

GOLD D1 Associate Fellow - Mentee Guide to the PSF 2023 Dimensions

IMPORTANT INFORMATION – Please read before using this guide

This Mentee Guide is only for candidates using the Professional Standards Framework (PSF) 2023 and who enrolled onto our GOLD scheme **after** 1st September 2024.

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

If you are or think you are eligible 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.

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1. Introduction

This GOLD Mentee Guide to the PSF 2023 Dimensions – Associate Fellow (D1) explains the Professional Standards Framework (PSF) 2023 and the types of evidence of effective practice required for Descriptor 1 (D1), which is the basis for the award of Associate Fellowship.

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.

Associate Fellowship is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose higher education teaching and/or support for learning practice enables them to evidence some of the PSF 2023 Dimensions; but their practice doesn't cover all PSF 2023 Dimensions at the depth and breadth required for Descriptor 2. The examples included within this guide set out the types of practice that are appropriate for Associate Fellowship.

This guide should be read in conjunction with the GOLD Associate Fellowship (D1) Mentee Handbook 2024/2025 and should be used to help you develop your evidence to make a submission through the GOLD scheme, using the 2024 AFHEA application form. These documents are available online at the GOLD website.

2. Using this Guide to the PSF 2023 Dimensions

2.1 D1 Associate Fellowship

This guide starts by introducing and explaining the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate for Associate Fellowship. This **GOLD Mentee Guide to the PSF 2023 Dimensions – Associate Fellow (D1)** will be useful to support your understanding of the PSF 2023 and the types of evidence of your teaching and/or support for learning practice that are appropriate to successfully evidence the PSF 2023 Dimensions required for Descriptor 1. You are strongly encouraged to read it carefully. This guidance focuses on each of the 15 Dimensions in great detail. It includes lots of different examples of practice to reflect the wide range of roles and contexts in which HE practitioners work at Greenwich (or one of your partners). The questions and examples provided are **indicative only** and may not be relevant to your practice; you may have different appropriate examples, depending on your own unique context. You should discuss all possible evidence with your GOLD Mentor.

In using this guide, you should focus on where the guidance and examples best reflect your own practice and skip over sections that are not relevant to you and your current context.

You will need to be able to provide **evidence that your practice has been effective** and the prompt questions are designed to help you to consider how you will know and be able to show that your practice is effective.

Currency of practice is important for the award of Associate Fellowship and so focus on identifying examples of your recent practice from **within the last three years**.

2.2 Essential resources to engage with along with this guide

Before starting to use this guide, you should complete the **Advance HE Fellowship Category Tool (PSF 2023 version)**, which is free to use on the Advance HE website [here](#). This should provide useful insight whether you are following a direct application or an accredited provision route. You should also read the **GOLD D1 - Associate Fellow Mentee Handbook** and have a copy of the **GOLD D1 – Associate Fellow Application Form PSF 2023** to hand.

3. The Professional Standards Framework 2023 (PSF 2023)

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

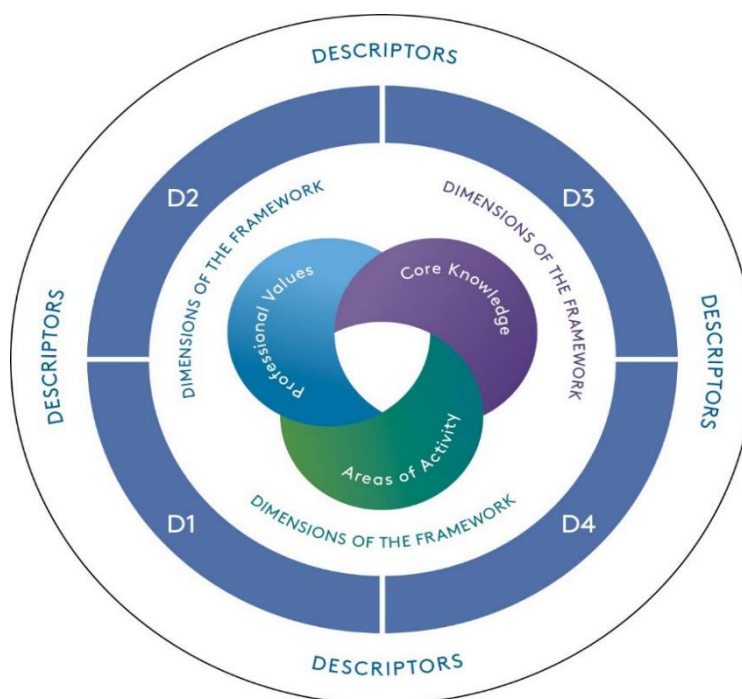


Figure 1: Professional Standards Framework (PSF) 2023

This guidance document provides guidance related to **Descriptor 1** ([PSF 2023](#), p7) which is the basis for the award of **Associate Fellowship**.

Descriptor 1 (D1) is suitable for individuals whose practice enables them to evidence **some Dimensions**.

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence to meet the **three Descriptor 1 criteria statements, D1.1, D1.2 and D1.3**, which are the basis for the award of Associate Fellowship. These criteria statements incorporate some specified (but not all 15) Dimensions as shown in Figure 2 below:

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Figure 2: PSF 2023 Descriptor 1 showing the three Descriptor 1 criteria statements D1.1, D1.2 and D1.3

The **PSF 2023 Dimensions are 15 statements** (PSF 2023, p5) 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.

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

Professional Values: underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.

