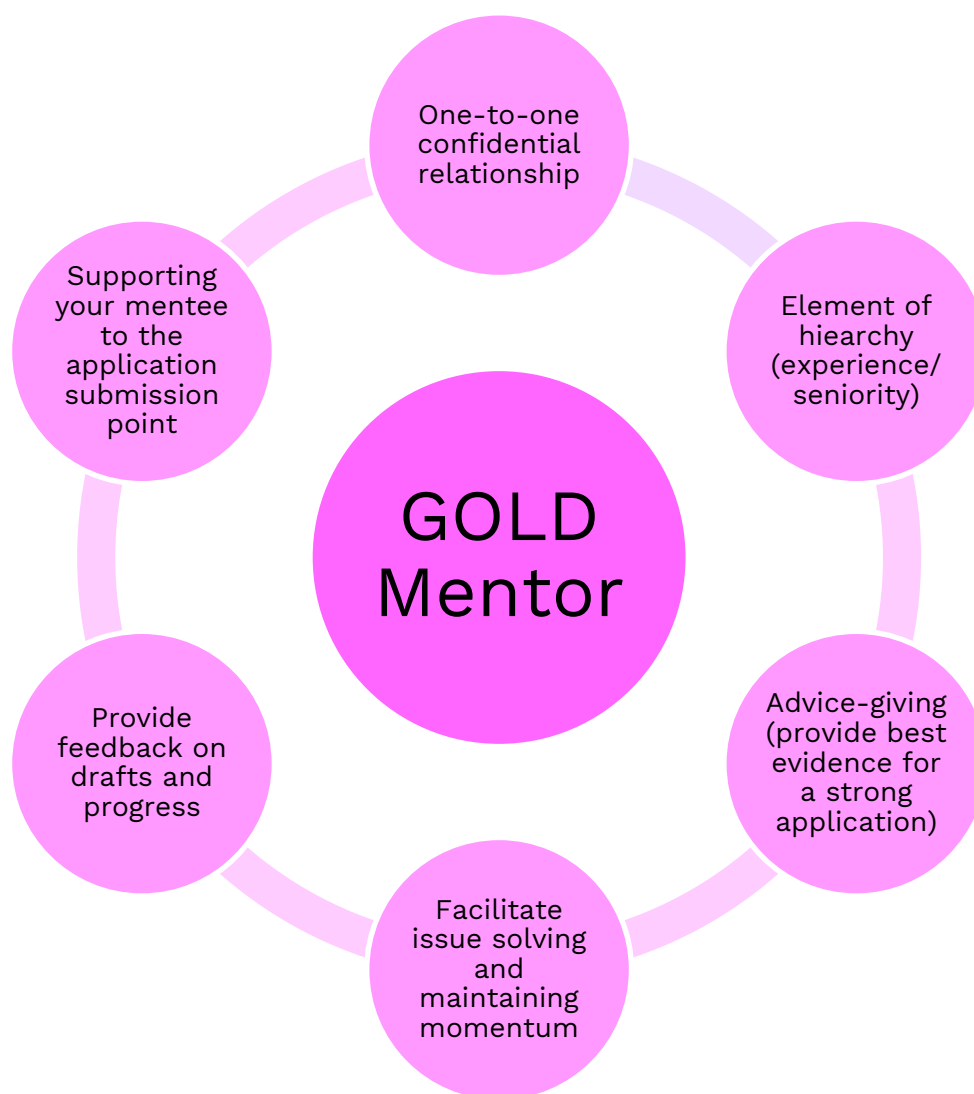
Please also discuss who else your mentee would like to approach to be act as their other supporter. Please note that they do not need to have senior fellowship themselves, though in reality is it strongly recommended, as they will be required to write a supporting statement around PSF 2023 and Descriptor 3. The other supporter should be identified and confirmed early on. You are advised to discuss this your mentee and ensure the other supporter can write the Supporting Statement, that they understand its purpose and that they have sufficient notice to have time to read the claim before they write the Supporting Statement.

If your mentee is drawing quite significantly on evidence from another institution i.e. including evidence of their practice from Greenwich and from another current or previous institution, you should talk to your mentee about identifying a second supporter from that institution in order that their statement can help to corroborate and authenticate practice. Again, you're advised to initiate this conversation early to have the second supporter lined up.

### 3.1 Key functions and characteristics of a successful GOLD Mentor

To remind about your role as a GOLD Mentor as discussed in the GOLD new mentor development and GOLD annual mentor refresher training, the key functions and characteristics are displayed in the figure below.





*Figure 2 – Key functions of a GOLD mentor*

To help with maintaining your effectiveness as your role of a mentor, we recommend that you:

- Commit the time and energy to your role and to your mentee
- Build trust and rapport – take a genuine interest
- Co-design a mentor-mentee relationship
- Agree realistic agendas, timelines and goals
- Follow-up and maintain momentum

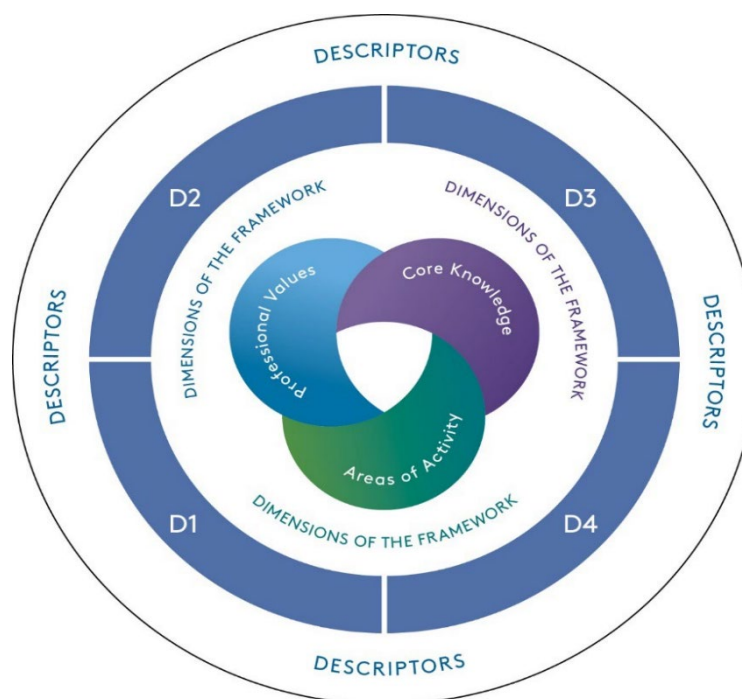
If you have any issues or want to discuss any aspect of your GOLD Mentor role, please either book a GOLD drop-in or email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) and someone from the team can have a chat with you.

## 4. The Professional Standards Framework 2023 (PSF 2023)

The Professional Standards Framework 2023 (PSF 2023) for teaching and supporting learning in higher education provides a comprehensive set of professional standards and guidelines for all those who are involved in teaching and supporting learning in higher education. The PSF 2023 can be used by individuals to plan their development and evidence their practice to achieve professional recognition, by institutions as a basis for initial and continuing professional development and recognition programmes, and at a national level to improve teaching quality and celebrate success.

The PSF 2023 acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

The Professional Standards Framework (PSF) 2023 consists of two components: **Descriptors and Dimensions**.



*Figure 3: Professional Standards Framework (PSF) 2023*

This GOLD Mentor handbook provides guidance related to **Descriptor 3** which is the basis for the award **Senior Fellowship**. Descriptor 3 (D3) is suitable for individuals whose practice enables them to evidence **ALL Dimensions**. GOLD claims will be

judged by GOLD reviewers solely against **Descriptor 3**. Your mentee will need to provide evidence of successfully engaging with all 3 parts of Descriptor 3.

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:



Figure 4: Descriptor 3 criteria statements D3.1, D3.2 and D3.3

The Dimensions of the Framework (PSF 2023) are arranged as **three related sets** of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**.

**Professional Values (V1-5):** underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

**Core Knowledge (K1-5):** informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

**Areas of Activity (A1-5):** bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

D3 candidates are required to provide evidence of successful engagement with all 15 dimensions of PSF2023 i.e. All Professional Values, all Core Knowledge and all 5 Areas of Activity.

To achieve Senior Fellowship, your mentee will need to evidence of effective and inclusive practice required relating to the individual's influence on the learning and teaching practices of others. Your mentee will need to demonstrate the requirements of the three **Descriptor 3 (D3)** criteria, which are as follows:

**Descriptor 3** is suitable for individuals whose **comprehensive understanding and effective practice provides a basis from which they lead or influence** those who teach and/or support high-quality learning. Individuals are able to evidence:

**D3.1:** a sustained record of leading or influencing the practice of those who teach and/or support high quality learning

**D3.2:** practice that is effective, inclusive and integrates all Dimensions

**D3.3:** practice that extends significantly beyond direct teaching and/or direct support for learning

The **PSF 2023 Dimensions are 15 statements** which inform and describe practice. Essential to professional practice, these Dimensions identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

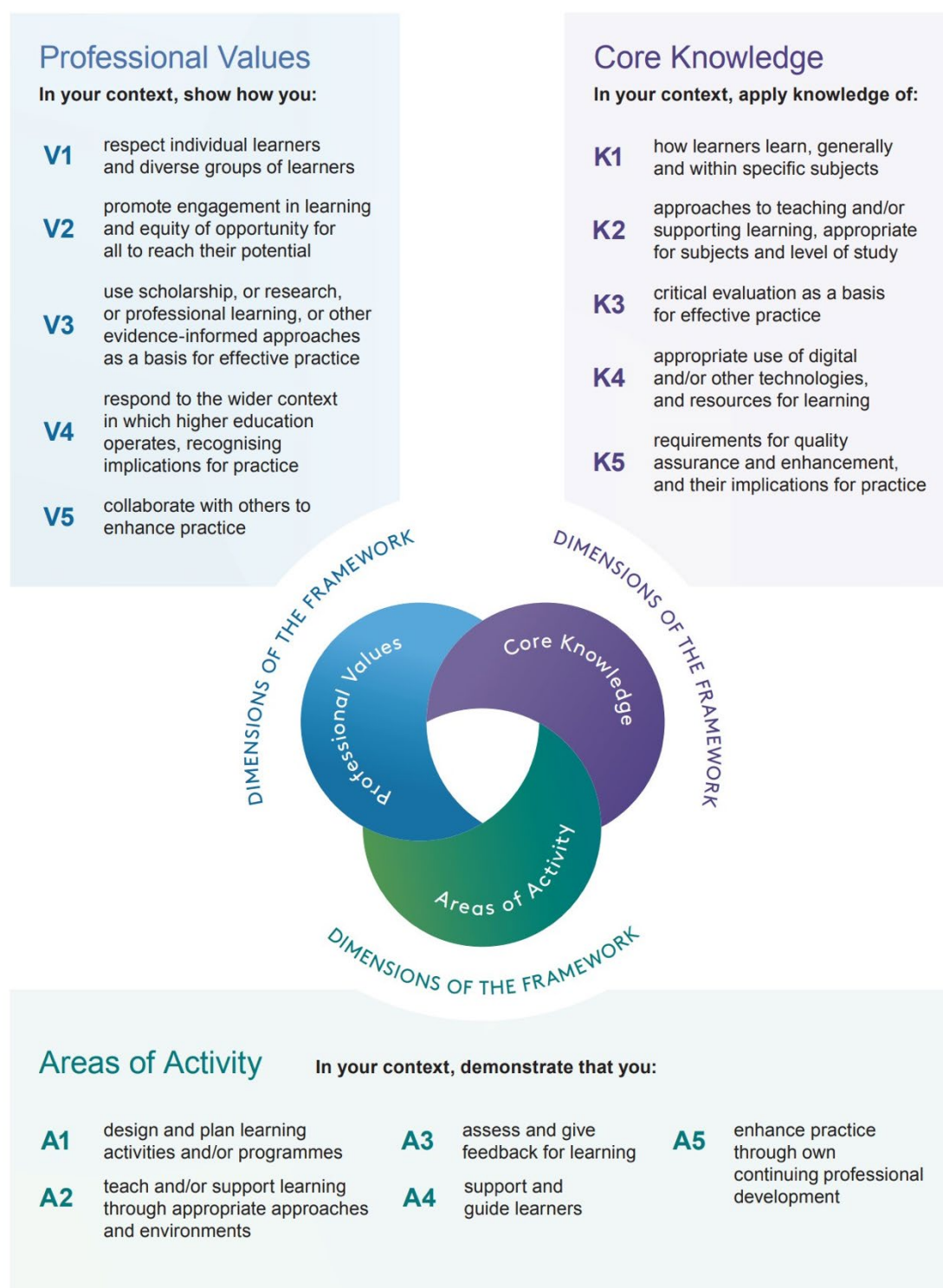
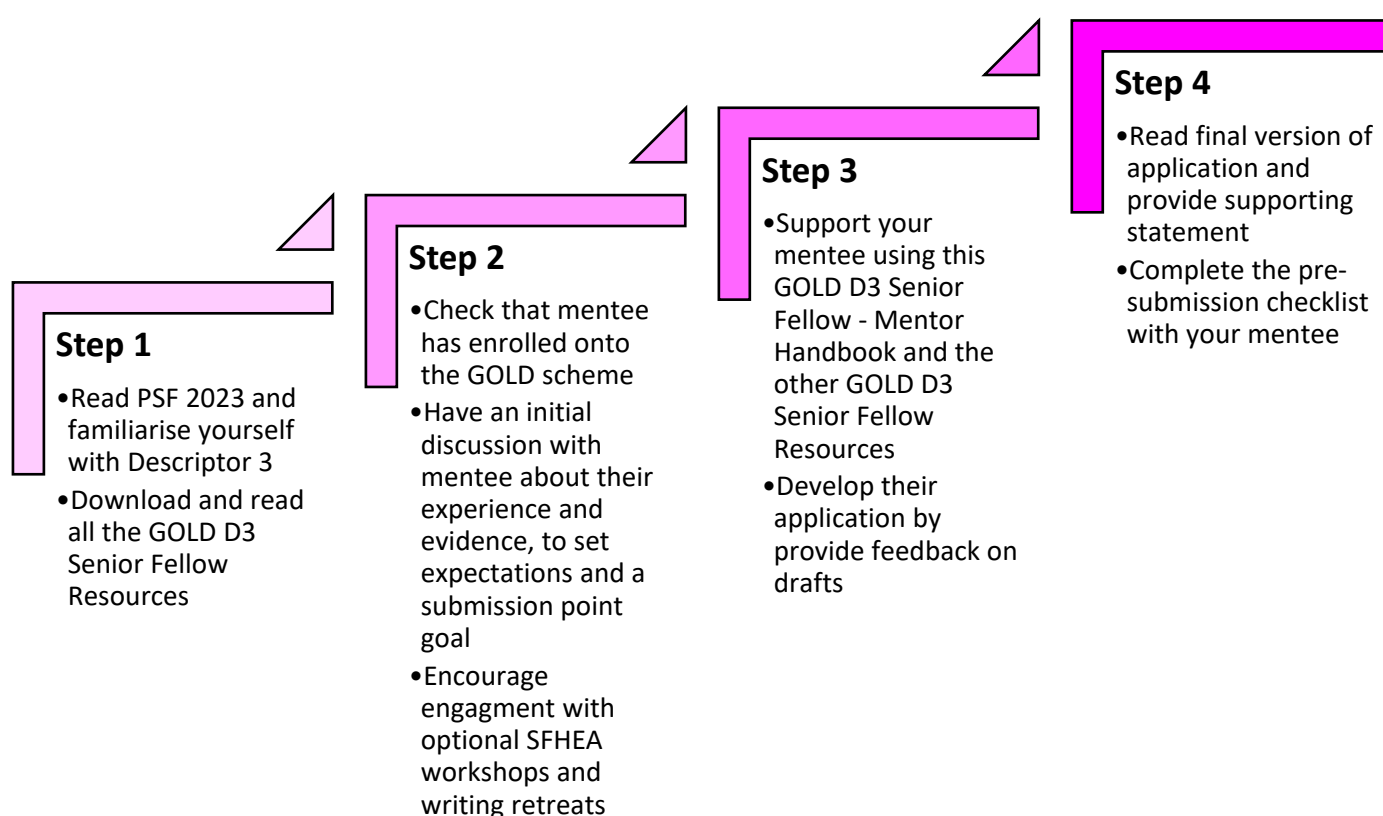


Figure 5: PSF 2023 Dimensions of the Framework

## 5. Supporting your mentee through their journey with GOLD

When you start to plan on supporting a mentee with their application, we recommend that you follow the sequence of activities below in figure



*Figure 6: 4 Steps to supporting your mentee through our GOLD scheme and submitting their application*

### Step 1

Section 4 above explains the Professional Standards Framework (PSF) 2023. Your mentee's application will be reviewed against Descriptor 3 of this framework.

