

GOLD D1 Associate Fellow - Mentor Handbook

IMPORTANT INFORMATION – Please read before using this handbook

This Mentor Handbook is only for mentors that are supporting candidates using the Professional Standards Framework (PSF) 2023 and who enrolled onto our GOLD scheme **after** 1st 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.

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1. Introduction

Thank you for agreeing to mentor your colleague during their application for D1 Associate Fellowship through the University of Greenwich GOLD scheme. If your mentee is successful, they will be recognised as an Associate Fellow of Advance HE (AFHEA). 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 AFHEA 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* 31st August 2024, they will be continuing to use UKPSF 2011 and will have their GOLD applications reviewed used 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 and request a copy of the **AFHEA 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 **1st 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 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 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.

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 FHEA to act as a GOLD Mentor for D1 Associate Fellow applications.

If you have any queries, please email GOLD@greenwich.ac.uk ASAP and we can assist you.

As we move to PSF 2023 it is 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 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 1 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 AFHEA PSF 2023 Mentee Handbook and on the AFHEA 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.

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.

If your mentee decides to claim for A2, you will also be required to undertake a developmental teaching observation (Section 5). You should discuss the Areas of Activity early with your mentee to confirm which TWO of the five your mentee proposes to cover in their application.

Finally, as mentor you will provide the Supporting Statement 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 1. Only **one** supporting statement is required for an AFHEA submission. 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.

3.1 Key functions and characteristic 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 1 – 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 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.**

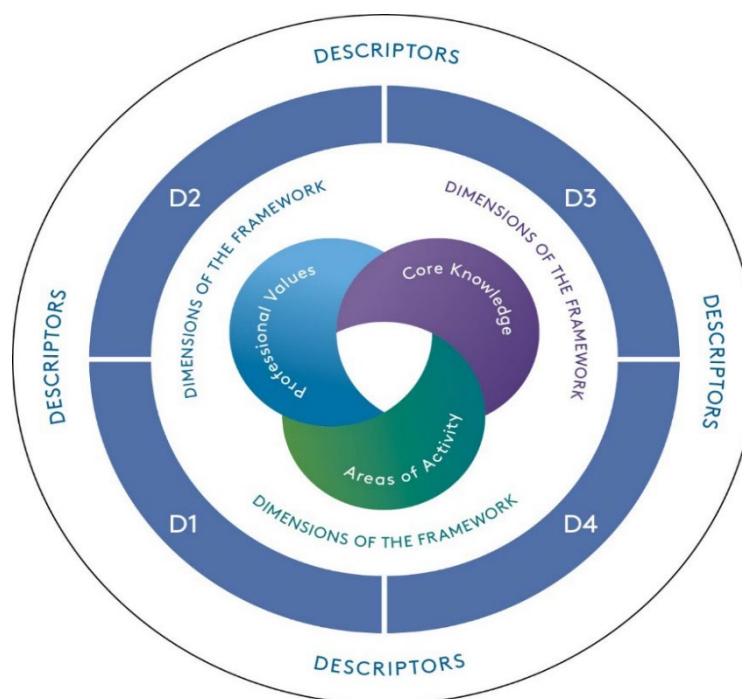


Figure 2: Professional Standards Framework (PSF) 2023

This GOLD Mentor handbook provides guidance related to **Descriptor 1** 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 3: 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** 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.