Core Knowledge: 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: bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

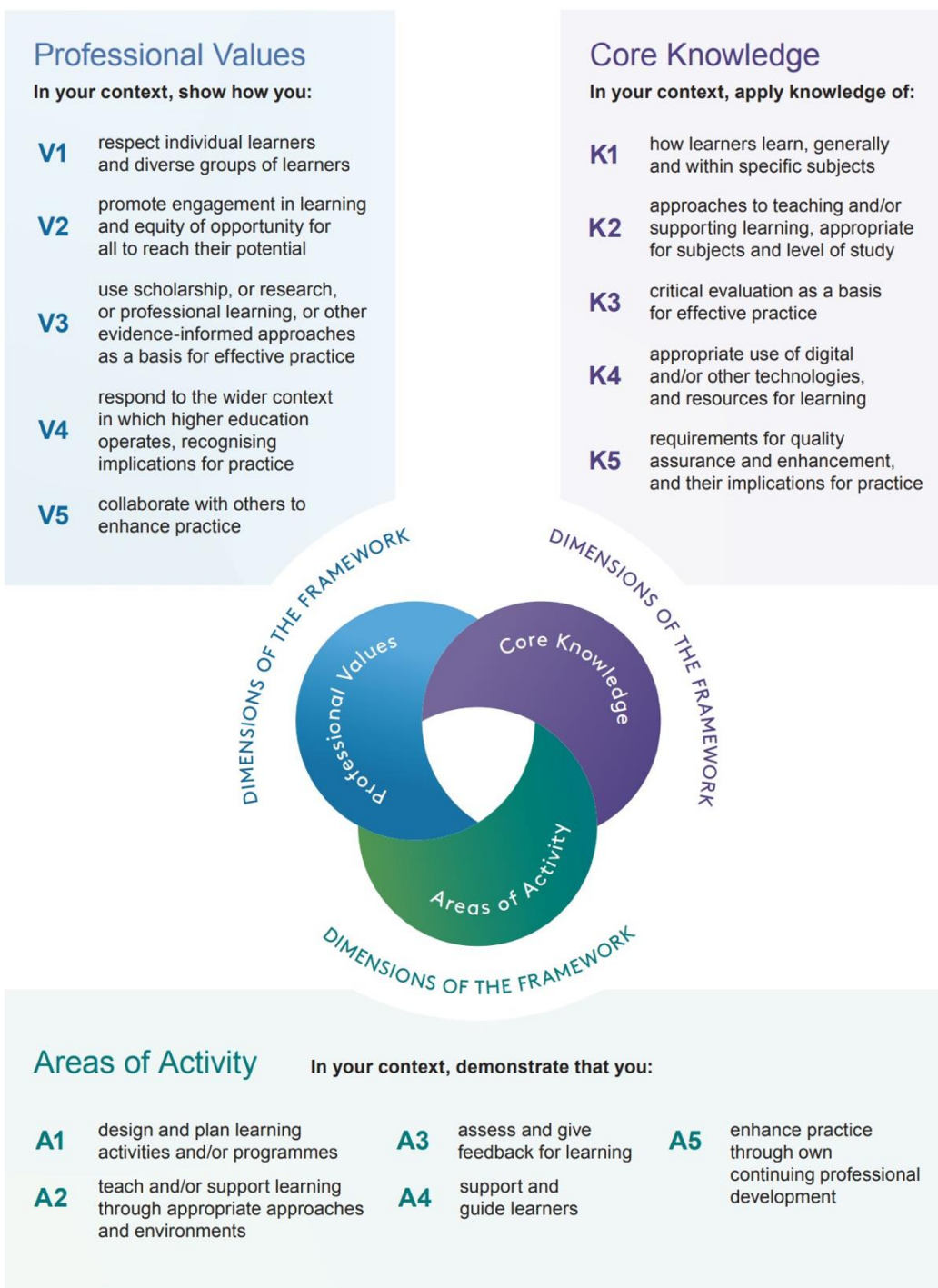


Figure 3: PSF 2023 Dimensions of the Framework

3.1 Dimensions required for Descriptor 1

Descriptor 1 only requires evidence of effective practice for specific PSF 2023 Dimensions, **not all** 15 Dimensions as shown below (and Figure 2 above):

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. **Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:**

D1.1: use of appropriate Professional Values, including **at least V1 and V3**

D1.2: application of appropriate Core Knowledge, **including at least K1, K2 and K3**

D1.3: effective and inclusive practice in at least **two of the five Areas of Activity**

You will probably have evidence of your practice that includes some other Dimensions in addition to those that are required for Descriptor 1; you can include evidence of some of these additional Dimensions in an application where they are most relevant. Talk to your mentor about where, when and how this might be useful to do in your GOLD application for AFHEA.

4. 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 practice in HE teaching and/or supporting learning that are relevant to that Dimension as appropriate to Descriptor 1.

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

4.1 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 Figure 4 below.