### GOLD D3 Senior Fellow Documents and Resources

Your mentee will require to familiarise themselves with the all the GOLD D3 Senior

Fellowship documents when preparing and developing their application. We recommend that you too familiarise yourself with the following resources:

- GOLD D3 Senior Fellow - Mentor Handbook PSF 2023 (this document)
- GOLD D3 Senior Fellow - Mentee Handbook PSF 2023
- GOLD D3 Senior Fellow - Mentee Guide to the PSF 2023 Dimensions
- GOLD D3 Senior Fellow - Application Form PSF 2023
- GOLD D3 Senior Fellow - Supporting Statement Proforma PSF 2023
- Professional Standards Framework (PSF) 2023
- GOLD D3 Senior Fellow - Guidance for Referees (to be used when completing your supporting statement)

All of these can be downloaded from our GOLD webpage.

## Step 2

### GOLD Mentee Enrolment

Your mentee should already be familiar with the GOLD process and have officially enrolled onto our GOLD scheme before they begin working on their application with you. If they have not, you should ask them to follow the steps below (also detailed in the GOLD D3 Senior Fellowship - Mentee Handbook PSF 2023).



*Figure 7: Diagram to show the 3 stages for enrolment onto our GOLD scheme*

To enrol onto our scheme, mentee's are required to attended our mandatory GOLD Introductory Mentee workshop (online, 2-hours). All dates and bookings can be made through Horizon. It is only after attending this workshop that mentees will be provided to the link to our online Registration of Intent (ROI) form that enables them to enrol onto the GOLD scheme. In this they must state that who their GOLD



mentor is and confirm they have approval from their line manager and confirmation from the named GOLD mentor to support them.

Once the ROI is submitted, our GOLD team will confirm their enrolment, which you will be informed of. Mentees have 12 months from the date of submitting their ROI to submit their application to us.

### Initial discussion with your mentee

Before your mentee begins working on their application, we recommend that an initial discussion is arranged between you both. In this discussion it is an opportunity for you to:

- Familiarise yourself with your mentee's practice experience, evidence, and pedagogical knowledge
- Initially identify any areas that your mentee may need to develop further on or gain evidence for – We recommend mentee's use the fellowship category tool on Advance HE's webpage. The results from this can help form the foundation for co-creating an action plan.
- Explore your mentee's expectations of your support as a mentor and define professional boundaries
- Schedule in future dates for 1-2-1 meetings to check-in on progress
- Set a realistic and achievable goal for your mentee to work towards when to submit their application
- Identify the second supporter who will write the other Supporting Statement

### Application Submission Points

There are 4 submission points per year for our GOLD scheme, these usually take place in; September, December, March and June. At these points we undertake a reviewing process of any applications we have received. Each application is assigned to two GOLD reviewers. In addition to this a small sample is also sent to our external examiner.

We ask for mentees to inform us of the submission date they are intending on aiming for. This is important for our GOLD team to know so we can ensure that we have sufficient reviewers available to review their application. The submission point selected is not final and can be changed by contact our GOLD team via [gold@gre.ac.uk](mailto:gold@gre.ac.uk).

All applications received are reviewed at the next closest submission point. We do not accept any late applications submitted to be included as part of previous



submission point.

You can view all the up-coming submission points on our webpage here.

## Step 3

We recommend that you read this document fully before supporting your mentee with their application and providing feedback.

You may find it helpful using the more detailed pre-submission checklist included in this handbook to help you when providing feedback to your mentee on their draft applications (Appendix 2).

Please remind your mentee that the professional context (section 2 of the application form) and the Professional Development Plan (section 4 of the application form) are not assessed. The professional context is not required to be mapped to the PSF 2023.

In addition to the support you provide as a mentor, our GOLD also provides optional workshops and sessions that mentee's can book onto – See section 6

## Step 4

### Supporting statement

As part of a mentee's application for D3 Senior Fellowship, they are expected to provide TWO supporting statements - one from you as their GOLD mentor, and one from someone else in HE who knows them and their practice well - along with their GOLD D3 Senior Fellowship - Application Form PSF 2023.

The mentee must provide a final version of their application for you and the second supporter to read and to for you to complete a supporting statement using the GOLD D3 Senior Fellowship – Supporting Statement Form PSF 2023.

The purpose of the supporting statement is to comment on your mentee's practice and to authenticate the claims being made in their application. We strongly recommend that you read the GOLD D3 Senior Fellow – Referee Guidance for supporting statements PSF 2023 document, which provides further guidance on how to do this.

### Pre-submission checklist

Before your mentee submits their application, you are required to go through the pre-submission checklist in section 6 of their GOLD D3 Senior Fellowship – Application Form PSF 2023 shown in the figure below.

To check
Enrolled onto the GOLD scheme and have submitted a Registration of Intent (ROI) form
Supported by an approved GOLD Mentor
Used the PSF 2023 and all the up-to-date PSF 2023 guidance and forms issued by the GOLD team
Completed all relevant sections of the Application form
Have kept within all stated word/time limits (there is no 10% +/- allowance, the word count is absolute)
<p>Application meets all the PSF 2023 Descriptor (D3) requirements and includes these mandatory Dimensions:</p> <ul style="list-style-type: none"> <li>- ALL Professional Values</li> <li>- ALL Core Knowledge</li> <li>- ALL of the five Areas of Activity</li> </ul>
All required Dimensions mapped in the RAPP and the two leadership case studies
<p>Application is a personal account and individual</p> <ul style="list-style-type: none"> <li>- Written in the first person</li> <li>- Contains examples of personal practices and experiences</li> <li>- Explicitly emphasises what the individual has achieved/contributed (particularly in collaborative activities)</li> </ul>
Makes reference to an evidence base (e.g. scholarship, research, or professional learning) to demonstrate what informs and underpins your practice
Uses evidence from current practice within the last 5 years to show impact and effectiveness
No hyperlinks, appendices, or attachments have been included in the RAPP or leadership case studies
GOLD Mentor and second supporter have read final version of the application, prior to completing their supporting statement
GOLD Mentor and second supporter have completed supporting statement using the GOLD PSF 2023 D3 Supporting Statement Proforma

Figure 8: Pre-submission checklist for D1 application

If any of these have not been completed, then as their mentor you should highlight

this to them and discuss about the actions needing to be taken to complete it. An application should only be submitted once all the requirements on the pre-submission have been completed.

If you or your mentee have any concerns about any of these requirements, please contact our GOLD team via [GOLD@gre.ac.uk](mailto:GOLD@gre.ac.uk).

In addition to this, you can find a more detailed pre-submission checklist in appendix 2.

## 6. Additional support and development opportunities for D3 mentees

### 6.1 Mentee Support provided by the GOLD team

Our GOLD team also provide optional workshops and sessions for D3 mentees, to support with them achieving recognition. These include an Introduction to SFHEA workshop, GOLD 1-2-1 drop-in sessions and writing retreats. All are provided online via MS Teams – dates and bookings for these can be found via Horizon. These are unlimited and we ask that mentors do encourage their mentees to take full advantage of these additional development and feedback opportunities. Mentees can book on via Horizon. All dates are on the GOLD website.

#### Senior Fellow (SFHEA) Introductory Workshop

This 1.5 hour workshop provides opportunities to develop themes covered in the mandatory Mentee Development workshop. It focuses on leadership and influence, spheres of influences and recognising leadership and influence and potential sources of evidence. It covers leadership case studies and provides opportunities for mentees to discuss and get feedback on potential case study ideas.

#### GOLD 1-2-1 Drop-In session

Our GOLD drop-in's are bookable 15 minute slots with a member from the central GOLD team. Within these appointments mentees can get feedback on 1 draft section of their Reflective Account of Practice (RAPP) or one leadership case study. This can be in written or presentation form if they are opting for the screencast submission. Alternatively, mentees might use the time to discuss potential evidence or to get guidance on specific reading or CPD to engage with. The GOLD 1-2-1 Drop-In sessions run regularly throughout the year. These are usually monthly - Dates and bookings for these can be found via Horizon.

#### GOLD Writing retreats

GOLD writing retreats are half day and full day opportunities for mentees to dedicate time to writing. Within the retreats there are spaces for mentees to write and talk to others about their progress and to give and receive feedback. Our half-day retreats run for 3 hours and are facilitated by members of our central GOLD team. The full-day retreats run for 6 hours. These are all online to enable flexible delivery and accessibility for our UK and TNE partner colleagues.

Both the half-day and full-day writing retreats run regularly throughout the year. These are usually every 2-3 months.

For the half-day writing retreat, dates and bookings for these can be found via Horizon here.

For the full-day writing retreats, please contact [gold@gre.ac.uk](mailto:gold@gre.ac.uk) for further information and dates.

## 6.2 Opportunities for mentee development

Your mentee may want or need to update their teaching and learning knowledge/leadership and influence skills and understanding through reading or through attending CPD courses or conferences. There is an explicit expectation that evidence from an evidence base (research, scholarship, professional practice, and other evidence-informed resources) is integrated into their application.

### CPD workshops

There are a number of Greenwich CPD workshops available throughout the academic year e.g. leadership and coaching for managers, as well as more general T&L CPD including inclusive assessment, being an effective personal tutor, inclusive teaching, using Mentimeter etc. available to all staff (including UK and TNE partner staff).

### Conferences

Throughout the academic year, there are various teaching and learning events that take place at Greenwich, such as; SHIFT (usually in January), Medway Learning & Teaching Conference (usually in June), Greenwich Business School (GBS) L&T Festival (usually in June), and the Personal Tutoring Symposium (usually in November). These can be valuable to participate in or attend, as well as conferences and networks aligned to their subject specialism.

### Literature and a Scholarly Evidence Base

The GOLD Introductory Mentee Workshop provides a reading list of useful texts about HE teaching and learning, which might be useful to explore (see appendix 1). A reading list of HE leadership texts is provided at the Introduction to SFHEA workshop.

In addition to this, Greenwich university has its very own learning and teaching journal, Compass, that publishes a variety of articles, opinion pieces, and reviews, that can provide further evidence to help with your application. You can view all the published Compass editions via their website.

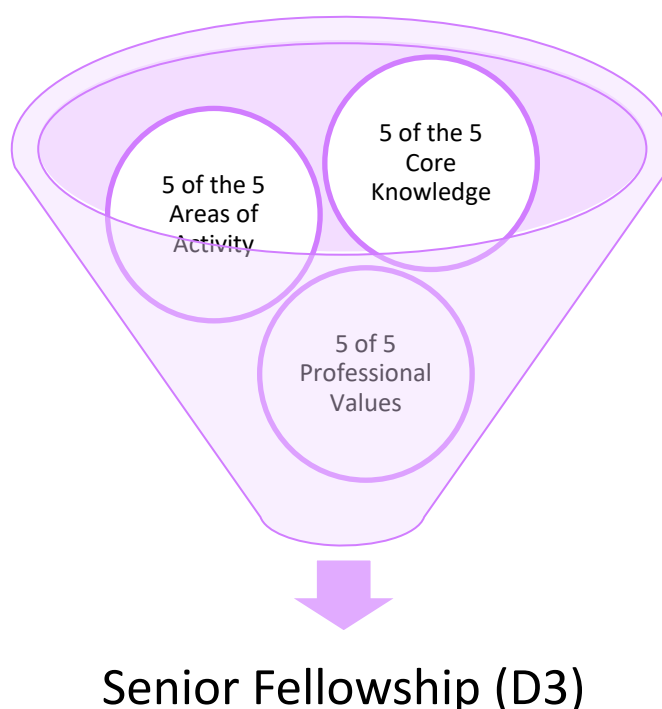
## 7. Evidencing the PSF 2023 Dimensions

In the sections below, we focus on each of the 15 Dimensions in turn to explain what each one is about and provide wide range of typical examples of professional leadership and influence practice in HE that are relevant to that Dimension as appropriate to Descriptor 3.

We have included prompt questions in each section. We hope that these questions will help your mentee to consider and identify evidence of their own effective teaching and/or supporting learning practice that might be used for Senior Fellowship.

### 7.1 Dimensions are inter-related and integrated

Although each Dimension is discussed separately in the guidance below, the Dimensions are inter-dependent and integrated in practice, as illustrated in the figure below.



*Figure 9 – Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 3*

As your mentee works through the guidance for each Dimension, support them to try to consider how they might also be demonstrating other Areas of Activity and/or applying other forms of Core Knowledge and/or using other Professional Values in the examples of practice you are identifying. A short example is given below to

illustrate how this might happen in their work:

In designing and planning my sessions for a module (A1), I reviewed my learning materials to identify ways to make them more inclusive and representative of the variety of nationalities and cultures of my learners (V1). I planned some of the learning activities to be online and flexible to promote engagement and active learning (V2). I considered the accessibility of technology I used (K4) and built in self-assessment opportunities to provide formative feedback (A3).

## 7.2 Context

Teaching and / or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Examples include: behaviours, cultures, discipline- and profession-specific practices, environments and participants.