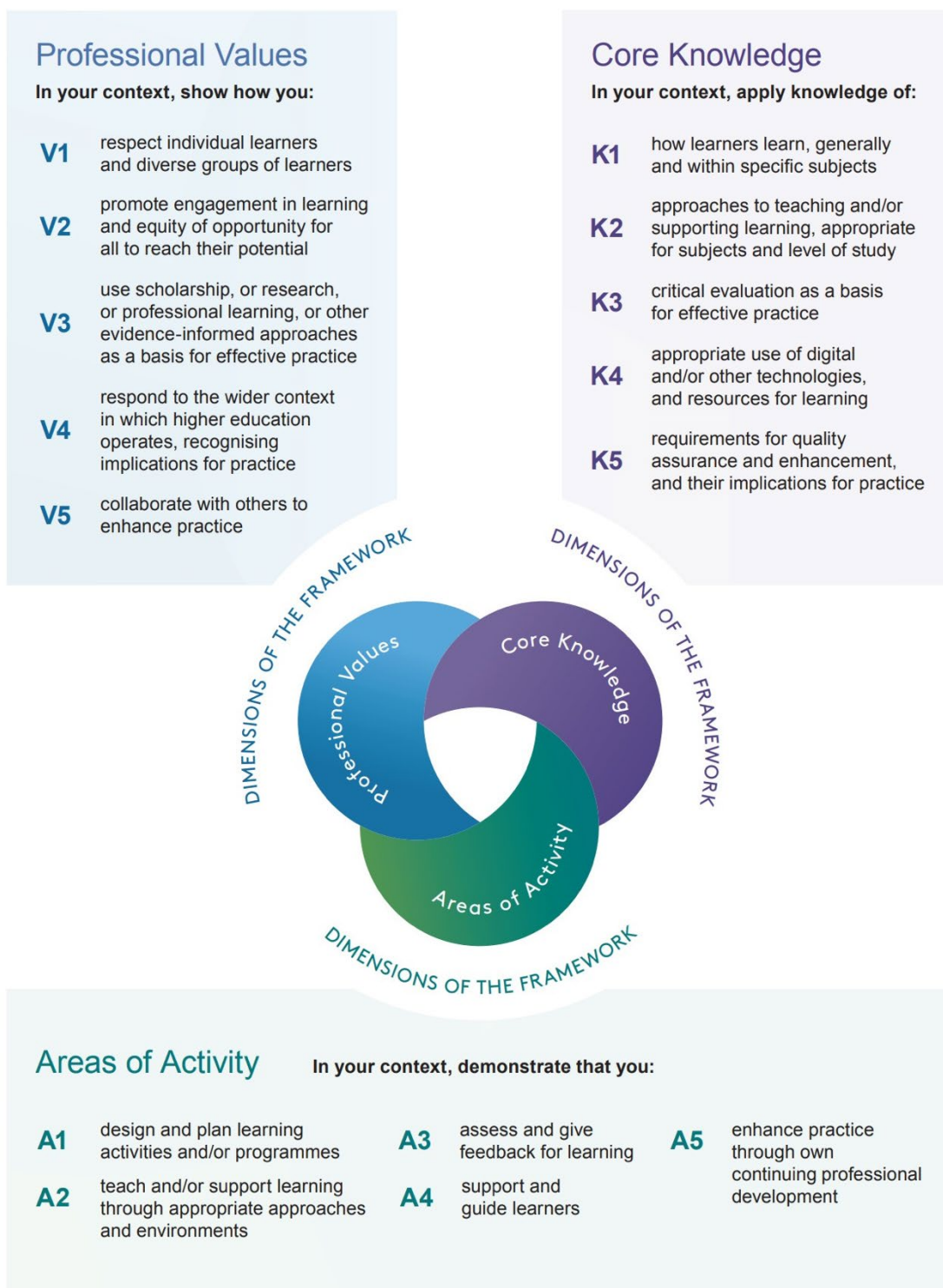


Figure 4: PSF 2023 Dimensions of the Framework

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.

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**

As shown above, the Descriptor 1 criteria statements incorporate specified Dimensions; the 15 PSF 2023 Dimensions are shown in Figure 2.

Your mentee will probably have evidence of their practice that includes some other Dimensions in addition to those that are required for Descriptor 1; they can include evidence of some of these additional Dimensions in an application where they are most relevant if it will enhance and add value to their overall application.

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

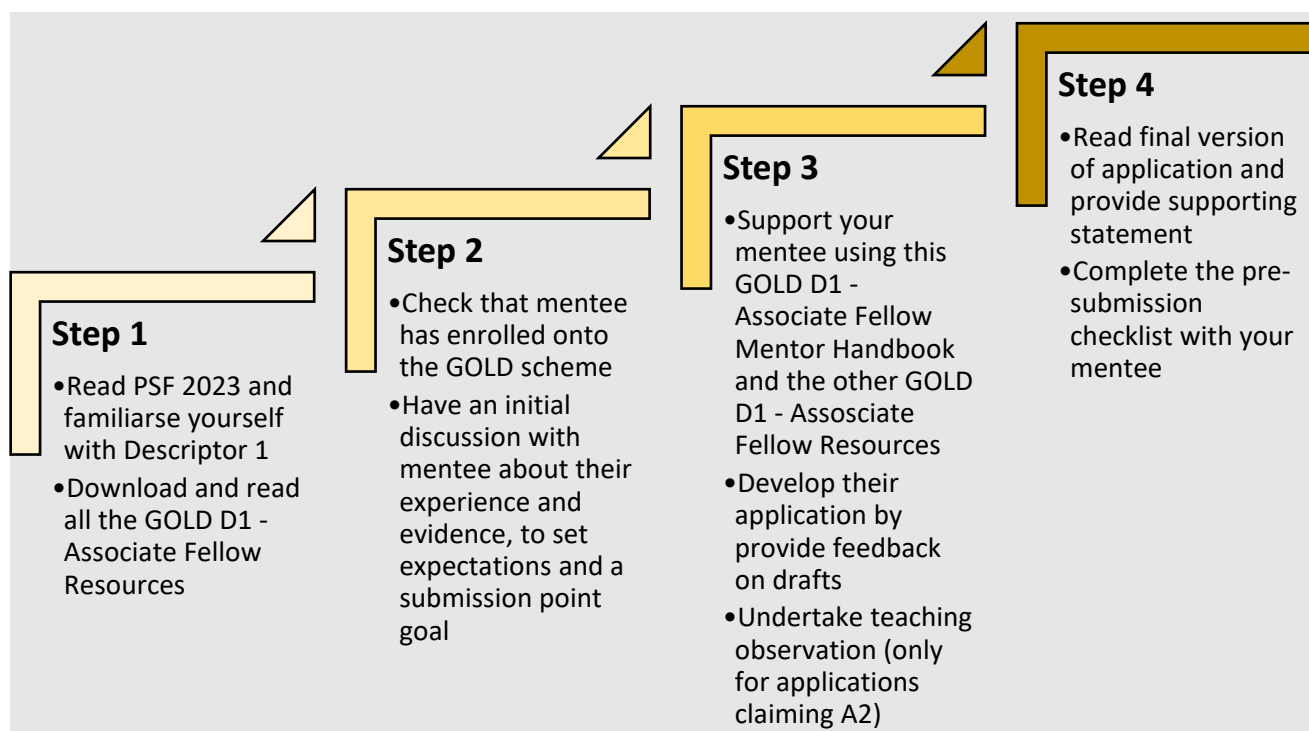


Figure 5: Steps in supporting your Mentee's journey with our GOLD scheme

Step 1

Section 4 above explains the Professional Standards Framework (PSF) 2023. Your mentee's application will be reviewed against Descriptor 1 of this framework.

GOLD D1 Associate Fellow Documents and Resources

Your mentees will require to familiarise themselves with the all the GOLD D1 – Associate fellowship documents when preparing and developing their application. We recommend that you too familiarise yourself with the following resources:

- GOLD D1 – Associate Fellow Mentor Handbook PSF 2023 (this document)
- GOLD D1 - Associate Fellow Mentee Handbook PSF 2023
- GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions

- GOLD D1 – Associate Fellow Application Form PSF 2023
- GOLD D1 – Associate Fellow Supporting Statement Proforma PSF 2023
- Professional Standards Framework (PSF) 2023
- GOLD D1 – Associate 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 D1 – Associate Fellowship Mentee Handbook).