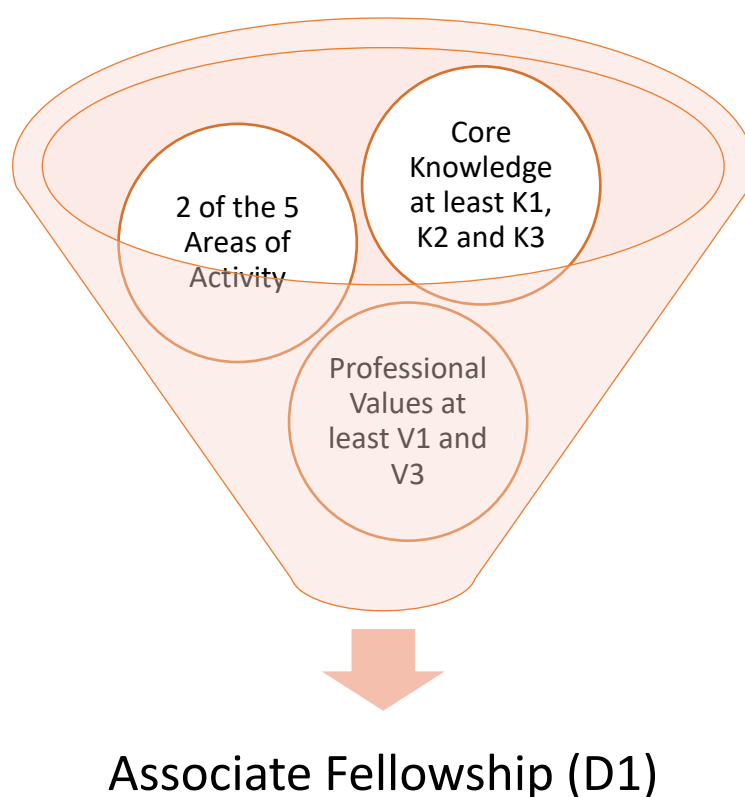


Figure 4: Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 1

As you work through the guidance for each Dimension, try to consider how you 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 your work:

In designing and planning a learning activity (A1) I apply my knowledge of how my learners learn within this subject (K1) and select an appropriate teaching and learning approach (K2). I consider the needs of individuals within my learner group (V1) and plan appropriately to ensure that all learners will be able to fully engage (V2). I develop appropriate resources to use and set up an online quiz to assess the learning that has taken place in this session (K4, A3).

Applications for Associate Fellowship through the GOLD scheme require you to structure your application around any two of the five Areas of Activity and so the guidance below starts with A1-5.

4.2 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 guide 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. You will identify what types of learners you work with in your 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. You will identify the specific learning environment(s) in which you 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 programs, foundation degree, undergraduate degree, diploma, masters, doctoral or post-

doctoral study, etc. You will make clear what ‘levels’ of higher education study your 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 you should use the terminology relating to your 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:** you need to show that your teaching and/or support for learning practice is ‘effective’ in achieving its intended outcomes. The guidance below for Dimension K3 will help to give you some examples of the types of evidence you might be able to use to demonstrate ‘effectiveness’ in your context.

4.3 Evidencing the Areas of Activity

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

Area of Activity 1 (A1) is about how you plan and prepare learning activities, whether in person or online or both.

You might decide to focus on a few learning activities or a series of sessions. You may choose to detail work with individuals or groups of learners if relevant. Include information about how your plans considered the learning environment(s) you work in.

You may not have had responsibility for all aspects of session planning, but you can identify design decisions you have made to facilitate learner learning. These may seem minor (like planning space for learner interaction) but can make a huge difference to the learner experience.

Be sure to explain why you chose that particular plan or design. As you must demonstrate that your practice is effective and inclusive, pick a design or plan which worked well.

Depending on your context and the nature of your HE practice, examples to demonstrate that you have designed and planned effective learning activities might include:

- your creation of appropriate and inclusive lesson plans for a whole session or part of a session
- your planning for one-to-one tuition; for example, the plans you created for individual tutorials, to help learners develop library skills, or to provide individual study support
- your development of individual learning plans
- your planning of a short lecture, a seminar or laboratory activities



- your planning of guidance for group sessions involving library activities, writing, learning support activities or practical work (eg in art and design studios, music technology studios, fieldwork or clinical settings)
- your planning of activities and/or resources to develop learners' use of software/hardware, technical skills or virtual learning environment/learning management system
- your planning for teaching and support activities outside standard on-campus contexts, for example for online support or fieldwork.

Consider these questions to help you generate evidence:

What decisions did I make in my planning?

How did I make sure that my learning activities/sessions enabled my learners to meet wider programme learning outcomes (where relevant)?

How did I plan sessions/ activities to be inclusive so that diverse learners benefited equally from the learning opportunities I designed?

How did I plan accessible sessions/ activities so that any learners with disabilities benefited equally from the learning opportunities I designed?

How did I make sure the sessions/activities I planned were well-adjusted to my learners' stage of progression and my discipline/profession?

How successful were the activities/sessions I planned? How can I show that they were effective in facilitating learning?

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

A2 is about your direct engagement and interaction with learners as you teach and/or support learning. You may have facilitated the development of specific skills or disciplinary insights. You may have worked with individuals or large or small groups, remotely or in person. **If you choose this Area of Activity, you must have your teaching observed by your GOLD Mentor within 12 months of you submitting your AFHEA application for review. This developmental discussion will help you to reflect and articulate your approach to teaching and supporting learning.**

You should discuss the approaches and activities you have developed or selected. The evidence you provide should include an explanation of the rationale for the approach(es) and activities you have used. Include how you made effective use of learning environments, whether physical or virtual, formal and/or informal, as appropriate to your context and the needs of your learners.

It's important to explain why particular activities were appropriate for your learners in specific context/s. Also explain how you knew your approaches were effective; for example, how your learners responded or commented on sessions.

You may have worked individually or as part of a team and/or been responsible for elements of a wider teaching or learning support process. Contexts vary, but make sure that you are clear about your specific individual role if you have worked in a team.

Depending on your context, examples to demonstrate that you have taught and/or supported learning effectively might include:

- running seminars or tutorials with individuals or groups of learners to support their learning in lectures
- teaching as part of a team, for example, facilitating learning or assisting another member of staff
- demonstrating in practical sessions such as in laboratories
- supporting learning in fieldwork settings or within community events
- supporting the development of academic skills/research skills; for example, workshops on mathematics, statistics, critical reading or writing skills for higher level study
- creating customised online resources, learner guides and/or resource packs
- developing digital learning opportunities for specific disciplines or learner needs
- using performance spaces, specialist rehearsal facilities, sound design facilities and technologies
- one-to-one interaction, supporting the development of technical or other skills or the use of learning technologies
- facilitating practice-based learning (clinical, educational, in the field)
- using digital and non-digital technology through, for example, flipped classrooms
- supporting the academic progression of learners, including from further education (FE) to HE.