In this handbook we use some terms that cover a wide range of global contexts and diverse ways in which teaching and support for higher education learning take place. You should be able to identify how the terms listed below relate to your own context. Some examples of terms used in this guide include:

- **Learners:** throughout this guidance we refer to ‘learners’ to include all individuals engaged in learning in all higher education contexts; this incorporates learners, colleagues, other staff, work-based professionals, etc. Your mentee will identify what types of learners they work with in their context.
- **Learning environments:** this includes all the diverse situations in which learning takes place, such as on campus, virtual, in practice, workplace, outdoors, home and community, involving individual and / or groups of learners, and specialist facilities such as laboratories, performance studios, simulation suites, libraries, etc. Your mentee will identify the specific learning environment(s) in which they teach and/or support learning.
- **Level of study:** (K2) refers to the level of higher education study undertaken by learners, such as a short course, module, foundation years/enabling programmes, foundation degree, undergraduate degree, diploma, masters, doctoral or post- doctoral study, etc. Your mentee will make clear what ‘levels’ of higher education study their learners are engaged in.
- **Programme:** a part of, or whole programme / course of study undertaken in higher education such as degrees, modules, courses, units, work-based higher education programmes and short courses; terminology varies according to context and your mentee should use the terminology relating to their context.

- **Wider context:** broader environments which impact higher education, which may be pertinent globally and / or nationally / locally such as sustainability, ethics, employability, socio-political factors, and learners' well-being.
- **Effective practice:** your mentee will need to show that their teaching and/or support for learning practice is 'effective' in achieving its intended outcomes. The guidance below for Dimension K3 will help to give them some examples of the types of evidence they might be able to use to demonstrate 'effectiveness' in their context.

## 7.3 Evidencing the Areas of Activity

There are five Areas of Activity (A1-5); the diverse range of practices, approaches and tasks that are undertaken when teaching and / or supporting high quality learning.

For Descriptor 3.2 (Senior Fellowship) you need to provide evidence of **effective and inclusive practice** in all five Areas of Activity:

**In your CONTEXT demonstrate that you:**

- **A1:** design and plan learning activities and/or programmes
- **A2:** teach and/or support learning through appropriate approaches and environments
- **A3:** assess and give feedback for learning
- **A4:** support and guide learners
- **A5:** enhance practice through own continuing professional development.

The following text is also included in your mentee's Guide to the Dimensions for D3. They provide some indicative examples of evidence that aligns to all 15 dimensions of PSF 2023. These examples are ones that your mentee might include and reflect on in their Reflective Account of Professional Practice (RAPP). You are advised to use them in discussions with your mentee to help prompt them to reflect upon their own practice and generate their own examples to include in their own GOLD D3 application.

A1 – In your Context, demonstrate that you design and plan learning activities and/or programmes

A1 is about how you lead/ influenced the planning and preparation of in person or online learning activities and/or more extensive sessions or sets of sessions (such as modules or programmes) or wider curriculum design.

Examples of your work with others on planning and design are key to enable you to demonstrate the influence you had on the practice of others. This could be in relation to their planning of teaching and/or learning support (PSF D3.1).



You may have adopted different approaches to planning and design activities depending on who you were leading and as appropriate to the type of learner and level of study.

The range of activities you have been involved in may be wide: for example, leading the design or redesign of modules or programmes, ensuring that the requirements of institutional, national or professional bodies were met; supporting colleagues to design effective learning opportunities in a variety of learning environments as appropriate to your context. You may have provided planning guidance to teaching assistants or visiting lecturers or you may have been involved in the design of student or staff support or library services.

The scope of your influence may have reached beyond your immediate team. As an experienced colleague with particular expertise and/or skills, you may have influenced peers in their planning through observation of teaching or in an informal consultative capacity, for example enabling the creation of learning design which integrated innovative pedagogy.

Your initiatives perhaps led to designs for the introduction of cutting edge disciplinary or practice-related themes or new technology.

Select examples which worked well to promote high quality learning, and which enable you to explain the rationale for the approach(es) or principles you encouraged others to adopt in planning and design.

#### Examples of practice relevant to A1

Depending on your context and role, examples to demonstrate your impact or influence on the work of others involved in designing and planning learning activities and/or programmes might include:

- supporting and guiding colleagues in planning or updating programmes of study, or in adapting programme designs in accordance with new institutional policies
- influencing the design of learning activities to enable colleagues to provide strong support to students so they can achieve challenging learning outcomes
- mentoring and supporting less experienced supervisors in their design and planning of activities to support research students in topic choice, the development of detailed research proposals and plans and designing supervisory meetings to advance their research projects
- planning and designing induction incorporating study skills support across departments or more widely
- co-ordinating, supporting, managing or leading the design of subject-based doctoral programmes or of components of doctoral programmes; for example, team approaches to induction and

- research training workshops or modules
- leading on approval, validation and enhancement processes; including in conjunction with partner institutions, employers and/or professional and statutory regulatory bodies (PSRBs) (as relevant)
- contributing to the updating of PSRB criteria and/or associated learning/validation materials for accreditation (for example healthcare and other professional contexts such as engineering, architecture, and psychology)
- developing curriculum design to enable colleagues to use digital technologies effectively to facilitate high quality learning.

Consider these questions to help you generate evidence:

How have I used my experience of curriculum design to lead others in designing and planning effective learning activities (perhaps across a programme or year of study)?

How did I ensure the activities of those I led were inclusive, accessible and appropriate to the type and level of learner?

What were the principles underpinning the approaches I led colleagues to adopt?

What planning decisions did I lead or influence, and why? How did I use my expertise in and experience of learning design in this work? How did I go about influencing my colleagues?

How did I support colleagues to meet relevant contextual requirements, operating within appropriate frameworks? How did I enable those I led to cope with constraints and/or navigate any challenges they faced?

How do I know that my leadership of and/or influence on planning and design has been effective? What evidence do I have?

How can I provide evidence of my positive influence on the design and planning practice of others more widely across my discipline or profession (if relevant)?

How can I evidence the effectiveness of my planning and design?

A2 – In your context, demonstrate that you teach and/or support learning through appropriate approaches and environments

A2 is about your influence on the practices of your peers and their direct engagement and interaction with learners during their teaching and/or support for

learning; their interaction with learners may have involved a wide variety of learner types and levels of study, it may have been with individuals or large or small groups, remotely or in person.

Select examples which show that you have been effective in leading and/or influencing your peers' practice and where your support has led them to provide high quality learning in their direct interaction with their learners. Highlight the approaches you recommended to your peers, explaining how they incorporated these and demonstrate how this supported their effective and inclusive practice with learners.

You may have supported or advised members of your team on their choice of approaches and/or methods or led the introduction of new approaches to, for example, the effective use of innovative technologies or developing the practical skills required by professional bodies.

Choose examples which show how you have developed mentees'/peers' insights into the reasons for the adoption of particular approaches and why they are appropriate for the context and for the learners involved.

You may also have influenced learning activities beyond your own team, for example through a formal role or project on adopting a new style of pedagogy such as case- or problem-based learning. As an experienced colleague, you may have interacted informally with your peers, enabling them to develop fresh effective approaches to student support or the facilitation of learning in a range of contexts.

You should include evidence that demonstrates the effectiveness of the approaches and methods adopted by others as a result of your influence. Explain how the initiatives you have led have benefited learners.

#### Examples of practice relevant to A2

Examples to demonstrate that you have led and/or influenced others who teach and/or support high quality learning include:

- coaching and mentoring the teaching and/or learner support activity of new and established staff
- observing, reviewing and enhancing the teaching and/or learning support practice of others in a range of settings
- offering guidance and consultancy and/or providing training (for instance in a professional services role)
- working with senior teams or committees to develop and/or redevelop learning environments and spaces (physical and/or virtual)
- leading on effective initiatives, innovations, projects, and/or research in teaching and learner support activity, influencing the practice of others to enhance student learning or support
- developing research students as teachers and/or supporters of learning

- mentoring less experienced supervisors in adapting their approaches to the supervision of postgraduates or Higher Degree Research (HDR) students to meet the differing needs of individuals, adjusting to evolving requirements during research projects
- enhancing the effectiveness of others in facilitating high quality learning by modelling good practice and/or disseminating innovative practice through publication/conferences/digital media and/or within professional networks
- co-ordinating and evaluating cross-disciplinary or cross-institutional initiatives (innovative pedagogy, new approaches to learner support, use of teaching and learning spaces, etc.)
- developing resources and/or implementing appropriate resource allocation (technical, VLE/LMS, induction, student guides and study skills support) across departments and/or teams to support high quality learning.

Consider these questions to help you generate evidence:

As an experienced practitioner, how did I contribute to the development and promotion of good practice in teaching and/or supporting learning?

What activities, resources, or approaches have I developed and/or recommended to others and how has the adoption of these impacted on my peers' teaching and/or support work with learners?

What were the principles underpinning the approaches I led colleagues to adopt? What challenges did colleagues need to address in adopting these approaches? How did I support and guide others to address these challenges?

How did I go about influencing my colleagues? How successful was this approach?

How did I enable colleagues to:

- choose learning activities to meet the requirements of the relevant discipline or professional practice?
- adapt their approaches to different types of learners?
- ensure that all learners had an equity of opportunity to engage in learning activities and that all contributions were equally valued?
- use learning resources that fostered a sense of belonging amongst learners from diverse backgrounds and reflected a global approach to knowledge and/or practice?

- adapt to the learning environment (online or in person) to facilitate learning?

How do I know that my leading and/or influence has been effective in enhancing my peers' direct engagement and interaction with learners and promoted high quality learning? (e.g. learner feedback, outcomes and achievements, comments from peers, etc.)

A3 – In your context, demonstrate that you assess and give feedback for learning

A3 is about your impact on the assessment of learners' work, achievement and/or progress and the provision of feedback to learners via your influence on the practices of your peers.

Assessment and feedback to learners includes a range of activities. You may have led the assessment of learning as a basis for feedback to students (formative assessment) and/or you may have worked with assessment which counted towards a qualification (summative assessment).

A possible approach to demonstrating the effectiveness of your influence on A3-related practice is to explain how you have enabled colleagues to foster and encourage high quality learning through assessment.

You may have mentored other team members, supervising their assessment and feedback practice. You may have supported colleagues who are new to assessment and/or those introducing new approaches to assessment and feedback.

You may have been managing and co-ordinating professional services, and/or learning support functions where assessment and feedback is integral to effective learning.

You may have influenced university policy and procedures on accessible assessment and feedback.

You should be able to provide informed explanations of the rationale for the assessment and feedback practices and approaches you promote and explain how you work with colleagues to ensure effective implementation.

You may have particular expertise in relation to some aspect of assessment and/or feedback and have taken initiatives through which you influence the practice of others beyond your own team or institution. You may have done external examining work and had a significant influence of the assessment practices of other institutions.

You may have led the assessment of the learning of individual learners or small or

large groups, supporting the development of a range of skills, in work-based or professional practice, in a studio, lab or performance space, or in the field.

Your experience of mentoring assessors may have involved monitoring marking or co-ordinating the marking of summative assessment tasks (written, oral, or practical). As part of this process, you may have devised assessment criteria. Within your summative assessment work, you may have enhanced the calibration of marking, promoting a shared understanding of criteria amongst markers to achieve fair outcomes for students.

On quality assurance, you may have been engaged in checking summative assessments (tasks and marking schemes) against the requirements of national quality assurance bodies/professional and statutory regulatory bodies.

Your influence on assessment and feedback practice may have:

- included encouraging colleagues to design a range of assessment tasks and activities, for instance practical, written, online, multimedia, live or recorded, or performance-based
- taken place in a variety of settings, for instance in person or remote
- promoted self- and peer assessment and involved the design of team-based assessment
- ensured that assessment content and tasks reflected intended learning outcomes, integrating the required skills (writing, presentation, aspects of professional practice)
- encouraged colleagues to develop emotionally intelligent approaches to feedback to students to increase their confidence and enable them to reach their full potential.

You may have inspired colleagues to devise effective varied approaches to providing students with feedback on their work (using video, sound, relating feedback to assessment criteria, working with colleagues to create a set of shared feedback comments in a virtual learning environment/learning management system). You may have developed the use of formative online quizzes and tests to enable students to keep track of their learning.

You may have taken initiatives to make sure that assessors accommodate the diverse needs of learners in assessment contexts, making reasonable adjustments where required.

If you mentored staff in learning support roles, you may have provided them with guidance as they help students (individually or in groups) to prepare for assessments, promoting understanding of assessment tasks and criteria and/or developing the necessary skills such as writing or presenting. You may have enabled support staff to improve well-being by lessening learners' anxiety ahead of key summative assessments.

If your leadership of assessment and feedback has involved collaboration with

others, make sure you identify your individual role and contribution.

### Examples of practice relevant to A3

Depending on your context and role, examples to demonstrate your impact or influence on the assessment and feedback practice of others might include activities such as:

- management and co-ordination of assessment and feedback approaches across programmes of study, subjects and/or learning support
- development/co-ordination of feedback and assessment support materials and/or practices
- co-ordination, supervision, management of assessment panels
- support for new or experienced teachers through providing developmental feedback on their assessment and/or feedback practice
- provision of staff development activities, mentoring and coaching of staff, and appraisals that focus specifically on assessment and feedback, which may include professional skills training and work-based learning
- research-informed work on the impact of assessment and feedback and implementing recommendations
- taking an active role in working with senior teams or committees to design and/or redevelop assessment or feedback approaches or policies
- leading projects or initiatives that result in changes to assessment or feedback design
- supporting the optimum use of technology and online environments to assess learning and provide feedback to learners
- leading processes to uphold academic integrity in assessment, such as the avoidance of plagiarism, collusion and pre-empting contract cheating.

Consider these questions to help you generate evidence:

How have I used my experience of assessment and feedback to lead others in designing and planning assessment and feedback activities appropriate for the relevant area and learners? Did this involve the planning of assessment across larger units of study (a programme, a semester, or an academic year)?

What were the principles underpinning the assessment and feedback approaches I led colleagues to adopt?

How did I ensure that learners had the opportunity to benefit from assessment?

How have I stimulated change in assessment and feedback practice, and how have any fresh initiatives benefited learners?



How did I ensure that the assessment and feedback activities designed by those I led meet the needs of specific individuals and/or groups?

How have I encouraged staff to build inclusivity into assessment design and assessment practices?

How did I enable those I led to accommodate the diverse needs of learners in assessment contexts, making reasonable adjustments where required?

How did I go about influencing my colleagues and getting them on board with the approaches I promoted? How successful was the approach I chose?

How did I support colleagues to meet contextual requirements, constraints and/or frameworks which influenced the assessment and feedback practices they adopted? How did I support them to navigate any challenges they faced?

What evidence do I have of my positive influence on the assessment and feedback practice of others more widely, either in other areas of my institution, or across other organisations, perhaps as an External Examiner or through professional networks?

How did I accommodate the diverse needs of my learners in assessment contexts, making reasonable adjustments where required?

Where a programme is taught by more than one person, how have I helped to ensure the consistency of assessment practice across the team of colleagues?

How have I ensured that I could apply the relevant assessment criteria when I have been involved in marking teams?

Where I have supported students to meet assessment requirements, how have I ensured that my guidance is helpful and relevant?

How do I consider the impact of feedback on learners and take this into account in the approaches I use?

How have I supported learners to understand feedback and act on it to meet the requirements of any revisions or resubmissions?

A4 – In your Context, demonstrate that you support and guide learners

A4 is about actions you have taken to lead and/ or influence the provision of the support and guidance which learners need for successful outcomes. You may have influenced the guidance given to students to enable academic progression and/or shaped the support they receive to promote their development and well-being.