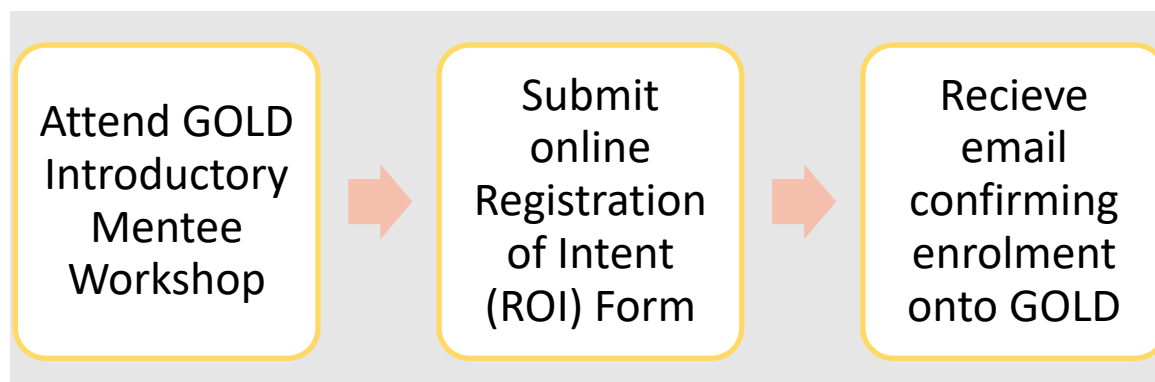


Figure 6: Diagram to show steps required to be taken to enroll onto our GOLD scheme

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

If a mentee's ROI expires before they submit their application, they will be required

to enroll onto our GOLD scheme again by following the process above before their application can be accepted.

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
- Identify the 2 Areas of Activity the mentee will select for their application
- Initially identify any areas that your mentee may need to develop further on or gain evidence for – We recommend mentees to 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

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 contacting our GOLD team via 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 the 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

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

Teaching observation (for A2 only)

If your mentee decides to claim for Area of Activity A2 (Teach and/or support learning through appropriate learning and environments) they must have their teaching observed by you as their GOLD mentor. The mentor is the **only** person who can conduct the teaching observation.

The observation is developmental and is intended to be a vehicle for your mentee to discuss the PSF 2023 and Descriptor 1 within the context of their own practice. The dialogue can be a useful way to reflect and to generate potential evidence for their application. A wide range of practice may be observed as appropriate to their context. This is not limited to teaching student groups but should reflect genuine practice and not be a simulated session created purely to satisfy the GOLD observation requirement. If your mentee does not select A2 (i.e. they choose 2 other Areas of Activity to evidence in your RAPP) they are not required to have a teaching observation.

When undertaking a teaching observation, we recommend that you use the teaching observation template to help structure your notes (See appendix 1) and use for your supporting statement. You are encouraged to use the form to take some notes and to then use it as a basis for some post-observation feedback and discussion with your mentee.

A teaching observation must have taken place within 12 months of the mentee submitting their application.

Step 4

Supporting statement

As part of a mentee's application for D1 Associate Fellowship, they are expected to provide a supporting statement from their GOLD mentor along with their GOLD D1 – Associate Fellowship Application Form PSF 2023.

Only one supporting statement is required for D1 Associate Fellowship applications.

The mentee must provide a final version of their application for you to read and to for you to complete a supporting statement using the GOLD D1 Associate 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 D1 Associate Fellow – Referee Guidance for supporting statements PSF 2023 document, which provides further guidance on how to do this.

If your mentee is claiming A2 in their application, then you must refer to the teaching observation that was undertaken, explicitly stating the date that it took place on.

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 D1 Associate 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 (10% over rule is not accepted)
Application meets all the PSF 2023 Descriptor (D1) requirements and includes these mandatory Dimensions: <ul style="list-style-type: none"> - At least V1 and V3 of Professional Values - At least K1, K2 and K3 of Core Knowledge - At least two of the five Areas of Activity
All required Dimensions mapped in the RAPP in Section 3a/b
Application is a personal account and individual <ul style="list-style-type: none"> - Written in the first person

<ul style="list-style-type: none"> - Contains examples of personal practices and experiences - Explicitly emphasises what the individual has achieved/contributed (particularly in collaborative activities)
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 3 years to show impact and effectiveness
No hyperlinks, appendices, or attachments have been included for Section 3a/b (RAPP)
Teaching observation occurred within the last 12 months (for A2 only)
GOLD Mentor has read final version of this application, prior to completing their supporting statement
GOLD Mentor completed supporting statement using the GOLD PSF 2023 D1 Supporting Statement Proforma

Figure 7: 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.

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

6. Additional support and development opportunities for mentees

6.1 Mentee Support provided by the GOLD team

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

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 your Reflective Account of Practice (RAPP) e.g. on A1, or A2 for example. 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 here.

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.

For the full-day writing retreats, please contact 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

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. inclusive assessment, being an effective personal tutor, inclusive teaching, using Mentimeter, practical teaching course (PTC) etc. available to all staff (including UK and TNE partner staff).

Conferences

Throughout the academic year, there are various teaching and learning conference 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

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).

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 [here](#).

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 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 your mentee to consider and identify evidence of their own effective teaching and/or supporting learning practice that might be used for Associate 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.