Consider these questions to help you generate evidence:

What learning activities, resources, or approaches have I used with learners? How did I interact with learners during these specific learning activities?

How did learners interact with each other? How did I ensure that all learners participated in learning activities and that all contributions were equally valued?

How did I enable learning in the context of my discipline or area of practice?

How did I ensure that my chosen approach met the specific needs of my learner group(s)?

How did I make reasonable adjustments to accommodate the requirements of learners with disabilities/specific needs?

How did I adapt the learning environment (online or in person) to facilitate learning?

How do I know the approaches I developed were effective? What examples can I select to evidence this?

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

A3 is about your involvement in the assessment of learners' work, achievement and/or progress and the provision of feedback to learners. Assessment and feedback to learners includes a range of activities.

A possible approach to demonstrating the effectiveness of your practice might be to explain how you have fostered and encouraged learning through assessment, and/or to discuss your approach to giving feedback.

You may have formally or informally assessed the learning of individual learners or small or large groups depending on your context.

You may have provided useful feedback to different types of learners.

Your experience of assessment may have involved marking assessment tasks (written, oral, or practical) which counted towards a qualification (summative assessment).

You may have been involved in assessment which does not contribute directly to the final mark for a module or programme, but which provides feedback to learners to help them progress in their learning (formative assessment). Formative assessment tasks might have helped learners to track their progress.

The outcome of formative assessment tasks will have enabled you to gauge learners' progress and adjust your teaching and/or support for learning to ensure that they are successful. You may have checked that learners are clear about summative assessment criteria and how they can meet requirements.

Your work on assessment and feedback will often have involved collaboration with others. If so, make sure you identify your individual role and contribution.

Your evidence might focus mainly or entirely on **either** assessment practice **or** feedback practice, **or** might include both.

Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should also explain how you know your choices were effective and enhanced learning.

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

- familiarising learners with assessment criteria and the requirements of diverse assessment tasks
- giving learners timely and constructive feedback on their work which is clear and actionable
- commenting on written work and assigning marks through annotating learners' work
- undertaking formative assessment on submitted draft work
- designing formative tasks to help learners prepare for summative assessments
- undertaking formative assessment of learning in digital literacy sessions, information skills sessions or professional development programmes
- designing formative online quizzes and tests to enable learners to keep track of their learning
- providing helpful, encouraging feedback to learners whilst enabling them to enhance the quality of their assessed work
- giving oral feedback to learners in laboratory/clinical or fieldwork sessions
- judging learners' understanding during and following library, or other, induction sessions
- assessment and support to learners during study skills/academic literacy sessions
- providing feedback through online resource/training packages
- preparing learners for assessment through academic support and self- and peer assessment
- promoting well-being by supporting learners' to be less anxious about undertaking assessment tasks
- supporting teams during group assessment projects
- upholding academic integrity in assessment (eg avoiding plagiarism).

Consider these questions to help you generate evidence:

How have I been involved in assessment and/or feedback to learners?

How have I ensured that my assessment and feedback practices were effective in supporting learning?

How have I supported learners ahead of summative assessment tasks or prepared learners for summative assessment?

What were my reasons for providing support using the approaches I chose?

How did I make sure that the feedback I gave to learners was appropriate to them and to their future assessment requirements?

How have learners responded to my feedback?

How did I consider the impact of my feedback on learners?

How do I know that the feedback I provided helped learners to progress and/or improve their preparedness to meet summative assessment requirements?

How did I ensure that I applied the relevant assessment criteria when I was involved in marking teams?

How do I know that the summative assessments I marked were fairly graded?
How have I improved learning through formative assessment tasks?

How did I meet the feedback needs of specific individuals and/or groups?

How have I helped individuals and/or groups of learners to overcome the challenges they faced?

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

A4 is about actions you have taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning. You may have guided learners to enable academic progression and/or supported them to promote their physical and mental well-being.

The provision of learning support and guidance may be your main role. You may be involved in a range of areas of specialist learner support such as library skills, careers advice, IT and technical skills, laboratory, or studio support, etc. You may have a role specifically related to promoting learners' physical and mental well-being. You may be an expert in the provision of specific types of guidance.

If you are involved in teaching, you might think of A4 in terms of guidance and support you provide alongside the teaching of programme content. Perhaps learners approach you for help in understanding an assessment task or require help with structuring a piece of writing.

Perhaps you refer some learners to a study support service, to pastoral support, or to institutional support available for learners with disabilities.

Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system.

It is important to select examples of effective practice in supporting learners in specific contexts. Explain how the approaches you adopt and resources you use can support learning and provide examples demonstrating how you know they are of value to learners.

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

- raising awareness of student support services (both academic and related to well-being)
- supporting learners to engage with services that can help with their individual needs, including emotional well-being and mental health; eg referring learners to relevant counselling or institutional support services
- supporting learners in developing academic skills, professional capabilities or career pathways, guiding them to recognise and build on existing knowledge and strengths
- providing support to learners to enable them to develop specific skills, such as research, writing, referencing or presentation skills
- developing or providing learner guides and/or resources, perhaps for specific disciplines or assessment tasks or specific learner needs
- enhancing learners' ability to successfully engage in online learning; ensuring online learning activities can be accessed on a range of digital devices and platforms
- ensuring that learners understand how to maintain academic integrity
- recognising that learners' may experience circumstances will impact on well-being and student learning, and knowing where to refer learners for counselling and mental health support
- modelling inclusive practice by guiding learners in using appropriate cultural and social protocols (eg use of pronouns, correct forms of address) and avoiding all types of discrimination on any grounds.