You may have led a learning support team, for example, library support, study or language support, careers guidance, or support for learners with disabilities or adults returning to learning after a long break from study. You may have led counselling services which promoted mental well-being and provided support for students in difficult circumstances. Discuss developments you have driven forward and the resulting benefit to learners.

If you led teaching teams, you may have developed your colleagues' understanding of and collaboration with support services, enhancing the integration of support across the programme(s) you led. You may have promoted the integration of support and guidance into curriculum planning, development and delivery, and across various settings where learners needed support e.g. online, during fieldwork, work-based learning placements etc.

You may have provided training for colleagues and/or contributed to changes across a department, subject area or across your institution.

Whatever your leading or mentoring role, your discussion might include how you worked with others (learner support, professional services, academic or teaching staff, employers or professionals) to enhance the provision of support and guidance for learners.

It is important to select instances of support and guidance which enable you to demonstrate that your influence on practice was effective in promoting high-quality learning, making a positive difference to learners, their experience and/or their physical or mental well-being.

Explain the rationale for the approaches you adopted or promoted. Explain how you ensured the guidance and support which colleagues offered to learners was effective. Choose examples which enable you to show how you fostered sensitivity to learner needs and enabled those you led to adapt support to suit diverse individuals and/or groups, contributing to equity of opportunity for all to reach their potential (V2).

#### Examples of practice relevant to A4

Depending on your context and role, examples to demonstrate the effectiveness of your practice as you lead and influence the provision of support and guidance to learners might include:

- taking a leading role in working with senior teams or committees to design and/or redevelop learning support services or resources, contributing to or shaping practices and/or processes
- ensuring your teaching or learning support team develops understanding and strategies to support students to be proactive and engaged learners
- mentoring colleagues so they recognise when they need to refer learners to support from professionals such as counselling services or specific

areas of academic support (language, library, digital skills, services for disabled students, etc.)

- facilitating collaboration amongst personal tutors across a programme team, subject area or department and/or providing personal tutor training and ongoing development opportunities
- influencing others by promoting the development of academic skills and maintaining student wellbeing
- enabling colleagues to advocate for inclusive approaches which promote belonging amongst learners from diverse backgrounds; for example, enriching learning environments by inviting them to share their experiences and perspectives
- co-ordinating support teams in projects that enhance learner support – student partnerships, peer assisted learning, peer mentoring programs, student mentors etc.
- leading a team to enhance the student digital experience, facilitating access to support and guidance services on using digital technologies, and ensuring accessibility
- leading the design and implementation of virtual learning resources or support, particularly considering support for students from diverse backgrounds who may need targeted support services, especially at transition points in their academic study.

Consider these questions to help you generate evidence:

What resources or approaches to support and guidance have I promoted or influenced others to use?

How did I influence the support and guidance provided by colleagues to facilitate high-quality learning?

How did I support those I led or mentored to enable them to address any challenges they faced when providing guidance to students?

How did I go about influencing my colleagues? How successful was the strategy I used? What was the rationale for my choice of approach in specific contexts?

How do I know that my leadership and/or influence has been effective in enhancing guidance and support for learners?

How has the support I have led improved learners' well-being?

How have I led the provision of guidance to enable learners from a range of backgrounds to achieve successful outcomes?

What examples can I give to demonstrate how learners have benefited from my influence on the support and guidance provided by colleagues?

A5 – In your Context, demonstrate that you enhance practice through own continuing professional development

A5 is about how you have maintained and developed your capability in teaching and learning support and how this has resulted in effective practice and high-quality student learning. The focus is not only on your own practice, but also on how you have drawn on your professional development to lead and influence others.

You may also have contributed to the professional development of those you led, perhaps through workshops, training sessions, or the provision of advice and guidance. You may have emphasised the centrality of the professional development of teaching as an integral part of academic practice.

The types of professional development you discuss will depend on your context and role and may include learning from formal professional development opportunities such as sessions or programmes on teaching and supporting learning, including those you have prepared and led.

You might refer to skills gained through informal interaction with colleagues, including where you have learnt through your role as a mentor who provides advice on teaching or support for learning, from guidance provided by peers or colleagues who have observed your teaching or learning support in person or online or your learning from observing the practice of others.

You may include learning gained from studying literature on aspects of teaching and learning relevant to your context including literature on leadership and influence and/or learning from your experience of leading teaching or supporting learning, Showing the impact on your own practice.

Whatever your examples of professional development, select activities which enable you to show how you have used your learning to support or lead other learning and teaching practitioners, how they have then implemented new approaches to their practice, and how you know that this has resulted in enhanced effectiveness. Ensure that you show how learners have benefited; for example, as evidenced by positive responses, better student learning, a more engaging experience, enhanced employability skills, etc.

#### Examples of practice relevant to A5

Examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

- attending role specific training, implementing changes to your own practice and evaluating how learners respond
- using the experience of peer observation of teaching or learning support practice to reflect on and change aspects of your practice

- reading and making use of published literature or other evidence-informed approaches to inform your practice
- asking peers or mentors for advice to solve any problems you encounter in your practice
- engagement with your professional association and applying ideas and activities which have proved successful in other contexts
- finding resources to solve any problems in your practice and applying new approaches to benefit learners
- conducting a piece of action research and disseminating the findings at a conference or seminar, or via the development of a resource (virtual or physical)
- writing a research paper on the approaches to supporting learners with learning difficulties
- contributing to staff development/staff research events.

Consider these questions to help you generate evidence:

What have I learnt about teaching and supporting learning during organised professional development sessions (online or in person)? How have I used this learning in my influence on the practice of others to enhance student learning?

How have I learnt from and acted on my experience of practice, sharing my experiential learning with others? How have discussions with peers and mentees enhanced the effectiveness of my practice?

How has the peer review of practice, which I have co-ordinated or initiated, or my own observation of others enabled me to develop both my own practice and their teaching/learning support?

Can I provide examples of initiating or organising professional development opportunities for others (e.g. reading groups, seminars run by experts on HE teaching, conferences, etc.)?

What ideas for new student learning activities have I integrated into my practice and mentees' teaching/ support for learning as a result of my professional development?

In my leadership role, how have I acted on learning from student feedback or survey data on teaching?

How has my learning benefited the student experience and improved student outcomes through my influence on my peers?

Can I give any examples which show that the outcomes or recommendations of my own research into enhanced educational practice (published in a journal or presented at a conference) have been applied by others?

How has studying or authoring the literature or creating or accessing resources about teaching in higher education enabled me to enhance your practice and the practice of others?

What specific examples can I give to show how I enabled colleagues to apply learning from professional development in their practice?

## 7.4 Evidencing Professional Values

There are five Professional Values; important principles, ethics and beliefs that influence and guide the practice of those who teach and / or support learning in higher education.

**In your CONTEXT, show how you:**

- V1: respect individual learners and diverse groups of learners
- V2: promote engagement in learning and equity of opportunity for all to reach their potential
- V3: use scholarship, or research, or professional learning, or other evidence- informed approaches as a basis for effective practice
- V4: respond to the wider context in which higher education operates, recognising implications for practice
- V5: collaborate with others to enhance practice.

V1 – In your Context, show how you respect individual learners and diverse groups of learners

Inclusive practice is an important aspect of HE learning and teaching practice and is highlighted in both V1 and V2. In V1 the principle of respect is key both for individuals and groups.

‘Groups of learners’ can refer to two or more learners learning together in the same space, and/or might refer to your work with a number of separate individuals who share common characteristics.

Diversity can be defined in a number of ways:

- by location; such as campus-based learners, distance learners, work-based learners, commuter learners, international learners etc.
- by personal characteristics; such as age, ethnic background, gender, disability, sexual orientation, etc.
- by cultural, political, or socio-economic factors; such as religion, political affiliation, minority status, socio-economic class, educational experience, indigenous experience, etc.

The evidence you provide for V1 at Descriptor 1 should:

- demonstrate that you have got to know who your learners are, in terms of any characteristics/attributes that may be ‘protected’ under local/national legislation (such as age, disability or sexual orientation) and also cultural or socio-economic factors

And:

- demonstrate how you ensure that your teaching and/or supporting learning practice reflects your learners’ identities, interests and needs.

It is important to remember that many individuals live with multiple marginalising factors, therefore individuals should not be stereotyped by one or more of their most obvious characteristics or by global descriptions or stereotypes.

#### Examples of practice relevant to V1

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- mentoring and supporting less experienced colleagues to adapt their work to support different individuals, for example to understand and work effectively with international learners
- supporting and guiding personal tutors or staff with supervision responsibilities, emphasising the need to maintain professional boundaries
- providing development to ensure that colleagues recognise the diversity of their learners and have skills to build a sense of ‘belonging’ within their context
- leading initiatives to ensure that less traditional learners are reflected and supported within their subject or professional area
- leading initiatives to promote the diversity of learning resources within a subject or professional area
- developing, promoting and running ‘buddy’ systems which engage learners, or staff, in supporting and helping others from similar backgrounds and/or to learn about other cultures
- working collaboratively with members of local minority or indigenous communities to learn about, and embed, ways to respect the cultural needs of learners from their communities in teaching, learning and assessment practice
- monitoring the experience of learners on clinical or work-based placements, taking action if the needs of diverse learners are not respected or their learning is compromised through discriminatory or oppressive practices
- undertaking professional learning in relation to intercultural communication, anti-racist practice, reducing unconscious bias or interpreting and using diversity data

- getting to know the staff you work with and drawing on the varying strengths and experiences they bring, to strengthen the team and enhance the support for learners
- establishing a 'task and finish' group to explore and share strategies to integrate alternative/ minority perspectives or methodologies into the curriculum and/or teaching and learning support approaches.

Consider these questions to help you generate evidence:

What made the learners in the area(s) I led different to each other? e.g. What language(s) did they speak? What did I know about their cultural background and/or previous educational or professional experiences?

How did I ensure that the members of my team were aware of any learners more likely to experience disrespect, exclusion or harassment from others?

How did I support colleagues to promote interaction, sharing of experiences, and/or mutual learning amongst learners and/or colleagues from different backgrounds and cultures?

How did I support, guide, mentor or influence others to build inclusivity into all aspects of the learning and teaching process; from curriculum design through content management, selection of teaching and assessment methods, provision of support and methods of evaluation?

How did I create a culture of respect within the team(s) or group(s) that I worked with?

If my work had a lead role in recruitment, progression or attainment and employability, how did I monitor diversity of learners?

How did I monitor that legal responsibilities towards specific groups were being met?

Have I had to intervene and support learners or colleagues who have experienced discrimination or a lack of respect from other learners or from a staff member? If so, how did I handle this?

When working collaboratively with others, how did I demonstrate respect for different perspectives or cultural approaches and share resources and reach consensus or compromise?

What examples can I provide demonstrating the positive impact I have made on the experience of individuals from minoritised or disadvantaged groups in my context?

How did I draw on the individual strengths within the diversity of my staff team to build a respectful and positive learning environment?



V2 - In your Context, show how you promote engagement in learning and equity of opportunity for all to reach their potential

Inclusive practice is a key aspect of contemporary Higher Education practice and is highlighted in both V1 and V2. There are two complementary aspects to V2; promoting engagement in learning and ensuring equity of opportunity. 'Equity' refers to recognising the barriers that some individuals or groups may face and employing a combination of proactive measures to reduce barriers to learning and provide specialist support and guidance, where necessary.

The principle of equity places the focus on ways in which applying different support or approaches to meet the needs of individuals can help to overcome barriers and/or challenges, to ensure that all learners have the fair opportunity to achieve learning goals. In this way we can promote engagement in learning and enable as many learners as possible and reach their potential.

Evidence you provide at Descriptor 3 should demonstrate how you lead or influence others to ensure that programmes and other forms of educational support involve approaches to ensure equity and promote engagement in learning. You might, for example, discuss how you ensure that your team members understand key equalities legislation and implement associated adaptations to practice and how you support them to develop their understanding and enhance their practice.

Similarly, through this you should also show how you adapt your approaches to respond to the individual characteristics of the staff you influence and/or lead and demonstrate how you ensure equity in relation to their work, enabling them to achieve to their potential in their work.

#### Examples of practice relevant to V2

Depending on your context and role, examples you provide might include:

- organising development for your team in connection with the diversity of the learner body (e.g. social, cultural, economic and/or international) and leading positive actions to enhance practice in your area
- promoting a proactive approach to inclusion and accessibility, (e.g. Universal Design for Learning framework), reducing the need for adjustment or specialist intervention
- taking the lead on reducing attainment disparities, for example in response to institutional/disciplinary retention rates and attainment data
- influencing senior leaders/ institutional committees to establish and implement policies and procedures around evidence-informed



approaches to accessibility and inclusion; for example, policy around use of lecture capture, standardised templates for virtual learning platforms, captioning of videos and provision of alternative assessments

- through research, developing expert knowledge specific to learner engagement and experience. Dissemination of knowledge within or beyond your institution
- dealing swiftly with complaints from learners or groups of learners regarding issues that can compromise the engagement, inclusion and/or outcomes of learners at risk
- leading your team in reviewing the assessment scheduling on your programme(s) so that the learners are not disadvantaged in assessment due to employment and other commitments
- providing practical strategies and support to team members who may notice differences and/or difficulties in individual and/or group interactions in sessions
- monitoring and responding to data on recruitment, retention and differential outcomes within the programme(s) or service(s) you lead to ensure that they reflect equality of opportunity and no disadvantage to minoritised groups.

Consider these questions to help you generate evidence:

What did I know about the learners taking part in the programmes or services I led and in particular, what did I know about the potential challenges and/or barriers they faced in their learning?

How did I monitor student engagement, participation and engagement across my area of influence or leadership? What issues emerged from the data?

How have I responded to any barriers to learning and/or attainment disparities that have been identified for individuals or groups of learners?

What guidance, support or development did I provide to colleagues to enhance their teaching and/or support of the learners they work with to promote greater engagement in learning?

How have I mentored and/or supported less experienced colleagues to meet the needs of particular learners they work with?

How did I support colleagues to understand the implications of any legal requirements to remove barriers to learning and to provide adaptations for specific groups of learners?

How did I use quality assurance processes, such as course evaluation, departmental or institutional review and reporting, approval boards, etc., to improve student engagement and outcomes?

Did I have a particular responsibility related to student engagement and outcomes? If so, what incidents or issues did I address in that role, and what was the outcome?

Have I carried out any project or intervention, particularly with the involvement of learners, to improve learner experience and outcomes? What was learnt and achieved?

Do I have particular expertise in relation to accessibility or diversity? If so, have I provided professional development opportunities, or supported individual colleagues to help them address potential barriers for learners they work with?

V3 - In your Context, show how you use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

Demonstrating V3 is about explaining about ‘why you did what you did, in the way that you did it’, and the sources of information, data, and evidence you used when making decisions about your practice.

The evidence you provide for V3 at Descriptor 3 needs to demonstrate that the guidance, direction and support you gave to others to inform their own practice was evidence-based.

One way of looking at this is to ask yourself why you gave the advice you gave, why you led your team and/or other colleagues to adopt the particular approaches you recommended or introduced, and/or what the evidence base was for the practice you supported them to adopt.