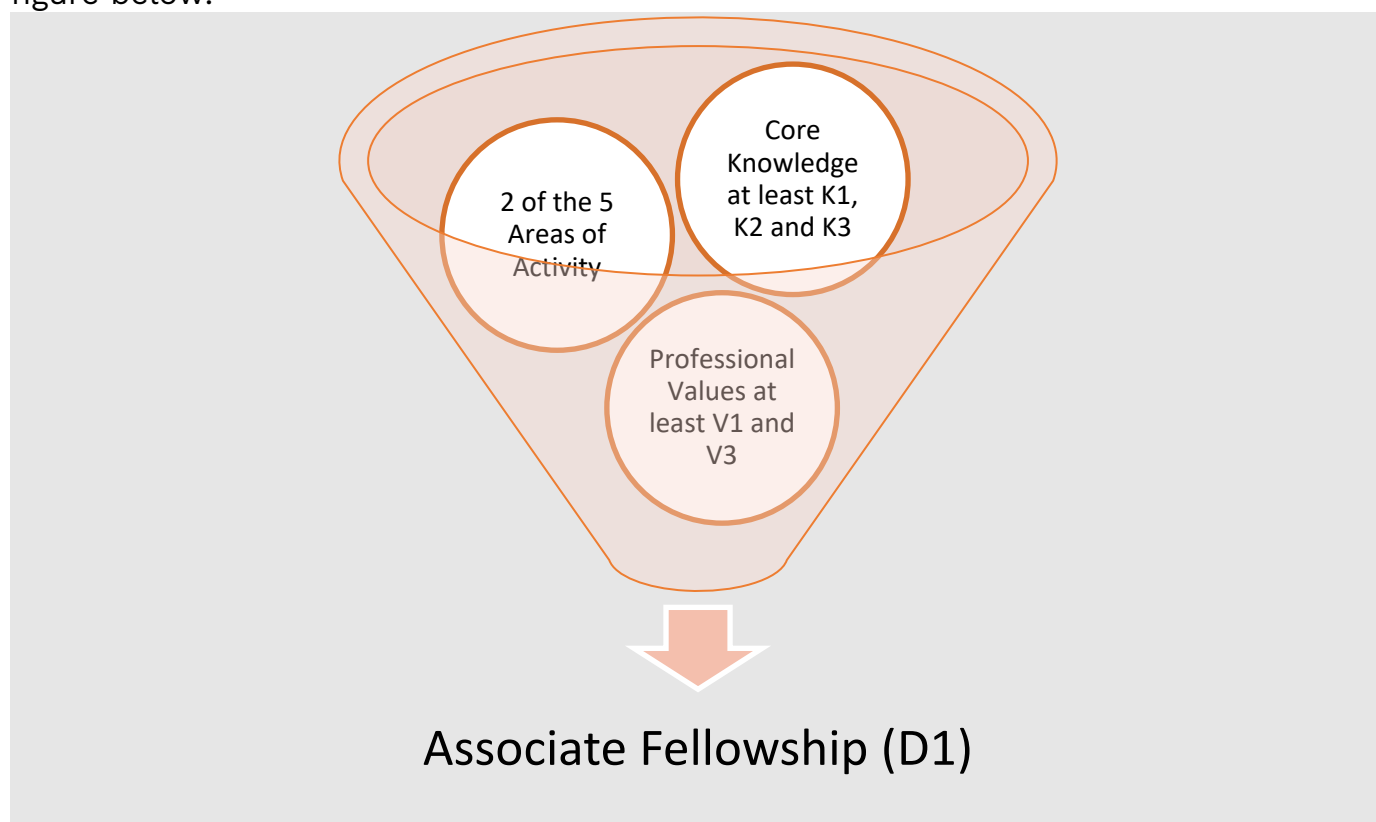


Figure 8 - Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 1

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 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 mentees to structure their application around any two of the five Areas of Activity and so the guidance below starts with A1-5.

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

For Descriptor 1.3 (Associate Fellowship) your mentee needs to provide evidence of **effective and inclusive practice** in at least **two of the five Areas of Activity**.

For any two of the five Areas of Activity listed below, your mentee needs to demonstrate in their context:

- **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 D1. 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 D1 application.

A1 - In your context, demonstrate that you design and plan learning activities and/or programmes

Area of Activity 1 (A1) is about how your mentee plans and prepares learning activities, whether in person or online or both.

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

They may not have had responsibility for all aspects of session planning, but they can identify design decisions they 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 that your mentee explains why they chose that particular plan or design. Your mentee must demonstrate that their practice is effective and inclusive, pick a design or plan which worked well.

Examples of practice relevant to A1

Depending on their context and the nature of their HE practice, mentee examples to demonstrate effective design and planning of learning activities might include:

- creation of appropriate and inclusive lesson plans for a whole session or part of a session
- planning for one-to-one tuition; for example, the plans created for individual tutorials, to help learners develop library skills, or to provide individual study support
- development of individual learning plans
- planning of a short lecture, a seminar or laboratory activities
- planning of guidance for group sessions involving library activities, writing, learning support activities or practical work (e.g. in art and design studios, music technology studios, fieldwork or clinical settings)
- planning of activities and/or resources to develop learners' use of software/hardware, technical skills or virtual learning environment/learning management system
- planning for teaching and support activities outside standard on-campus contexts, for example for online support or fieldwork.

You and your mentee should consider these questions to help 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 mentees direct engagement and interaction with learners as they teach and/or support learning. They may have facilitated the development of specific skills or disciplinary insights. They may have worked with individuals or large or small groups, remotely or in person. **If your mentee choses this Area of Activity you must conduct a teaching observation within 12 months of your mentee submitting their application for review.** This observation is developmental and provides a vehicle for the mentee to demonstrate practice, and for that to serve as a basis for discussion and evidence reflection and generation. It also is serves to aid you writing their supporting statement e.g. to authenticate practice. The observation should be 45-60 minutes to allow you sufficient time to get a good sense of your mentees practice. There is no observation form to complete but you are, where appropriate and applicable, recommended to note things such as:

- Overall structure and evidence of planning (Use of activity and interaction; pace; sequence, variety. Relating topic to module, programme or employability context).
- Communication and interaction (Clarity of explanations, rephrasing & paraphrasing; questions from students opportunities for students to discuss and input; student engagement; use of AV and online resources)
- Monitoring and supporting learning (Evidence of student learning?)

Checking of understanding. Provision of feedback through dialogue, questions, formative activities, reinforcement)

- Relationships (Icebreaking, approachability, rapport, (differentiated) support, guidance, responding to feedback from students)

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

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

Your mentee 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 they are clear about their specific individual role if they have worked in a team.

Examples of practice relevant to A2

Depending on your mentees context, examples to demonstrate that they 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.