Consider these questions to help you generate evidence:

How did I choose particular resources for and/or approaches to the guidance for my learners?

How have I adapted the support and guidance I provide to meet the specific needs of my learners?

How have I collaborated with colleagues to ensure learners receive the support and guidance they need?

What examples can I give to demonstrate how learners have benefited from my support and guidance?

How do I know my support and guidance has been effective? How has my support improved learners' well-being?

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

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

A5 is about how you have used the learning from your own professional development in your teaching and/or supporting learning and how this has resulted in effective learning for others.

The types of professional development you discuss will depend on your context and role and may be formal or informal professional development activities, feedback from learners or peers, skills gained through informal interaction with colleagues or mentors, or learning gained from the reading of literature of learning and teaching. You might also include examples of activities you have undertaken as part of a group, for example to develop new learning activities or resources, where these have contributed to your skills and/or understanding of learning and teaching.

Whatever the source(s) of your professional development, you should discuss how you have used your learning to improve your teaching and/or learner support. Choose examples of the enhancement of your practice, detailing how it has become more effective as a result of your engagement with professional development.

Ensure that you select examples which enable you to describe how learners have benefited as evidenced by positive responses, better student learning, or a more engaging experience.

Depending on your context, examples to demonstrate that you enhance practice through your engagement in continuing professional development might include:

- participating in staff development events relating to teaching and learning, generally and/or in your discipline
- engaging with a credit-bearing learning and teaching programme in higher education
- observing colleagues' teaching and/or support for learning sessions
- inviting observation and feedback on your own teaching and/or support for learning practice
- making use of published research about learning and teaching to inform your practice
- responding to learner feedback through discussion or observation during a session and modifying your practice accordingly
- learning how to meet the needs of diverse groups of learners and using insight gained to increase accessibility and enhance inclusion.

Consider these questions to help you generate evidence:

What discussions have I had with peers or mentors about aspects of teaching and supporting learning? What did I learn and how did this change the approaches I use? How did my learners respond?

What have I learnt about teaching and supporting learning during organised professional development sessions? How has this learning informed the teaching and learning support methods and activities I use?

How have I learnt from, and acted on, my experience of teaching?

How have I acted on learner feedback or survey data on my teaching and/or support for learning?

How has studying the literature of learning and teaching or accessing resources about teaching in higher education enabled me to enhance my practice?

How did I adjust my resources and approaches following professional development activities?

How can I evidence the positive outcomes of my professional development?

4.4 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.

For Descriptor 1.1 (Associate Fellowship) you need to provide evidence that shows how you use appropriate Professional Values including **at least V1 and V3**.

For appropriate Professional Values listed below (to include V1 and V3), **'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

V1 is required for Descriptor 1

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.

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

- making time for learners to get to know each other before starting a session or programme
- ensuring that you provide time and attention to all learners, valuing their contributions and setting an expectation of mutual respect where you have charge of a learner group
- setting clear expectations for behaviour in the sessions you lead, with a zero tolerance for discriminatory language and actions
- encouraging learners to share examples from their own cultures or backgrounds.
- designing resources for a lesson or tutorial that draw on images, sources, narratives or other media which represent the global community

- making sure you know any disability learning needs of your learners and providing specific adjustment where required.
- adjusting the seating or environment to encourage peer learning across different groups
- finding out who your learners are, both in terms of any characteristics that are 'protected' under local/national legislation (such as age, disability or sexual orientation) but also cultural or socio-economic factors.
- accessing internal/external CPD relevant to the individual needs and/or diversity within the learner groups you work with

Consider these questions to help you generate evidence:

How were my learners different to each other? eg What language(s) did they speak? What did I know about their cultural background and/or previous educational experiences?

How did I build on the experience and knowledge that my learners brought to their learning? How did I integrate their existing skills and understanding into the teaching or learning support I provided?

In what specific ways can I show that I valued the contribution of different learners?

What examples can I provide where I made a difference to an individual learner or group through activities designed to reflect their background or context?

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.

Your evidence should show your understanding of the importance of being aware of learner needs (whether they are learners or staff) and awareness of the resources and

services available to support learners. You should provide examples of any actions you may have taken within the scope of your own practice to enable learners to access the support they need.

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

- finding out what challenges and/or barriers your learners experience
- discussing the diversity of your group with other colleagues and implementing some of their suggestions for adaptations and activities which can support each individual in the group to achieve the learning goal
- accessing internal or external professional development relevant to the needs of different learner groups and considering the application of this to your work
- ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (eg for screen readers/change of font)
- ensuring clarity of instructions in your sessions, taking a variety of approaches to giving and checking understanding without some learners feeling marginalised; eg use of Quizzes or Polls that enable anonymity
- where possible, adjusting to the physical learning environment when supporting learning face to face to ensure disabled learners or those that need to sit can be accommodated, for example by rearranging furniture
- being aware of your own limitations and understanding when learners need guidance and support and signposting support services and resources where appropriate.

Consider these questions to help you generate evidence:

What did I know about the learners I worked with and in particular, any challenges and/or barriers they faced in their learning?

When working with my learners and/or planning learning activities, what steps did I take to engage all learners?

How did I support the engagement of learners with additional needs?

How did I make sure my learning materials, equipment or resources were accessible to all my learners?

What services and/or support available within my organisation or context were of value to my learners?