At Descriptor 3 you should show that the leadership approaches, mentoring style or model of support you adopted in working with others was evidence-based. For example, in addition to learning and teaching literature, you might demonstrate how you used literature or other professional learning on leadership/influence to inform your work with colleagues and then evaluated the impact of this.

As you discuss the evidence base for your work, you will want to demonstrate that you drew on a wide range of resources, data and information sources, ideally representing a broad range of knowledge, including multi-cultural and/or indigenous perspectives. The actual sources that you point to will reflect your context and the nature of the work you were involved in.

Discussing the ways in which your colleagues enhanced their practice as a result of your influence and evidence of positive outcomes for their learners will help to

demonstrate that your use of evidence-based approaches in leading and influencing others has resulted in inclusive and effective practice.

### Examples of practice relevant to V3

Depending on your context and role, examples you provide might include:

- examples where you have engaged in research into your own practice and used that as a basis for sharing your approaches and their effectiveness with others
- approaches to encouraging teams to use evidence from surveys etc. to evaluate the effectiveness of their practice and to identify areas for change
- instances where you have drawn on your professional engagement with industry and/or professional bodies etc. to ensure the area(s) you lead is/are up to date, and encouraging others in the team to do the same in the areas they are responsible for
- discussion demonstrating what evidence underpins the teaching learning and assessment strategies you promote in the team and encourage others to use
- activities such as setting up a pedagogic research forum to encourage others to engage with scholarship and research, and the outcomes resulting from this work
- instances where you have worked with others in using institutional data to measure the impact of new approaches that you have led or championed, including any impacts in influencing others beyond your immediate team
- producing reports/guides into effective practice and demonstrating resulting impact on peers' practices (e.g. on areas such as induction and transition, retention of students, teaching, assessment and feedback, learning resources)
- your contribution to institutional committees or task and finish groups responding to sector or institutional reports on the needs of particular student groups.

Within your examples you will want to demonstrate that you drew on a wide range of resources, data and information sources, and show the positive impact on your colleagues and their students' learning, experience and/or achievement.

Discussing the ways in which your colleagues enhanced their practice as a result of your influence and evidence of positive outcomes for their learners will help demonstrate that your approaches resulted in effective practice.

Consider these questions to help you generate evidence of your effective practice:

What evidence informed my own practice and the way I approached guidance and support for the learning and teaching colleagues I led or influenced? How did I use this evidence-base to guide what I did?

What institutional student data (e.g. learner analytics, and/or retention/continuation data) and/or local and national student survey data did I draw on in my work? How did any data influence the approaches I expected my colleagues to adopt and/or the area(s) I led?

Have I carried out research into any aspect/s of the PSF 2023 Dimensions? If so, how did my research outputs influence others teaching in your discipline or specialist area (e.g. publishing; performances; broadcasts; action based inquiry in the workplace)? Who benefited from my research?

What scholarly networks or special interest groups did I belong to and how did I use any interaction with, or learning from, these to influence the practice of others?

Did I make use of knowledge derived from industry or professional practice, and/or up-to-date knowledge of current industry standards within my work in guiding and supporting my peers?

How did I share the evidence-base that has guided my own teaching and/or learning support practice with others so as to also support their teaching practice?

Have others used my research to change/adapt their own teaching and/or learning support practice?

V4 - In your Context, show how you respond to the wider context in which higher education operates, recognising implications for practice

Higher education exists within a social, cultural, political and physical context and V4 is about recognition of the significance of the external issues that may affect learning and teaching in higher education and influence on the learning experience. The particular focus is on your understanding of, and response to, these external factors and the implications for your own practice.

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may range from global or national developments and agendas, with relevance and impact on institutional missions and curricula design, or they may be local social, cultural or economic factors within implications for the learner experience and/or personal and collective professional practice on the level of the day to day.

No-one is expected to cover everything, and perhaps more than any other

dimension, context and role will determine what is relevant to the individual. It could be said that this is a Dimension for which the phrase 'In your context' within the stem is especially relevant. Global issues, such as sustainability, the environment and the UN Sustainable Development Goals, equality, diversity and inclusion (EDI) affect different countries, and particular areas, sectors and peoples within those countries in varying ways.

Particular issues may be of key importance to your institution, your locality, your discipline, the profession(s) your learners will move into or come from. Examples here might include professional body requirements, and/or issues in relation to graduate employability, particular digital issues or skills or regional cultural issues.

The evidence you provide for V4 at Descriptor 3 should focus on the guidance, direction and support you gave to others.

You might discuss how you led, supported or mentored other colleagues to integrate issues within the design of sessions or complete curricula (A1), supported them to accommodate influences impacting the facilitation of learning or support activities (A2), to adapt assessments and feedback (A3), and/or make adjustments to ensure appropriate learner support and guidance (A4). Discussing the ways in which your colleagues enhanced their practice as a result of your influence and evidence of positive outcomes for their learners will help demonstrate that your approaches resulted in effective practice.

#### Examples of practice relevant to V4

Depending on your context and role, examples you provide might include:

- examples showing how you have taken the regulation and standards frameworks that apply to your area of practice into account within the planning and design for the programme(s) you teaching and/or service(s) you provide
- discussion of steps you have taken to ensure that your areas of responsibility comply with professional body requirements and/or respond to new institutional strategic aspirations/targets
- examples demonstrating how you have supported colleagues to adapt practice in line with current graduate needs and/or in response to employability issues within your sector; for example, by introducing authentic workplace tasks to enhance learner employability
- examples showing how you have responded to wider global priorities, such as the UN Sustainable Development Goals; for example, through your choice of case studies or issues for exploration and discussion by learners
- strategies you have adopted to ensure that a wide range of cultures and societies are represented within your area, so that learners are equipped for an increasingly diverse and interconnected world and understand issues faced by individuals and groups different from themselves

- discussion showing how you have responded to the current demands of government legislation relevant to your work
- examples showing how you have drawn on any involvement in industry/ national / international partnerships, projects or initiatives in order to enhance learning.

Consider these questions to help you generate evidence:

How did I support new staff to understand and respond constructively to environmental factors that impact student learning, such as aspects of the surrounding social and economic context, their reasons for entering HE, or pressures from the expectations, motivations and fears they bring?

How did I keep up to date with national or international agencies that influence HE practice? How have I addressed institutional priorities within my work with colleagues.

How have I responded to global challenges and trends within the work that I do? What have I done to help my peers and their learners to develop knowledge, understanding and skills to play their part in ensuring a sustainable world?

How have I helped colleagues to understand higher education standards, credit frameworks and regulations and their importance in informing curriculum design, quality processes, service review and monitoring?

How have I developed new work placement opportunities, industry-generated assessment briefs or research collaborations for learners? How have I supported others to ensure learners are appropriately prepared for future employment?

What national and international networks, communities of practice and special interest groups did I belong to and how did I use these external connections to enhance practice or support service?

How do I monitor trends in employment, political or cultural shifts, changes in social demographics, science and technology developments and other 'horizon-gazing' activities that might have an impact on practice in the future?

V5 - In your Context, show how you collaborate with others to enhance practice

Collaborating and working with others is often very much a feature of higher education, and V5 is intended to focus on the ways in which collaborating with others is a positive aspect of your work in relation to teaching and/or supporting

learning.

The 'others' you focus on will very much be influenced by your context and role, and at Descriptor 3 the key focus will be on how you led or influenced others and you should very clearly indicate your own contribution, and the effectiveness of the part you played.

People you collaborate with may be individuals or teams external to your own local context; for example, other colleagues across the sector. You may, for example, discuss benefit you have gained from collaboration with others in similar roles but within very different institutions or contexts, perhaps through opportunities provided within a professional organisation.

The examples you discuss might include your influence on other educators. These may be those you have led within your immediate team, or may be individuals or teams within your institution but beyond your own immediate team, perhaps in different roles. For example, you may have led activities involving collaboration amongst members of different teams, e.g. chairing sessions for programme validation or approvals, leading an initiative involving a library team, other professional services and lecturers.

The 'others' you focus on may have been external to the higher education context itself, but significant to the learning and teaching programmes on offer and/or to the students learning experience. For example, your leadership may have involved leading your team in collaboration with or employers, workplace contacts, industry experts or representatives of professional bodies. Such externals may have been important to the design of programmes and curricula you were responsible for, to ensure the professional relevance of the programme(s) you worked on, may have contributed in relation to student workplace, or work-related, learning or indeed have contributed in other ways.

The 'others' you focus on could be students. Collaborating with students might have been a valuable way to enhance the learning and teaching practice of your team, as students might have indicated strengths and weaknesses of approaches being taken within the department, offered insights through which you could see current practice from a different perspective, and/or they may have helped you gain more relevant examples on which to base your leadership, which might have led to enhanced learning opportunities and outcomes.

You might discuss ways in which you have helped others with their teaching and/or learning support and provide examples where your contribution has had a positive influence on the practice of others. Your discussion might include examples where you have led a shared or common endeavour; for example, a learning and teaching project or new initiative to enhance student learning.

You should explain the rationale for the approaches you adopted or promoted and should provide evidence of success. Such evidence might include changes in institutional practice, impact on student learning within programmes you led,



strengthened relationships with

stakeholders / community / industry partners or feedback from key stakeholders, industry, community, students and/or colleagues and team members.

Examples may include ways in which you encouraged, supported and/or enabled collaboration amongst others, whether team(s) you led or others.

#### Examples of practice relevant to V5

The evidence you provide at Descriptor 3 will depend on your context and role, but examples might include:

- discussion of setting up one or more working group(s) across a subject area to address particular issues, such as poor assessment outcomes and the enhancements that resulted
- the experience of organising a peer review or reciprocal peer review or observation scheme amongst team members; for example, to mentor new staff or support them to develop their practice and the benefits that resulted
- the outcomes achieved through leading or guiding pedagogical research groups or Action Learning Sets to address particular issues
- gains and improvements achieved through establishing / co-ordinating sharing of practice forums within your subject or service team
- benefits gained from co-ordinating a team, and/or external employers, involved in the co-creation of curriculum; for example, to respond to new PSRB requirements, new sector standards or disciplinary developments
- evidence of outcomes of mutual learning gained from working with others in similar positions within or across institutions in the development of effective practice, e.g. in feedback or active learning approaches
- taking a leading role in conducting, reporting and disseminating pedagogical research and/or developing a teaching and learning research or innovation project with others
- actions/successes achieved through active leadership of professional groups related to teaching and learning or being part of a leadership group influencing teaching and learning
- strengthened relationships with multicultural stakeholders, community or industry partners or enhanced opportunities for authentic learning experiences resulting from initiating partnerships with students, industry or other stakeholders in development of curriculum



- leading curriculum review or accreditation processes or other quality assurance and moderation activities and bringing others on board with the changes or developments for program reviews, teaching awards and/or recognition activities.

Consider these questions to help you generate evidence:

Who did I talk with to help them with their teaching or their learning support work? How do I know my collaborative approach enhanced their practice?

What initiatives (or teams) have I led? What work have I done leading colleagues across my Service Area, School or Faculty? What have been the positive outcomes?

How do I use collaboration as a positive ethos within my work as a leader? How do I encourage collaborative working across teams or groups?

How have I worked collaboratively with colleagues from other parts of the institution or people in other institutions and agencies? How have these collaborations enhanced my practice?

How have I brought colleagues and learners together in projects, committees or task groups and supported them to work together?

How have I worked together with colleagues on departmental or institutional enhancement projects, or with colleagues in other institutions and/or agencies on sector enhancement projects?

What collaborative networks, action learning sets or communities of practice did I belong to and how did these contribute to enhancing my leadership and practice?

How do I know that my approach to collaboration with others has enhanced my practice and learner outcomes?

## 7.5 Evidencing Core Knowledge

PSF 2023 Dimensions include five forms of Core Knowledge (K1-5); information and ways of knowing, influenced by context, applied to practice in teaching and / or supporting high- quality learning in higher education, including practice-based, disciplinary, professional and indigenous forms of knowledge.

**In your CONTEXT, apply knowledge of:**

- K1: how learners learn, generally and within specific subjects

- K2: approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3: critical evaluation as a basis for effective practice
- K4: appropriate use of digital and/or other technologies, and resources for learning
- K5: requirements for quality assurance and enhancement, and their implications for practice.

K1 - In your Context, apply knowledge of how learners learn, generally and within specific subjects

K1 is about demonstrating how your effective practice is informed by a comprehensive knowledge of how learners learn in relevant contexts.

It is important to give a range of examples to show how this knowledge has enabled your own practice in teaching and/or supporting learning, and the ways in which it forms a basis for leading or influencing the practice of others.

The evidence you provide should show how you have applied different forms of knowledge about how learners learn. Possible areas of focus include:

- how you have drawn on diverse forms of knowledge and cultural beliefs about education in your context, and where relevant, how you have recognised indigenous people's knowledge and understanding
- how knowledge of diverse learner characteristics, and the diverse contexts in which learners study, has informed your practice in teaching, supporting learning, and leadership or influence
- the role of knowledge of learners' perspectives about how they learn in your decision-making and support of other practitioners
- how subject, industry or professional knowledge has influenced your approaches to teaching and/or supporting learning, and how this knowledge has helped you lead or influence others' practice
- how you have responded to theoretical principles and approaches to learning, whether general or subject-/profession-specific; for example, person-centred, experiential, cognitive, or enquiry-based theories of learning
- how you have used theories and research evidence about the student experience and/or the professional learning of staff in higher education
- the relevance of knowledge about how students become autonomous learners and how this has influenced your practice, for example in supervising research students or leading research supervision.

Although long theoretical discussions are not needed, it is important to explain and justify your rationale for the approaches you use in teaching, supporting learning, and in your leadership or influence. You should provide evidence of sustained application of theories of learning, frameworks, models, or professional guidelines, and the impact these forms of knowledge have on learners' learning.

For example, you might describe how experiential learning principles have helped you both to support learners and to supervise and direct the practice of colleagues, explaining why this theoretical understanding is applicable to your context, and how it has guided the effectiveness of your practice.

Your evidence for K1 is likely to draw on scholarship, research, professional learning or other evidence informed approaches (see Professional Values, V3).

### Examples of practice relevant to K1

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- leading programmes of study or large initiatives in a respectful and inclusive manner, based on knowledge of learner characteristics
- advising colleagues on how to apply theories, frameworks or models in their practice
- helping colleagues to understand the changing nature of learning in a subject or profession, or the changing requirements of the workplace, by leading professional development or through supervision or mentoring
- collaboration with learners to understand their perspectives on the learning process, and what the outcomes were for practice
- drawing on published research to help you make major revisions to your department's research training programme.

Consider these questions to help you generate evidence:

What knowledge about how learners learn – either generally, at specific levels (e.g. research students), or in specific subjects or professional fields – is important for the breadth of my practice?

Have I developed knowledge of approaches that have been especially helpful to learning in specific subjects / fields?

What do I know about how learners transition between different settings, and how and when they gain different kinds of knowledge (e.g. theoretical and practical)?

How did I apply knowledge of how learners learn to carry out my responsibilities? (e.g. supervising and directing the work of colleagues, leading programmes of study, overseeing large initiatives, advising colleagues experiencing difficulties)

How did my knowledge of learners help me to take on responsibilities for leading or influencing the practice of colleagues?