With your mentee you should consider these questions to help them 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?

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

A3 is about your mentees 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 their practice might be to explain how they have fostered and encouraged learning through assessment, and/or to discuss their approach to giving feedback.

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

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

Their experience of assessment may have involved marking assessment tasks

(written, oral, or practical) which counted towards a qualification (summative assessment).

They 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 them to gauge learners' progress and adjust teaching and/or support for learning to ensure that they are successful. They may have checked that learners are clear about summative assessment criteria and how they can meet requirements.

Their work on assessment and feedback will often have involved collaboration with others. If so, make sure they identify their individual role and contribution.

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

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

Examples of practice relevant to A3

Depending on their context and role, examples to demonstrate the effectiveness of their 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 (e.g. avoiding plagiarism).

With your mentee you should consider these questions to help them 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 your mentee has taken to ensure that learners receive the support and guidance they need for successful outcomes in their learning. They 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 their main role. They 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. They may have a role specifically related to promoting learners' physical and mental well-being. They may be an expert in the provision of specific types of guidance.

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

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

Their 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 they adopt and resources they use can support learning and provide examples demonstrating how they know they are of value to learners.

Examples of practice relevant to A4

Depending on your mentee's context and role, examples to demonstrate the effectiveness of their 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; e.g. 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.

With your mentee you should consider these questions to help them 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 your mentee has used the learning from their own professional development in teaching and/or supporting learning and how this has resulted in effective learning for others.

The types of professional development they discuss will depend on 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. They might also include examples of activities undertaken as part of a group, for example to develop new learning activities or resources, where these have contributed to their skills and/or understanding of learning and teaching.

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

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

Examples of practice relevant to A5

Depending on your mentee's context, examples to demonstrate enhanced practice through their 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.

With your mentee you should consider these questions to help them 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?

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.

For Descriptor 1.1 (Associate Fellowship) your mentee will need to provide evidence that shows how they 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

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 mentees working 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 your mentee provides for V1 at Descriptor 1 should:

- demonstrate that they have got to know who their 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 they ensure that their teaching and/or supporting learning practice reflects 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 provided will be influenced by the context your mentee works in and their 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 your mentee provides time and attention to all learners, valuing their contributions and setting an expectation of mutual respect where they have charge of a learner group
- setting clear expectations for behaviour in the sessions they 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 they know any disability learning needs of their learners and providing specific adjustment where required.
- adjusting the seating or environment to encourage peer learning across different groups
- finding out who their 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 they work with

With your mentee you should consider these questions to help them 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 to reach their potential.

Your mentees' evidence should show their 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. They should provide examples of any actions they may have taken within the scope of their own practice to enable learners to access the support they need.

Examples of practice relevant to V2

Depending on context and role, examples 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 (e.g. 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; e.g. 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.

With your mentee you should consider these questions to help 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

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

The actual sources of that evidence that they point to can be varied, and will differ

according to context of work, their role, and the type of teaching and/or support of learning involved.

Whatever the evidence base(s) used to explain why they do what they do, your mentee should indicate how their 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 them demonstrate that their use of the evidence-based approaches has helped make their practice effective / has resulted in effective practice.

Examples of practice relevant to V3

Depending on context and role, examples your mentee provides might include:

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

The examples they provide to show the rationale for their decisions/approaches will depend on context and role but whatever the specific examples, they 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 they found it useful and relevant to their context or the situation they faced
- what benefits or positive impact resulted from following the guidance or acting on the information.

With your mentee you should consider these questions to help generate evidence:

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 mentees understanding of, and response to, implications for their 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 (Section 3) 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 your mentee recognise that events within their daily life can impact their learners and that national or global issues have implications for programme design and the activities used in learning and teaching. You will want your mentee to demonstrate that they understand factors impacting their learners and why they are important to the learner experience and/or wider context.

Examples of practice relevant to V4

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

Consider these questions to help your mentee to 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 mentees' work in relation to teaching and/or supporting learning.

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

Your mentee might also focus on collaboration with people who work in different teams from them. 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.

Your mentee might also focus on what they have learnt from their learners, as they

can often provide useful insight into strengths and weaknesses of their approaches and help them to see their own practice from a different perspective. They may also provide examples to include in their future work, which can enhance the learning of other learners.

Your mentees 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 your mentee will, as always, want to explain the context they work in and their role which will significantly impact who they work with and/or collaborate with. In discussing their collaboration, your mentee should very clearly indicate their own contribution, and the effectiveness of the part they played.

Examples of practice relevant to V5

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

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

Consider these questions to help your mentee generate evidence:

Who helped me in my work? and what did I learn from them that had a positive impact on my practice? (e.g. 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?

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) your mentee will need to provide evidence that shows how they **apply** Core Knowledge in their 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 about demonstrating how your mentees HE practice is informed by an understanding of how learners learn in your mentee's particular context. It is important to give specific examples to show how this knowledge enables them to teach and/or support learning effectively.

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

- what they know about the characteristics of their learners (such as mature learners, recent school leavers or workplace learners), and how this has influenced their effectiveness in teaching / supporting learning
- what your mentee knows of learners' perspectives about how they learn (beyond your mentees own experience as a learner), and how this has influenced their practice
- aspects of your mentees subject knowledge or industry / professional expertise that have helped them to be effective in teaching or learning support
- how your mentee has taken account of theory or research evidence about how learners learn in higher education as part of effective practice.
- where your mentee has drawn on diverse forms of knowledge and cultural beliefs about education in their context, and where relevant, how they have recognised indigenous people's knowledge and understanding.

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

Examples of practice relevant to K1

The evidence your mentee provides will be influenced by the context they work in and their 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 subject, industry or professional knowledge to make effective feedback available to learners

- helping learners to learn effectively within particular activities (e.g. simulations, small group discussions) based on theories, frameworks or models
- effectively responding to a specific challenge about how learners learn in their context
- effectively supporting learners during induction, or at other key transition points, in a manner that reflects your mentees knowledge of how learners learn
- professional development that has changed your mentees perspectives about how learners learn, and how it has contributed to their effectiveness.