How did I support learners who were struggling with an aspect of learning?

What advice have I received from colleagues or specialist services that helped me to remove barriers to learning for particular learners?

What professional learning have I undertaken that improved learner engagement or helped me to address the needs of particular groups of my learners?

What example(s) can I give that demonstrate how I made a difference to the engagement and/or outcomes of a learner or group of learners?

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

V3 is required for Descriptor 1

Demonstrating V3 is about explaining about why you do what you do, in the way that you do it, and the sources of information, data, and evidence you use when making decisions about your learning and teaching practice. The key issue is to demonstrate that the approaches you adopt in your teaching and/or support for learning are not a matter of chance, but that your practice is evidence-based.

The actual sources of that evidence that you point to can be varied, and will differ according to your context of work, your role, and the type of teaching and/or support of learning that you are involved in.

Whatever the evidence base(s) you use to explain why you do what you do, you should indicate how your learners responded to the activities, approaches or adaptations you introduced. Showing evidence of any positive impact on their engagement, learning and/or achievement will help demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

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

- approaches you adopt that reflect key contemporary theories of learning and teaching and explaining why you use them
- activities or ideas you learned through professional development sessions, how you used or adapted them in your own sessions and how learners responded
- learning activities that you use which are modelled on, or adapted from, practices in the workplace and/or your own professional experience, and how you use them to build learners' skills and/or understanding for their future work
- ideas you gained from more experienced teachers (eg through discussion, or peer observation), explaining how you have used them and what you found most useful and effective
- examples showing how you have been able to draw on, and/or integrate, your own research and learning (eg PhD research or Masters study) to enhance learners' learning
- explanations of changes or adaptations you have made to your practice in response to learner feedback and how this enhanced learning



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- examples where you have drawn on your recent or current work experience to recommend equipment /software purchases that will equip learners for the workplace
- seeking scholarly articles in higher education journals, or education-focused articles in your discipline, or attending a research seminar or conference presentation, to inform and guide your practice.

The examples you provide to show the rationale for your decisions/approaches will depend on your context and role but whatever the specific examples, you should include:

- the information / resource / source of guidance used (and remember to cite the reference and include this in a reference list)
- why and how you found it useful and relevant to your context or the situation you faced
- what benefits or positive impact resulted from following the guidance or acting on the information.

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

How do I know that my practice is effective?

Where do I get ideas from to help me to improve my teaching and/or support for learning practice? - From reading? From professional development (formal and informal)? From other people (line manager or mentor, peers, learners)? From experience in the workplace?

What ideas or knowledge about teaching and/or support for learning have been the most useful to me in my teaching?

Where have I turned to when I have had a problem in my work with learners?

What literature about teaching and/or support from learning have I read? How does it relate to what I did and how I worked with my learners?

What training programmes or development sessions have I participated in? What were some of the most useful things I learnt?

What have I learnt from being observed by a colleague? What have I learnt from observing colleagues? How have I used this learning?

How have I changed my practice because of feedback from learners, whether formal or informal feedback?

What examples can I give where I have used authentic workplace activities, data or case studies in my practice?

Have I been able to build on previous (or current) experience in the workplace to feed into my practice, and if so, how did this enhance learning?

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 HE and influence on the student learning experience. The particular focus is on your understanding of, and response to, implications for your own personal work.

Issues that affect learning and teaching in higher education and may be addressed under V4 are rich and varied. They may include global or national developments and agendas that impact 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.

One of the purposes of the PSF 2023 (p2) is to provide a structure to support institutions and individuals in advancing higher education practices to meet the evolving needs of learners and society, such as acting in support of the United Nations Sustainable Development Goals.

Evidence for V4 at Descriptor 1 is really about demonstrating that you recognise that events within their daily life can impact your learners and that national or global issues have implications for programme design and the activities used in learning and teaching. You will want to demonstrate that you understand factors impacting your learners and why they are important to the learner experience and/or wider context.

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

- Discussion of factors impacting on learners' engagement in learning and examples where you have signposted resources and support mechanisms that they can access to help eg study support, student support services, well-being support
- Highlighting of regulations and standards which apply to your specific responsibilities and examples demonstrating that you follow them as necessary. Examples you refer to might include PSRB requirements, Health and Safety or control of hazardous substance regulations, equality legislation
- Examples showing how you have adapted programme materials or learning support resources to pitch the material to the appropriate level according to national Credit frameworks
- Examples of topics or issues you include within learning activities that consider and respond to global challenges; for example, to promoting sustainability in line with the UN Sustainable Development Goals where these are relevant to your subject and programme
- Ways in which you support learners to prepare for employment; for example, by conducting training needs analyses to identify gaps in their portfolio of skills and encouraging them to take advantage of relevant development opportunities.

Whatever examples you discuss, you should indicate how your learners have responded to the activities or service you have used or any adaptations you have made. Showing evidence of any positive impact on their engagement, learning and/or achievement will help demonstrate the effectiveness of your practice.

Consider these questions to help you generate evidence:

What were the reasons my learners had for entering HE? What were their expectations and motivations? How did factors within the surrounding social and economic context impact on their engagement in learning? What were the implications for my teaching and/or support?

What did I know about the current agendas and key priorities at a local level (department, school, faculty, etc.) / at an institutional level / at a national or international level / linked to professional bodies? In what ways were these relevant within the scope of my work and influenced what I did?

Did I help my learners to develop knowledge, understanding and skills to play their part in ensuring a sustainable world?

What regulations, standards or requirements did I adhere to in my area of practice?

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.

At Descriptor 1 your focus may be on support and guidance received from more experienced colleagues or on work you do with others as part of a team.