What examples can I give to show how my practice in leading and influencing others has been informed by thorough knowledge of how learners learn?

K2 - In your Context, apply knowledge of approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K2 is about demonstrating that that your effective practice is informed by a broad knowledge-base of approaches to teaching and/or supporting learning.

It is important to give a range of examples to show how this knowledge has enabled your own practice, and how it is relevant to your sustained record of leading or influencing the practice of others.

Possible areas of focus include:

- how your role in leading or influencing colleagues' practice in teaching and/or supporting learning has drawn explicitly on theoretical principles or models, and in what ways this has contributed to the student experience
- your effectiveness in developing other practitioners' knowledge of pedagogic approaches or methods appropriate for the context, in a role such as supervisor, curriculum or service leader, mentor or coach
- how you have ensured that others' practice in teaching and/or supporting learning reflects a current knowledge of professional or industry practices and requirements
- how scholarly activities such as conversation with colleagues, action research, conferences, publications, and building external networks, have helped you to develop others' practice in teaching and/or supporting learning, and what the outcomes have been
- how your effectiveness in leading programmes of study, curriculum areas, services, or initiatives has been underpinned by a broad knowledge of approaches to teaching or supporting learning

- how you have drawn on knowledge of approaches to research supervision in order to lead or influence others' practice.

Although long theoretical discussions are not needed, it is important to explain and justify your rationale for the approaches you use in teaching, supporting learning, and leadership or influence. You should provide evidence of sustained application of theoretical models, frameworks, models, or professional guidelines, and the impact these forms of knowledge have on learners' learning.

The examples you provide should demonstrate how your knowledge is appropriate for the breadth of your practice in relevant contexts (e.g. modules, programmes, learners' level and year of study) and where relevant, the subject or professional field.

Your evidence for K2 is likely to draw on scholarship, research, professional learning or other evidence informed approaches (see Professional Values, V3).

#### Examples of practice relevant to K2

The evidence you provide will be influenced by the context you work in and your role, but examples might include discussion of:

- leading the redevelopment of a programme of study or service based on a theoretical model of teaching and/or learning support
- ensuring approaches to teaching and/or supporting learning are appropriate across a department, curriculum area or staff group
- mentoring a colleague to innovate or re-think their approaches to teaching and/or supporting learning
- reflecting on your practice in leading or influencing colleagues, and explaining how the approach(es) you adopted on a specific occasion reflected your thorough knowledge of approaches to teaching and/or supporting learning.

Consider these questions to help you generate evidence:

In what ways has my leadership or influence of colleagues' practice reflected a broad, thorough knowledge of approaches to teaching and/or supporting learning? How has this knowledge been integral to my practice?

How have I contributed to others' understanding of approaches to teaching or supporting learning? (e.g. through scholarly activity, as a mentor, by leading professional learning)

Have profession or subject-specific teaching approaches played a significant role in the way I have led or influenced others?

K3 - In your Context, apply knowledge of critical evaluation as a basis for effective practice

K3 is closely related to V3, as part of explaining why you did what you did, in the way that you did it. In particular, K3 is about how, and on what basis, you critically evaluated the effectiveness of your work as part of a sustained record of effective practice. Here, the word “critically” means “in a balanced way” i.e. acknowledging both strengths or achievements and limitations or potential improvements.

Evaluation is about asking how far, to what extent, or in what circumstances, particular activities and approaches were effective. Quality of evidence and balanced evaluation are more important than quantity; you do not have to “prove” that everything you have done is a success.

For K3, it is important to explain how you made critically evaluative judgements about your practice based on evidence, giving a range of examples. You need to show how you evaluated the effectiveness of your own direct teaching / support for learning (if relevant). You also need to explain how you know that your leadership or influence has contributed to the effectiveness of others’ practice and made a positive difference to learners and/or the student experience.

You are encouraged to use a range of evidence, rather than over-relying on a single source like student surveys. However, exhaustive coverage of data is not necessary; it is more important to explain how you reached balanced judgments based on relevant evidence, and what you did in response.

It will not always be the case that you have published peer-reviewed research in education (either general or subject-specific) yourself, but you need to show that your evaluation has been informed by scholarship, research, professional learning, or other evidence-informed approaches (see Professional Values, V3). It is likely that you will have also contributed to scholarly activity, for example by sharing your practice at conferences or seminars or via scholarly networks.

#### Examples of practice relevant to K3

The evidence you provide will be influenced by the context you work in and your role, but examples might include the following:

Possible areas of focus include

- how you evaluated the effectiveness of teaching, curriculum, assessment and/or student learning across modules, study programmes, services or initiatives you led or influenced
- how you considered learners' academic progress – and any other relevant aspects of the student experience such as safety, well-being, and employability – as part of evaluation of the area or service you led
- how you have encouraged others to take a critically evaluative approach to teaching/supporting learning as a supervisor, curriculum or service leader, mentor or coach
- how a knowledge of subject, profession, industry or context-specific evaluation practices (e.g. the role of critical reflection in research supervision) has contributed to your evaluation of the effectiveness of those you led or influenced.

Sources of evidence should relate to how you have developed your comprehensive understanding and effective practice that is the basis from which you lead and/or influence others' practice, and may be formal or informal. Possible sources include:

- learner perceptions of their learning and feedback
- your own observations over time
- feedback from colleagues
- scholarly projects related to teaching / supporting learning
- data collected or sourced from university systems
- published literature
- formal evaluations of modules, units or programmes of study
- moderation of marking
- feedback from the examiners of research theses or dissertations
- feedback from industry partners
- evidence from external evaluation or peer review of teaching
- learners' academic progress and performance;
- enrolments and completions or graduations in a programme of study
- national student perception or graduate outcome surveys.



Consider these questions to help you generate evidence:

How have I gathered evidence relating to my practice (e.g. learner surveys, feedback from colleagues, learner outcomes, module or programme evaluations, peer review, assessment moderation, external evaluation)? How did I ensure sufficient focus on student learning when gathering evidence?

Have others approached their teaching or learning support differently as a result of my leadership or influence? How did I know, and what were the benefits to learners?

What salient points, patterns or trends can I identify in the evidence available to me?

What have I learnt over time about the strengths of my practice and areas I need to develop further? How have I responded?

Has knowledge of evaluation in a subject, profession, industry or other specific context influenced my leadership or influence on the learning and teaching practices of others?

What conclusions can I draw concerning the development of my practice in leading / influencing others over time?

Is there evidence demonstrating that, over time, I have become more effective as a practitioner?

K4 - In your Context, apply knowledge of appropriate use of digital and/or other technologies, and resources for learning

K4 is about knowledge of appropriate use of digital and/or other technologies, and resources for learning.

For K4, it is important to show that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning. Give specific examples to show how this aspect of your knowledge base enables you to teach and/or support learning effectively.

Your examples need to demonstrate an understanding of appropriate uses of technologies and resources in teaching and/or supporting learning, as opposed to simply listing tools or software. Show how your knowledge has informed your practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field.

The evidence you provide at Descriptor 1 will be influenced by the context you



work in and your role. Examples of areas of focus include:

- how you incorporated technologies and resources in your practice based on a knowledge of their pedagogic value and limitations – e.g. using webinars, videoconferencing, forums, or blogs etc. or using live polls or online discussions within synchronous interactions with learners
- how you planned effectively to ensure the necessary resources were available to learners, including learners with disabilities
- how you promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
- how you drew on support and guidance services for learners and staff relating to technologies and resources
- how knowledge of subject- or profession-specific applications of technology contributed to your effective practice
- how you have supported learners to understand the reports from text similarity detection systems and to use them developmentally.

Consider these questions to help you generate evidence:

How has use of technologies and resources for learning been significant within my area(s) of responsibility?

How have colleagues in my sphere of leadership or influence used technologies and resources for learning, and in what ways have they relied on my advice, support or direction in these aspects of their work?

How have I helped peers to promote appropriate uses of technologies and resources by learners?

How have I ensured access and accessibility for learners, including learners with disabilities, to technologies and resources across the scope of my responsibilities?

How have I ensured that colleagues whose practice I led or influenced had a current knowledge of the use of technologies and resources for learning in my context? How have learners benefited from this?

How have I harnessed the potential of new and emerging technologies to support student learning, and mitigated their risks and potential for harm, in my areas of responsibility?

Where relevant, how have I promoted the appropriate use of subject- or profession-specific applications of technology for learning? In what ways has this enhanced student learning or employability?

K5 - In your Context, apply knowledge of requirements for quality assurance and enhancement, and their implications for practice

K5 is about the expectations of quality assurance and quality enhancement that apply in your context, and the implications for your effective practice and sustained record of leading or influencing the practice of colleagues.

A common definition of quality assurance is that it involves taking deliberate steps to adhere to regulations or standards, to ensure the quality of the learner experience is appropriate for learners. In a similar way, quality enhancement is often defined as making continuous improvements that extend and improve practice and the learner experience.

Understandings of, and approaches to, quality assurance and quality enhancement vary in different national contexts.

Relevant quality assurance and quality enhancement procedures in your subject, professional field or institution may include programme validation or accreditation, assessment moderation, results confirmation, policy development, and periodic programme review. Not all of these will be formal; for example, there may be informal arrangements for checking laboratory / clinic safety or moderating marking, alongside more formal processes. You may have direct responsibility for one or more of these procedures or may provide support to enable colleagues to fulfil their responsibilities for quality assurance / quality enhancement effectively.

K5 requires you to demonstrate how requirements for quality assurance and quality enhancement are relevant to your practice; why they are important for the learner experience and the broader context of higher education. You also need to show how you promoted and ensured understanding for colleagues in your sphere of leadership or influence.

Throughout, your emphasis should be on your contribution to colleagues' practice and the benefits to learners' learning, as opposed to simply listing reviews or committees you took part in. When generating evidence for K5, you may also draw on evidence for Professional Value V4 (responding to the wider context in which higher education operates and the implications for practice).

#### Examples of practice relevant to K5

The particular evidence you provide at Descriptor 3 will be strongly influenced by the context you work in and your role.

Possible areas of focus include:

- chairing or leading periodic review or validation teams, or other quality review processes, internally or externally, with positive outcomes

- how you upheld regulations, procedures and standards to maintain and improve effectiveness in curriculum areas or services for which you were responsible
- how you ensured adherence to subject or professional standards, working with national professional and/or statutory bodies and key contacts across your institution
- your responsibility for liaising with institutional partners, and how learners have benefited from this aspect of your role
- how you have ensured colleagues in your sphere of leadership or influence actively follow procedures to ensure consistency, fairness and integrity in assessment
- as a supervisor, mentor, or coach, how you have ensured that the practice of colleagues enables an appropriate learning experience for learners, promoting on- going improvement and addressing any areas of concern
- your broader contribution to the development of quality procedures (e.g. at institution level), showing clearly the outcomes of your influence within formal or informal roles you hold
- your role in maintaining safety for learners and staff (e.g. in a laboratory or clinical context).

Consider these questions to help you generate evidence:

What professional, institutional and/or national standards or requirements are applicable to academic programme(s), initiatives or support service(s) in my context? How did I become familiar with these and how did this knowledge form a basis for my practice in leading or influencing the work of colleagues?

How did I ensure that the practice of colleagues in my sphere of leadership or influence enabled an appropriate learning experience for learners, promoted on-going improvement and addressed any areas of concern?

How have I intervened to ensure adherence to quality standards or procedures, or to address areas of concern? What examples can I give showing that my interventions have led to positive outcomes?

How have I guided or supported colleagues to carry out their responsibilities for quality assurance / quality enhancement?

## 8. The GOLD Enrolment & Application Process

As a GOLD mentor is important to understand the process your mentee needs to go through to gain SFHEA recognition. The following stages are explained at the mandatory Mentee Development Workshop and are included in the GOLD D3 Senior Fellow – Mentee Handbook PSF 2023. They are included here for your information and reference.

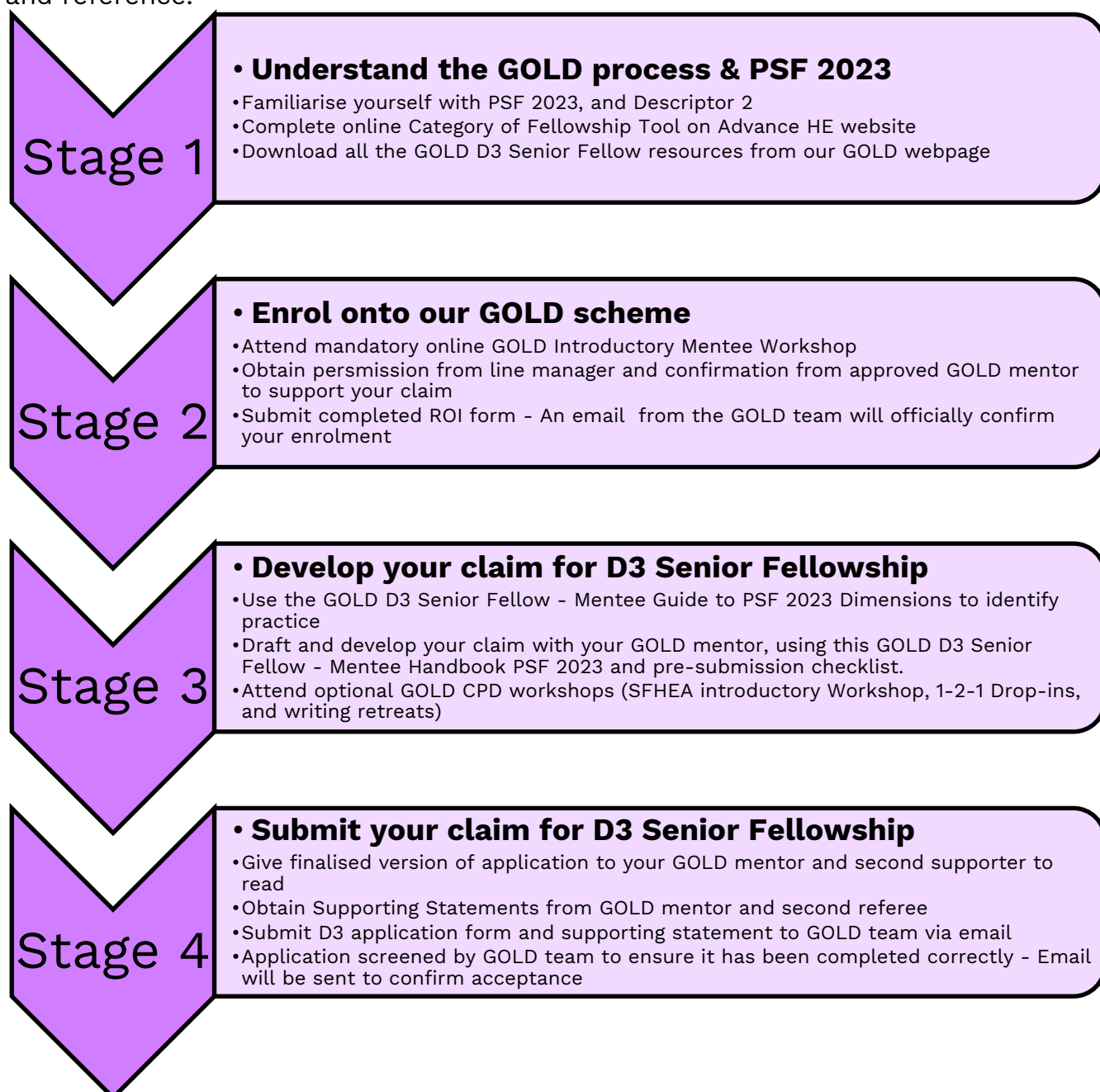


Figure 10 – Diagram to show the 4 main stages mentees undertake through our GOLD scheme

## 9. Submitting an application

[When your mentee has finalised their application, it is their responsibility to submit it, along with both supporting statements to our GOLD team via our online route here.](#)

Our GOLD team monitors submissions only during usual working hours and days (9am to 5pm, Monday to Friday). It is not monitored on Bank Holidays nor when the university closes during the winter break. Any applications received outside of these times will be picked up on the next working day.