Consider these questions with your mentee to help them generate evidence:

What have I learned about how learners learn in higher education – either generally, at specific levels (e.g. 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? (e.g. 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 about demonstrating that your mentee brings to their 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 them to teach and/or support learning effectively.

Possible areas of focus include:

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

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

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

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

Examples of practice relevant to K2

The evidence your mentee will provide will be influenced by the context they work in and their 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 your mentee may not have initiated or planned activities themselves; the emphasis is on how they approached them, working from their own knowledge base, and how learners responded
- using authentic workplace resources and activities within your mentees teaching and/or learning support practice, and how they have helped their effectiveness

- varying their 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 with your mentee to help them 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 (e.g. 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? e.g. 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 closely related to V3, as part of explaining why your mentee does what they do, in the way that they do it. K3 is about how, and on what basis, your mentee critically evaluates the effectiveness of their practice in teaching and/or supporting learning. Here, the word “critically” means “in a balanced way” i.e. acknowledging both strengths or achievements and limitations or potential improvements.

For K3, it is important to show that your mentee makes evaluative judgements about their practice based on evidence. Your mentee also needs to show that they take action to adjust their 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 for your mentee to show that their evaluation has been informed by scholarship or research or professional learning or other evidence-informed approaches (see Professional Values, V3).

It is understood that your mentee will not be able to access information beyond the

scope of their role and that some or all of their evidence may be collected informally. For example, your mentee 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 collected informally.

Examples of practice relevant to K3

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

- their contributions to learner support services or initiatives
- how effectively they 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 your mentee might use include:

- learner perceptions of their learning and feedback
- their own observations
- discussions with colleagues
- data they 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 they 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 they 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 their own practice.

Consider these questions with your mentee to help them 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 mentees 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 their knowledge base enables them to teach and/or support learning effectively.

Your mentees' 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 their knowledge has informed their practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field.

Examples of practice relevant to K4

The evidence your mentee provides at Descriptor 1 will be influenced by the context they work in and their role. Examples of areas of focus include:

- how your mentee incorporated technologies and resources in their 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 your mentee planned effectively to ensure the necessary resources were available to learners, including learners with disabilities
- how your mentee promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
- how your mentee 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 their effective practice
- how your mentee have supported learners to understand the reports from text similarity detection systems and to use them developmentally.

Consider these questions with your mentee to help them 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 mentee's context, and the implications across the broad range of their 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 mentees 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.

Examples of practice relevant to K5

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

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

Consider these questions with your mentee to help them 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?

8. The GOLD Enrolment & Application Process

As a GOLD mentor it is important to understand the process your mentee needs to go through to gain AFHEA recognition. The following stages are explained at the mandatory Mentee Development Workshop and are included in the GOLD D1 Associate Fellowship – Mentee Handbook PSF 2023.