You might also focus on collaboration with people who work in different teams from you. Collaboration across academic staff and other staff teams that support learning, can be important to solve learning and teaching issues and the development of work-relevant skills.

You might also focus on what you have learnt from your learners, as they can often provide useful insight into strengths and weaknesses of your approaches and help you to see your own practice from a different perspective. They may also provide examples to include in your future work, which can enhance the learning of other learners.

Your collaboration with others may be online and synchronous or asynchronous, for example through social media, online forums or other online communities.

In providing evidence of this Professional Value you will, as always, want to explain the context you work in and your role which will significantly impact who you work with

and/or collaborate with. In discussing your collaboration, you should very clearly indicate your own contribution, and the effectiveness of the part you played.

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

- learning you have gained through communication with colleagues (eg colleagues, tutors, co-teachers, previous educators), resulting changes you made to your practice and positive results this had for learners
- instances where you asked for help, perhaps to address a particular challenge you faced, how you acted on the help received and the way(s) in which it helped
- any opportunities you have had to work as a member of a team or with other teams across the institution (eg learning development teams or librarians), to develop appropriate examples, resources and/or activities or a set of support materials
- any opportunities you have had to work with colleagues on your team for example to design sessions or activities or share feedback approaches
- examples of learning from your professional networks (eg by contacting former workplace colleagues or attending conferences) to enhance the workplace relevance or currency of activities or resources
- learning gained through participating in teaching quality activities (eg peer review of teaching; reflecting on teaching through collaborative processes; participating in team-based moderation activities)
- learning gained from scholarship activities undertaken with others (eg participating in a 'journal club' or shared exploration of innovative approaches to an aspect of teaching).

Consider these questions to help you generate evidence:

Who helped me in my work? and what did I learn from them that had a positive impact on my practice? (eg work with a line manager or mentor or colleague(s) from another team)

How have I used opportunities to work with others to share ideas and learn more about my area of practice?

Have I observed colleagues or been observed? What did I learn and how did I use this insight to enhance my practice?

What have I learnt from learners? What useful feedback have I received about my practice and how did I use this insight to enhance my practice?

How have I worked alongside other colleagues to make sure that I provide a consistent experience for learners?

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

4.5 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.

For **Descriptor 1.2** (Associate Fellowship) you need to provide evidence that shows how you **apply** Core Knowledge in your practice, including **at least K1, K2 and K3**.

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 required for Descriptor 1

K1 is about demonstrating how your HE practice is informed by an understanding of how learners learn in your context. It is important to give specific examples to show how this knowledge enables you to teach and/or support learning effectively.

The evidence you provide may focus on one or more of the following:

- what you know about the characteristics of your learners (such as mature learners, recent school leavers or workplace learners), and how this has influenced your effectiveness in teaching / supporting learning
- what you know of learners' perspectives about how they learn (beyond your own experience as a learner), and how this has influenced your practice
- aspects of your subject knowledge or industry / professional expertise that have helped you to be effective in teaching or learning support
- how you have taken account of theory or research evidence about how learners learn in higher education as part of effective practice.
- where 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.

Although long theoretical discussions are not expected, it is important to explain and justify your rationale for the approaches you use with your learners, referring to particular theories of learning, frameworks, models, or professional guidelines, and explain how they contribute to your effectiveness. For example, you might describe how you used theories of learning in a particular task or activity to help your learners become critical thinkers, explaining why your approaches were applicable to your context.

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues, but examples might include discussion of:

- applying learning theory to encourage learners to engage actively in learning
- drawing on your subject, industry or professional knowledge to make effective feedback available to learners
- helping learners to learn effectively within particular activities (eg simulations, small group discussions) based on theories, frameworks or models
- effectively responding to a specific challenge about how learners learn in your context
- effectively supporting learners during induction, or at other key transition points, in a manner that reflects your knowledge of how learners learn
- professional development that has changed your perspectives about how learners learn, and how it has contributed to your effectiveness.

Consider these questions to help you generate evidence:

What have I learned about how learners learn in higher education – either generally, at specific levels (eg first year), or in specific subjects or professional fields?

How did I learn it? (eg learner perspectives, own research or study, industry experience, professional development, conferences, personal observation)

Were there characteristics of my learners that were important for me to take into account in my planning and delivery?

Have I gained knowledge of approaches that are especially helpful to learning in specific subjects / fields?

Were there any common learner misconceptions or challenges that were important for me to be aware of and to respond to?

How did I apply the above knowledge to carry out my responsibilities? (eg teaching, learning support, research supervision, designing curriculum, staff professional development)

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

K2 is required for Descriptor 1

K2 is about demonstrating that you bring to your practice an appropriate knowledge base of approaches to teaching and/or supporting learning. It is important to give specific examples to show how this knowledge base enables you to teach and/or support learning effectively.

Possible areas of focus include:

- how you have drawn on a theoretical principle or model to help you successfully design resources, or plan activities
- how you effectively applied knowledge of a pedagogic approach, whether general or context, subject, or profession-specific
- how your approach to teaching and/or supporting learning has reflected a knowledge of professional or industry practices and requirements
- how knowledge of effective practice helped you to assess learners' work or to give feedback to learners
- how scholarly activities like collaborating with colleagues or attending a conference have helped your practice and benefited learners
- the contribution of professional development, formal or informal, to your knowledge of approaches to teaching and/or supporting learning.

It is important to include the rationale for the approaches you use with your learners, referring to how particular theories (or frameworks/ models/ professional guidelines, etc.) have influenced your practice, and to include evidence of the impact on learning.

The examples you provide should demonstrate how your knowledge is appropriate for your learners, for the context and level of your practice (e.g. the module and programme and the year of the learners), and where relevant, for the subject or professional field.