### 9.1 Application Screening

Once an application has been submitted, it will be screened by a member of the GOLD team before it is sent for reviewing.

This screening process checks:

- All relevant sections of the application have been fully completed
- All written sections of the application with word counts are met (All word counts are maximums, there is no “+/-10%” extra allowance)
- Screencast recordings are within time limit (the time limit is a maximum)
- RAPP contains referencing to any scholarship, research, professional-learning, or other evidence-informed resources
- RAPP contains mapping to the PSF 2023
- No additional attachments or hyperlinks are included
- Evidence of GOLD Mentor teaching observation having taken place
- Mentee’s ROI is valid and in date
- Mentee has supported by an approved GOLD mentor
- Both Supporting statements have been written by the GOLD mentor and appropriate second supporter (both of which have including relevant mapping to the PSF 2023 and D2)

If an application does not fulfil all these requirements, then it will be returned to the mentee. They will be notified of what needs to be addressed before you can submit it again. Applications that require amendments are not exempt from the submission review deadlines.

Your Mentee will receive an email confirmation from the GOLD team informing them that their application has been accepted. Please allow for 1 working day. If they do not receive an email confirmation, they can contact our GOLD team urgently via [gold@gre.ac.uk](mailto:gold@gre.ac.uk).

## 10. The GOLD Reviewing Process

A summary of the reviewing process for our GOLD scheme is shown below

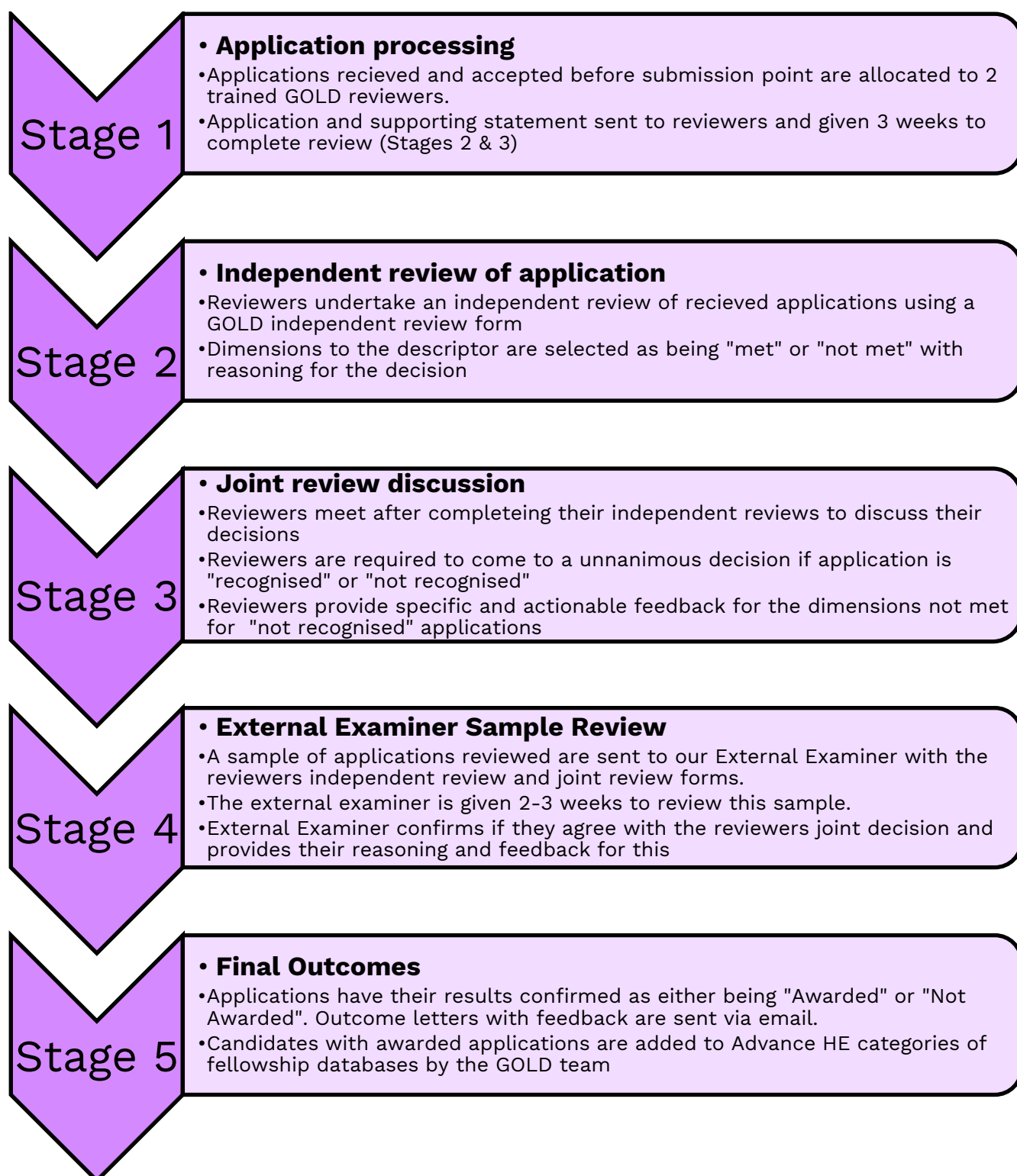


Figure 11: Diagram to show the 5 stages of how GOLD applications are reviewed

## 11. Resubmission

If your mentee is unsuccessful, they will be provided with an outcome letter from the GOLD team with detailed feedback from the reviewers stating what changes are required. They will only be required to resubmit for dimensions/parts of the descriptor that have not been met. Unless the feedback specifically requires it, your mentor Supporting Statement would not have to be written again (nor will the other Supporting Statement).

The letter will include the deadline date for the resubmission to be submitted for review. This is usually a 6-week deadline from the date of receiving the outcome letter. However, the GOLD team may specify longer if the reviewers believe that 6 weeks would not be sufficient time for the mentee to have a realistic chance of achieving a different outcome. This is usually when not enough evidence has been provided and would benefit from more time to gather and develop the right kind of evidence.

We encourage mentees to take advantage of the GOLD 1-2-1 Drop-In sessions and writing retreats that are offered by the GOLD team (see section 6).

### 11.1 Written resubmissions

For written submission, the word limit is increased to provide more space for your mentee to include additional evidence required in their revised application. Resubmissions for D3 claims are permitted an additional 500 words across the reflective commentary (RAPP) and two case studies.

### 11.2 Screencast resubmissions

For a screencast, your mentee can either resubmit their original recording and include new sections within it or record a new screencast which specifically addresses the feedback from the reviewers.

If they decide for new content added to their original recording, it must be made clear to the reviewers by specifying the times in the recording where the new content features. Your mentee is given an additional 5 minutes for their recording to provide space to include this additional evidence.

### 11.3 Reviewing resubmissions

A resubmission (as opposed to a new, fresh claim) will be reviewed on the basis of the **original reviewer feedback**. Reviewers will use this feedback to check that the key actions identified have been addressed and that the Descriptor (D3) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the



feedback actions have been addressed within the application. This should be using highlighted/different coloured text to make it explicitly clear which parts are new. A covering letter (email) indicating these changes should also accompany the resubmission to indicate where/how changes have been made.

If both reviewers agree that all feedback has been addressed and the Descriptor (D2) has been met in full, the resubmission will be awarded subject to moderation. All resubmissions (provisionally recognised/not recognised by reviewers) are moderated by the External Examiner. If the reviewers both agree that the claim has not satisfactorily addressed the original feedback, and does not meet the descriptor, the candidate will not be awarded D3 Senior Fellowship.

The GOLD team will always endeavour to use the original reviewer team to review a resubmission. However, there may be rare instances when this is not possible i.e. reviewer illness, emergency leave of absence, sabbaticals, research leave, no longer working at Greenwich, no longer acting as a GOLD reviewer etc. In this case an alternative reviewer would be used. They would have access to the feedback provided in the original submission and would be reviewing on the basis of the original feedback. Please note that having a change in the original review team would not constitute grounds for making an appeal (Section 13).

## 11.4 Claims not resubmitted

Assuming the typical 6-week deadline has been imposed, any resubmission not received by the deadline will result in the candidate being able to submit a new fresh claim at a future time. This will not be deemed to be a resubmission; it will be classed as a new claim and will be with a new reviewer team.

If there are extenuating circumstances and your mentee is unable to resubmit their claim within the specified deadline, this should be put in writing in good time to the GOLD team for consideration of granting a short extension. The decision for granting an extension is made by the GOLD scheme Lead.

## 11.5 Unsuccessful resubmissions

If your mentee's resubmitted claim is unsuccessful (having an outcome of not awarded), the reviewers will provide further feedback that is specific and actionable to the dimensions that have not been met.

The same processes as to an initial resubmission will take place, with the addition of sending your mentee's final draft to our GOLD team and book onto a GOLD 1-2-1 drop-in session before making another resubmission (Section 6). Our GOLD team will be able to provide further feedback and guidance on their claim. The member of the GOLD team providing additional support will not be involved with the reviewing of this application if/when it is resubmitted.

There is no limit to the amount of times an unsuccessful claim can be



resubmitted. However, if a claim continues to be unsuccessful on consecutive resubmissions, then the GOLD team may recommend a prolonged break (e.g. 6 months) and that your mentee's application is submitted as a new claim. The GOLD team can support you and your mentee in co-creating an action plan to help address the dimensions of the descriptor that have not been met.

## 12. Resubmission Review Process

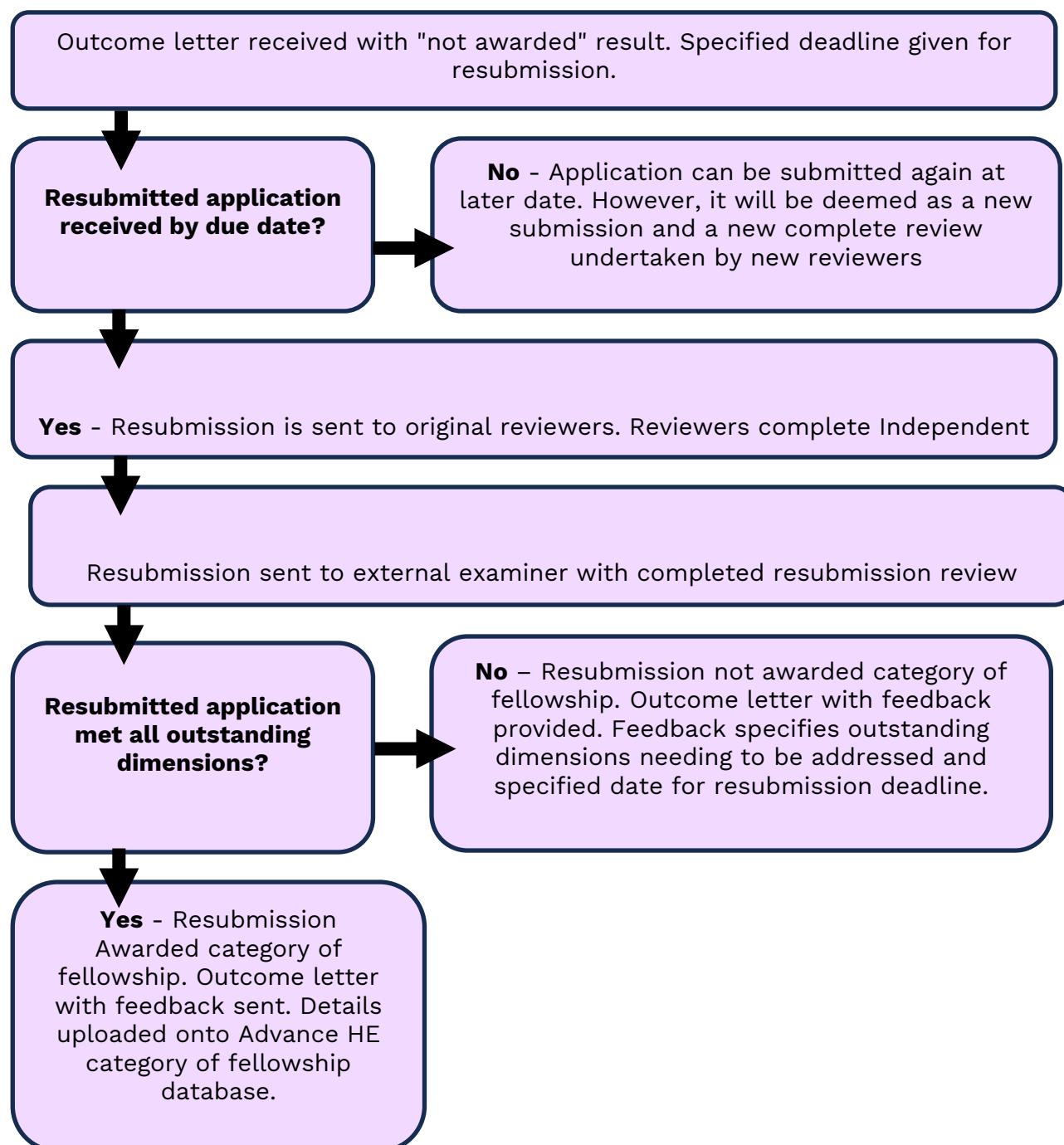


Figure 12: Diagram to show the processes of resubmitting an application through our GOLD scheme

## 13. Appeals

As with academic assessment of students, your mentee cannot appeal against the academic decision of the review panel. Every effort has been made to ensure that reviewing of GOLD claims is carried out fairly and consistently by trained and suitably qualified GOLD reviewers. If your mentee's claim has followed due process, the decision of the review panel will stand, and the academic judgement of the GOLD reviewers cannot be the object of an appeal. As such appeals can only be made about matters of process and procedure **not** about the decision of the reviewers and the final judgment on a claim.

### 13.1 How your mentee can make an appeal

Unsuccessful candidates do have the right to appeal if they can produce evidence that the review panel did not follow the correct process and/or adhere to GOLD review procedures. Unsuccessful GOLD applicants wishing to appeal are required to submit their appeal in writing within 14 calendar days of the result letter being made available to them. The written appeal and any evidence should be sent to the GOLD scheme lead via email to [gold@gre.ac.uk](mailto:gold@gre.ac.uk). The email subject header should indicate the nature of the correspondence i.e. that it is an appeal. An acknowledgement letter via email will be issued upon receipt of the appeal. Any appeals received after the 14-calendar day deadline will be deemed out of time for consideration and will not normally be considered.