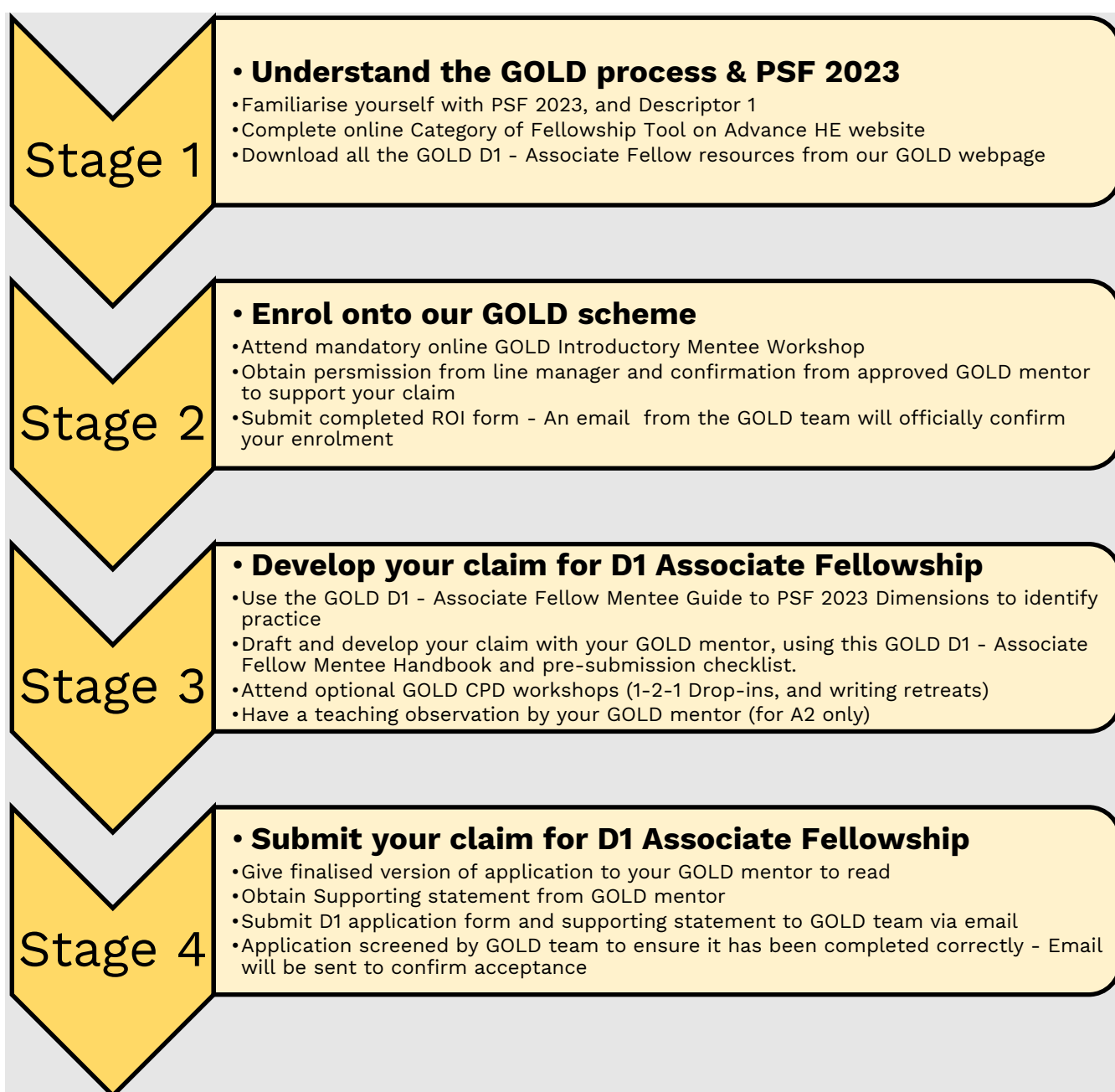


Figure 9: The 4 stages of the enrolment and application process for our GOLD scheme

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%” rule)
- 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 teaching observation having taken place – only if claiming A2 (date stated in section 1 of the application form, and corresponding date is referenced in supporting statement)
- Mentee’s ROI is still valid
- Mentee has supported by an approved GOLD mentor
- Supporting statement has been written by your GOLD mentor and has mapped to the PSF 2023

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 1 working day. If they do not receive an email confirmation, they can contact our GOLD team urgently via gold@gre.ac.uk.

10. The GOLD Reviewing Process

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

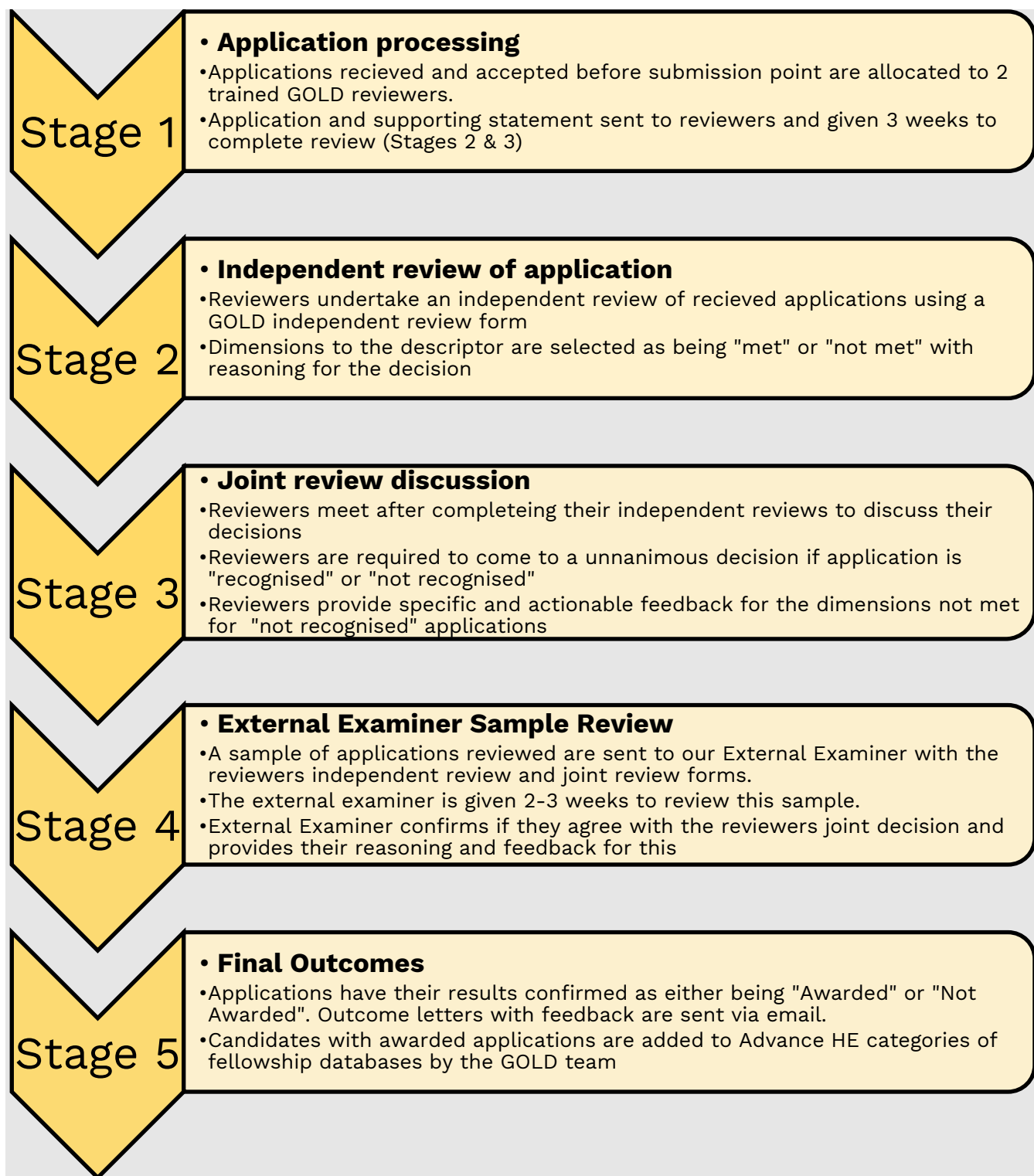


Figure 10: The 5 stages of reviewing applications in our GOLD scheme

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.

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 1-1-2 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 D1 claims are permitted an additional 200 words for the reflective commentary (RAPP).