Although your teaching and/or support for learning may be overseen by more experienced colleagues, it should be clear from the evidence you present that your practice is informed by your own knowledge base.

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues, but examples might include discussion of:

- using a specific pedagogic approach (such as simulations or small group discussions) in teaching and/or supporting learning. It is understood that you may not have initiated or planned activities yourself; the emphasis is on how you approached them, working from your own knowledge base, and how learners responded



- using authentic workplace resources and activities within your teaching and/or learning support practice, and how they have helped your effectiveness
- varying your approaches to teaching and/or supporting learning depending on the context, the academic level of study and learner needs, and where appropriate, the subject
- applying learning from a professional development activity in teaching and/or supporting learning and explaining what the outcomes were.

Consider these questions to help you generate evidence:

What approaches to teaching and/or supporting learning did I use?
(appropriate for subject and level of study)

Why did I use them, and how did I come to know about them (eg own research or study, professional development, conferences, mentoring from colleagues)?

How did I know these approaches were beneficial and appropriate for the context, level of the learners, and where relevant, the subject?

How did I apply this knowledge in my teaching or learning support practice? eg How does it inform my planning of learning activities, teaching and/or supporting learning, or assessment and feedback? How have I adjusted my approaches in circumstances where learners are having difficulty?

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

K3 is required for Descriptor 1

K3 is closely related to V3, as part of explaining why you do what you do, in the way that you do it. K3 is about how, and on what basis, you critically evaluate the effectiveness of your practice in teaching and/or supporting learning. Here, the word “critically” means “in a balanced way” ie acknowledging both strengths or achievements and limitations or potential improvements.

For K3, it is important to show that you make evaluative judgements about your practice based on evidence. You also need to show that you take action to adjust your approaches as a result.

Evaluation is about asking how far, to what extent, or in what circumstances, particular approaches are effective. Quality of evidence and balanced evaluation are more important than quantity.

It is important to also show that your evaluation has been informed by scholarship or research or professional learning or other evidence-informed approaches (see Professional Values, V3).

It is understood that you will not be able to access information beyond the scope of your role and that some or all of your evidence may be collected informally. For example, you may not have access to learners' final marks or grades or to formal surveys, so may have judged learners' performance and perceptions based on data you collected informally.

The evidence you provide will be influenced by the context you work in and your role, and may often involve acting on guidance / mentoring from more experienced colleagues. Your evidence may focus on how you evaluated:

- your contributions to learner support services or initiatives
- how effectively you taught a particular topic or activity, or carried out research supervision
- the design of learning materials or planning of learning activities.

Possible sources of evidence you might use include:

- learner perceptions of their learning and feedback
- your own observations
- discussions with colleagues
- data you have collected or sourced from university systems
- data collected about the effectiveness of a particular approach to teaching and/or supporting learning via a research project or scholarly activity
- publications you have consulted
- formal evaluations of modules, units or programmes of study
- moderation of marking
- feedback from industry partners
- evidence from external evaluation or peer review of teaching
- formal or informal assessment of learners' academic progress or performance
- evidence of improved outcomes following approaches you have adopted as a result of seeking mentoring and feedback from peers
- observing a colleague's practice, evaluating what works and doesn't and applying this learning to your own practice.

Consider these questions to help you generate evidence:

What indications of learner progress and academic performance were available to me?

How did learners respond to different approaches I took in teaching and/or supporting learning? How did I know?

What have I learnt from colleagues about the strengths of my practice or areas that I need to develop further, either from feedback or through discussions during professional development workshops?

How was my evaluation informed by scholarship or research or professional learning or other evidence-informed approaches?

What did I learn from the evidence I collected, and how did I judge success?
What did I do differently as a result?

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 – eg 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:

What resources and technologies did I use in my teaching or support for learning?

In what ways did I apply my knowledge of appropriate technologies and resources? In what ways was this aspect of my practice effective?

How did I make sure learners could use technologies and resources effectively, ethically and safely, whether face-to-face or online?

How did I promote access and accessibility for learners, including learners with disabilities?

In what ways have my own skills and capabilities developed through the use of resources and technologies in teaching / supporting learning?

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 across the broad range of your practice.

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.

The moderation of assessment marks / grades is one common procedure that subjects, professional fields and institutions adopt to ensure adherence to expectations of quality and promote improvement, but there are many others.

At Descriptor 1, K5 is really about demonstrating an understanding of how requirements for quality assurance and quality enhancement are relevant to your practice, and why they are important for the learner experience and the broader context of higher education.

Quality assurance and quality enhancement requirements may be formal or informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory or clinic safety, and marking moderation, alongside more formal processes.

The evidence you provide at Descriptor 1 will be strongly influenced by the context you work in and your role. Examples might include:

- discussion of your involvement in learner experience surveys
- examples of your involvement in quality assuring curriculum, resources and materials (this might be as simple as a check-in with your supervisor before you deliver an activity)
- discussion of your involvement in moderation processes for assessments and example(s) showing how this has positively impacted your marking practice
- discussion showing how you align learning activities and/or assessments with the intended learning outcomes of a module / unit or programme, or with professional body requirements
- discussion of measures you adopt to ensure safe working in a laboratory session, practical activity, clinical or workplace learning context.

Consider these questions to help you generate evidence:

What do I know of professional, institutional and/or national standards or requirements that apply to the work I do in teaching and/or supporting learning?

What makes these requirements important?

In what ways do they influence me and how do I take account of them in my practice?

How have I ensured that activities for which I was responsible met the expectations for quality assurance and quality enhancement that apply in my context?