### 13.2 Processing an appeal

A written appeal will be considered by the GOLD Framework Appeals Panel. The panel only has a remit to make a decision on whether the appeal submitted by the appellant is valid or not. It does not have any remit to make any pronouncements or recommendations regarding the academic judgement of the claim in question. This is because the appeals policy states that the academic judgement of the GOLD reviewers cannot be the object of an appeal.

The Panel will be provided with the original GOLD application, the GOLD Mentor supporting statement, the feedback from the review panel, and the reasons for appeal given by the appellant. This is chaired by the Associate Director of Libraries and Academic Enhancement (or their appointee) and includes the Head of Academic & Learning Enhancement (or their appointee), the GOLD scheme lead, and two Principal or Senior Fellows (PFHEA/SFHEA) who are trained GOLD reviewers with knowledge and experience of both the PSF 2023 and of the GOLD scheme. The GOLD scheme administrator (or their appointee) will take the minutes.

Following a review of the appeal, the GOLD Framework Appeals Panel will respond to the appellant in writing with its final decision. The written response from the

GOLD Framework Appeals Panel will be provided within 28 working days of the original appeal being submitted. If the Panel cannot consider the evidence within this time period, the appellant will be informed, and a new date will be convened as close to the original 28 working day window as possible.

If the GOLD Framework Appeals Panel does not agree that any process and/or procedural breaches/irregularities have been made, the original decision of the review panel i.e. not to award, will be upheld. This will be recorded as the final decision made by the GOLD Framework Appeals Panel and there is no appeal possible following this final decision.

If the GOLD Framework Appeals Panel finds in favour of the appellant the claim will go through the normal review process. As with any GOLD claim, the subsequent review can be subject to an appeal, but only on the grounds of process and procedure **not** about the decision of the reviewers and the final judgment on a claim.

## 14. Quality Assurance

### 14.1 External Examiner

To assure the quality of the GOLD scheme, reviewed claims are sampled and moderated through a process of external examination. As a provider of accredited provision on behalf of Advance HE, the GOLD scheme adheres to Advance HE Policy which states that the External Examiner is required to sample during the active decision-making process i.e. *before* any outcomes are communicated to the candidate. The External Examiner for the GOLD scheme is Juliet Eve PFHEA (University of Brighton).

The External Examiner is provided with a sample of provisional claims (Recognised and not recognised) four times per year (four moderation points approximately 4 weeks after the initial submission of the application). They moderate a sample from each submission point. This always includes a range of successful claims from all categories and well as all unsuccessful claims, resubmissions and any claims that used a third reviewer.

For resubmitted applications, these will be reviewed in the same manner (i.e. by the original reviewer panel). All 6-week resubmitted claims are sent to the External Examiner for moderation. This may be at one of the scheduled quarterly moderation points. Otherwise, the moderation will take place on an ad hoc basis so as not to leave the candidate waiting more than 6 weeks for the outcome of their resubmission. Fellowship is not awarded until the External Examiner is satisfied that the reviewer outcomes are fair and consistent.

The External Examiner submits an annual report to the GOLD scheme lead, the Head of Academic & Learning Enhancement and the DVC (Academic) which provides an assessment of the scheme in terms of quality and consistency of review judgements, as well as recommendations for enhancements and actions for the GOLD team to respond to.

### 14.2 Quarterly GOLD Review Board and Steering Group meetings

The GOLD Review Board and Steering Group meets 4-times a year (October, January, April and July). The purpose of the GOLD Review Board and Steering Group is twofold; firstly, to receive and note confirmed externally moderated outcomes on D1, D2 and D3 claims of Greenwich and UK/TNE partner staff made since the previous Board; secondly to function as a steering/oversight group for the GOLD scheme.

The Steering group function provides on-going continuous improvement of the GOLD scheme through the provision of reviewer and mentor updates from the GOLD team, Advance HE and the wider sector. Part of this includes on-going informal CPD and sharing of practice amongst the reviewers and mentors present.

Should the External Examiner have any concerns or recommendations these are discussed and appropriate actions taken. The External Examiner is invited to attend all GOLD Review Board and Steering Group meetings. However, they must attend the July board to provide a summary and overview of their year in office and to provide feedback on the claims sampled throughout this time (or provide a written report *in absentia*). Minutes of these meetings are shared with all current members of the review team as a mechanism for receiving on-going updates and cpd.

The standing members of the GOLD Review Board and Steering Group are:

- GOLD scheme lead (Chair)
- GOLD Administrator (Officer)
- GOLD reviewer from the Academic & Learning Enhancement (ALE) team
- GOLD External Examiner
- Head of Academic & Learning Enhancement (or designate)
- Reviewers of the claims being confirmed and ratified at that Board
- Representatives from the GOLD Mentor team
- Associate Director Libraries and Academic Enhancement (*ex officio*)

## 15. Confidentiality

The application and review process is confidential and only relevant colleagues will have access to your mentee's claim. Their application form and supporting statement are only made available to the reviewers and relevant GOLD scheme/administrative colleagues. The External Examiner may see your mentee's application as part of their on-going sampling which takes place after each submission point throughout the year. This all applies for recorded videos for screencast submissions as well.

## 16. GOLD scheme Privacy statement and EDI monitoring

The retention period for this data is the current annual year plus 1 additional year. Retention periods are based on our retention schedule. This data is used in order to make a decision on your mentee's GOLD application and is shared with a small number of GOLD reviewers and administrators. Their application may also be selected for moderation by our external examiner. Our GOLD administrators, reviewers and the external examiner are bound by confidentiality obligations.

If your mentee's application is successful, we will share their name and email address with Advance HE for the purposes of registering you as a Fellow of Advance HE. For more information about how Advance HE will collect, generate and use personal information please visit their privacy webpage [here](#).

You and your mentee's have rights as Data Subjects. You can see more information about those rights on our university website. To contact the University of Greenwich Data Protection Officer and University Secretary, email: [compliance@gre.ac.uk](mailto:compliance@gre.ac.uk).

To support the University in meeting the aims and commitments set out in its equality policy, we seek to collect EDI information from all GOLD candidates. Completion of the EDI monitoring form is voluntary, and data collected is treated confidentially and in accordance with GDPR regulations.



## 17. Contact our GOLD Team

If you or your mentee have any questions or concerns, then please contact our GOLD team via email [gold@gre.ac.uk](mailto:gold@gre.ac.uk)

# Appendix 1 - Recommended reading to support your GOLD D3 claim

Ashwin, P. (2015). *Reflective teaching in higher education*. London: Bloomsbury.

Biggs, J and Tang, C (2011) *Teaching for Quality Learning at University: What the Student Does*, 4th edn, Society for Research into Higher Education and Open University Press, Berkshire.

Biggs, J. B, and K. F Collins (2014) *Evaluating the quality of learning: The SOLO taxonomy* (Structure of the Observed LEarning Outcome). New York: Academic Press.

Brookfield, S (1995) *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Bryan, C. and Clegg, K. (Eds.) (2006) *Innovative Assessment in Higher Education*, London: Routledge

Campbell, A and Norton, L (2007) *Learning, Teaching and Assessing in Higher Education: developing reflective practice*. Sage

Chiu, T., C., Murray, O. M., & Coispeau, M. (2022) Student-staff partnership: what is the key to success? Advance HE. <https://www.advance-he.ac.uk/news-and-views/student-staff-partnership-what-key-success>

Fry, H, Ketteridge, S, and Marshall, S (Eds.) (2020) *A Handbook for Teaching & Learning in Higher Education: Enhancing academic practice*. 5th edition. Routledge

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall.

Kolb, D. A., & Kolb, A. Y. (2017). *Experiential educator. Principles and practices of experiential learning*. EBLS Press.

Moon, J. (2006). *Learning Journals. Handbook for reflective practice and professional development*. Routledge.

Petty, G (2009) *Teaching Today*. 4th edn. Cheltenham.

Race, P (2015) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*, 4th edn, Routledge, London and New York.

Sambell, K., McDowell, L. & Montgomery, C. (2012) *Assessment for Learning in Higher Education*. London: Taylor & Francis

## Appendix 2 – Detailed Pre-submission checklist

Questions to ask	What to check
<p><b>Supporting statement</b></p> <p>The supporting statements are there to <i>support</i> the application, not to fill in any gaps in the application itself. They provide evidence of authentication of practice.</p> <p>Both supporting statements should ideally broadly align with each other, not contradict each other</p>	<ul style="list-style-type: none"> <li>- Are there 2 supporting statements? (one from the mentor, one from a referee)</li> <li>- Are they both on the GOLD supporting statements template?</li> <li>- Are they the right length (2 sides A4 for SFHEA)</li> <li>- Are the supporting statements mapped to the PSF 2023/relevant descriptor?</li> <li>- Do they corroborate and positively support the application?</li> <li>- Does the mentor supporting statement specifically talk about the observation of teaching?</li> </ul>
<p><b>Is it a personal account?</b></p> <p>The application is supposed to be a personal account of the mentees practice as a teacher/supporter of learning in HE, not an academic essay</p>	<ul style="list-style-type: none"> <li>- Is the application written in the first person e.g. “I did, I think, I wondered, I reflected, I thought, I realised, I felt...”</li> <li>- Does it contain personal practices and experiences of the mentee?</li> <li>- Does the application show a range of examples and/or experiences about the mentees teaching practice?</li> </ul>
<p><b>Is it individual?</b></p> <p>The application should be individual and not too general about their team/department/practice education setting</p>	<ul style="list-style-type: none"> <li>- Is the application focused on how the mentee teaches/supports HE learning?</li> <li>- If collaborative activities are mentioned, does it <b>explicitly</b> emphasise the particular role/contribution of the mentee?</li> </ul>

<p><b>Is it reflective?</b></p> <p>Strong applications often use a reflective model style of narrative e.g. Rolfe “What? So what? Now what?”</p> <p>Check that it is not a ‘shopping list’ of what the mentee does without any reflections</p>	<ul style="list-style-type: none"> <li>- Does the application go beyond describing practice?</li> <li>- Does the application spell out what the mentee does and why?</li> <li>- If the mentees practice has changed over time, does it say how and why and what informed any change?</li> <li>- Does it spell out how the mentee knows that their practice is effective?</li> <li>- Is it professionally self-critical?</li> </ul>
<p><b>Does it show impact?</b></p> <p>Good applications include evidence of impact e.g. evasys data? EE comments? Student or colleague feedback/testimonial? Feedback from a validation panel report? Change in pass rates/student performance following an intervention they designed? Nominations/winner of teaching awards?</p>	<ul style="list-style-type: none"> <li>- Does the application show evidence of impact of their practice?</li> <li>- Does it provide a list of “Thank you that was helpful” quotes? Or does the evidence really demonstrate impact?</li> </ul>

<p><b>Is it scholarly?</b></p> <p>All applications must include some relevant learning and teaching literature citations. It is likely that these will be up to date and/or come from well-respected authors and thinkers in the HE pedagogy/education literature corpus</p> <p>Good applications demonstrate understanding and do not merely slot in a few key names/theories without really demonstrating understanding/correct application</p>	<ul style="list-style-type: none"> <li>- Does the application show how the mentees teaching and learning practices have a rationale and are informed by pedagogic research/theory/concepts/evidence?</li> <li>- Does the application justify their practice pedagogically?</li> <li>- Is there a complete list of references provided, which are directly cited within the RAPP?</li> </ul>
<p><b>Is it evidence-based?</b></p> <p>Examples could include professional bodies, discipline research, learned societies, UoG policy e.g. A&amp;F, inclusivity etc., NSS, TEF, OfS, QAA subject benchmarks, SEEC level descriptors etc.</p>	<ul style="list-style-type: none"> <li>- Does the application show how the mentee evaluates their own practice?</li> <li>- Does the application include evidence from the sector/HE T&amp;L landscape to support the narratives?</li> </ul>

<p><b>Does it meet Descriptor category requirements?</b></p>	<ul style="list-style-type: none"> <li>- Does the application align to D2 as appropriate?</li> <li>- Is the evidence provided at the appropriate level for the Descriptor?</li> </ul>
<p><b>Is it aligned to the PSF 2023?</b></p> <p>The evidence being presented to claim for all dimensions of the PSF must be <b>explicit</b>.</p>	<ul style="list-style-type: none"> <li>- Are <b>all</b> appropriate dimensions covered in sufficient depth?</li> <li>- Does the application articulate the connections with the PSF effectively and appropriately to the descriptor level?</li> <li>- Are <b>all</b> required dimensions mapped within the narrative for the Areas of Activity?</li> <li>- Is the mapping in the narrative in situ? (rather than in a long list at the end of a section)?</li> </ul>
<p><b>Is evidence current and sufficient?</b></p> <p>It is generally recommended that 3 years is OK for currency. Candidates might refer to older experiences, but this must be relevant to the practice that they are talking about now. Be wary of including evidence that is too recent; it can be harder to evaluate impact</p>	<ul style="list-style-type: none"> <li>- Does the application include evidence from the last 3 years of practice?</li> </ul>

<p><b>Commitment to on-going development and maintaining good standing</b></p> <p>Is it a 'shopping list' of courses/CPD attended, or have they made connections between it and their own practice (actual or intended)?</p>	<ul style="list-style-type: none"> <li>- Has the value of attending the CPD been explained? Has it been made clear how it has changed/reinforced/influenced practice?</li> <li>- Does the application show engagement with relevant, L&amp;T related CPD in the recent past?</li> <li>- Does the application talk about how the mentee has used the CPD to inform their L&amp;T practice?</li> <li>- Does the application indicate a clear commitment to on-going development as a teacher and/or supporter of learning in HE? (this could include HE CPD or CPD from practice/discipline with a L&amp;T</li> </ul>
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<p><b>Overall</b></p>	<ul style="list-style-type: none"> <li>- Does the application meet the descriptor and all of the relevant dimensions (Core Knowledge and Values)?</li> <li>- Is there sufficient range and breadth of evidence, specifically for Areas of Activity?</li> <li>- Is the evidence provided at the appropriate level for the Descriptor?</li> <li>- Are appropriate <b>impact</b> and <b>effectiveness</b> demonstrated, either explicitly or implicitly, in the evidence presented?</li> <li>- Are these qualities addressed by the supporting statements?</li> <li>- Is the application within the word limits/time limit (for a screen cast)? This includes filling in every word count box on the application form</li> <li>- Has the password and a correct working link been supplied for accessing a screen cast recording?</li> <li>- Has it got everything (supporting statements? Signature?)</li> <li>- Is the application on the correct and current version of the application form?</li> <li>- Are there any attachments that are not required? (appendices, CVs. Etc. should NOT be attached. Only the form and the x2 supporting statements). Anything appended that is not required will NOT be opened/read</li> <li>- Has the context statement been provided. Remember this must not have mapping to any dimensions</li> <li>- Has the action plan been completed?</li> </ul>
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