11.2 Screencast resubmissions

For a screencast, your mentees 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 to be 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 2-3 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 (D1) 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 (D1) 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 D1 Associate 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 booking 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

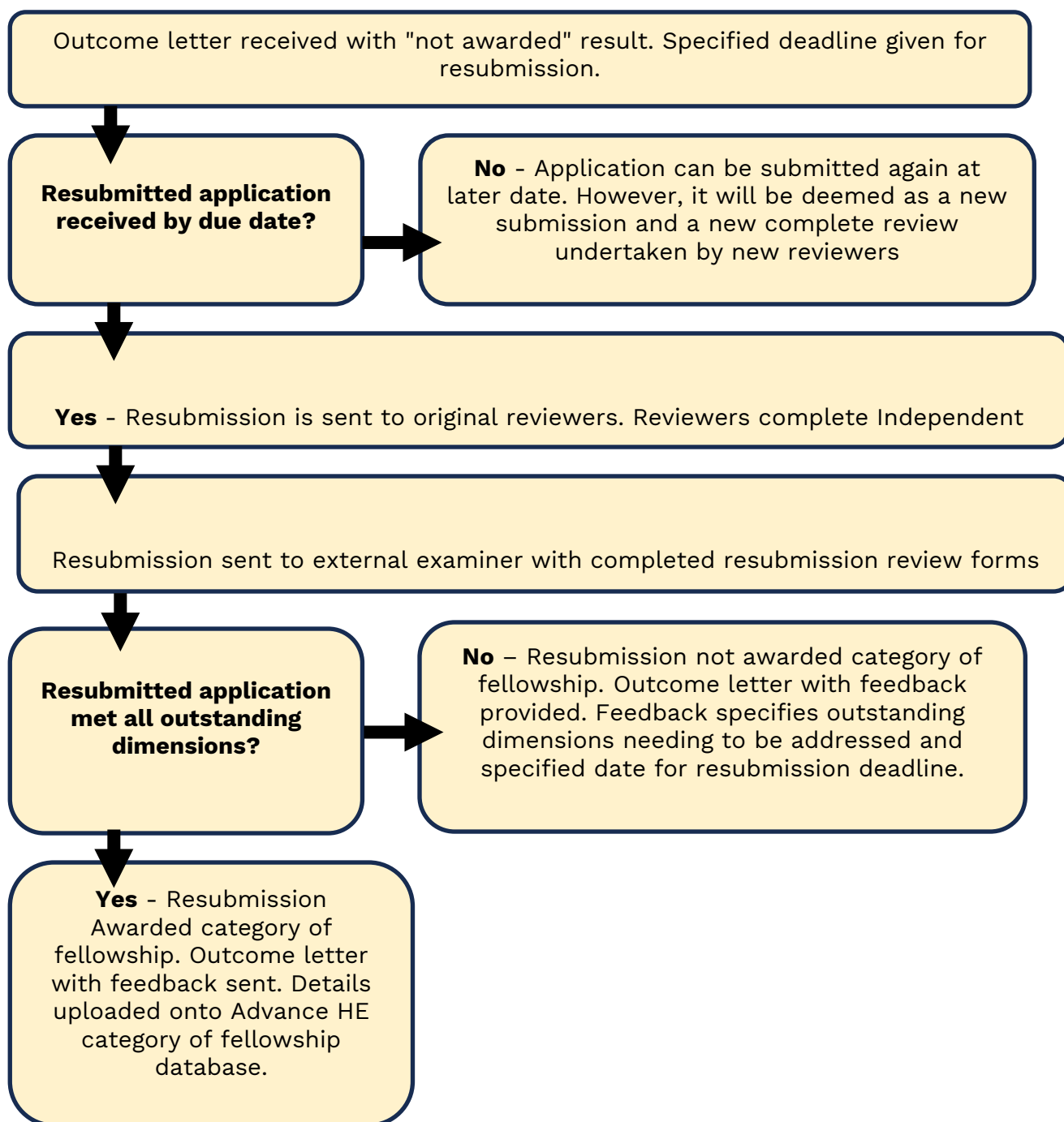


Figure 11: The Resubmission processes for our GOLD scheme

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. 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 Library Services 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 as 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 Library Services and Academic Enhancement (*ex officio*)

15. Confidentiality

The application and review process are 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 purpose 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 mentees 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.

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



Appendix 1 – Teaching Observation Form (for A2 only)

Date of Observation	
Type of Session	
Name of Mentee Person being observed	
Name of GOLD mentor Person observing	
Number of students present	
Planning and preparation e.g. Planning of session outcomes and activities, use of space, resources and other materials.	
Overall structure Use of activity and interaction; pace; sequence, variety. Relating topic to module, programme or employability context.	
Communication and interaction Clarity of explanations, rephrasing & paraphrasing; questions from students; opportunities for students to discuss and input; student engagement; use of AV and online resources	



<p>Monitoring and supporting learning</p> <p>Evidence of student learning? Checking of understanding. Provision of feedback through dialogue, questions, formative activities, reinforcement.</p>	
<p>Relationships</p> <p>Icebreaking, approachability, rapport, (differentiated) support, guidance, responding to feedback from students</p>	
<p>Summary</p>	

Appendix 2 – Detailed Pre-submission checklist

Questions to ask	What to check
<p>Supporting statement</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"> - Are there 2 supporting statements? (one from the mentor, one from a referee) - Are they both on the GOLD supporting statements template? - Are they the right length (1 side A4 for AFHEA) - Are the supporting statements mapped to the PSF 2023/relevant descriptor? - Do they corroborate and positively support the application? - Does the mentor supporting statement specifically talk about the observation of teaching (not required for AFHEA unless A2 has been included)
<p>Is it a personal account?</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"> - Is the application written in the first person e.g. “I did, I think, I wondered, I reflected, I thought, I realised, I felt...” - Does it contain personal practices and experiences of the mentee? - Does the application show a range of examples and/or experiences about the mentees teaching practice?
<p>Is it individual?</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"> - Is the application focused on how the mentee teaches/supports HE learning? - If collaborative activities are mentioned, does it explicitly emphasise the particular role/contribution of the mentee?



<p>Is it reflective?</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">- Does the application go beyond describing practice?- Does the application spell out what the mentee does and why?- If the mentees practice has changed over time, does it say how and why and what informed any change?- Does it spell out how the mentee knows that their practice is effective?- Is it professionally self-critical?
<p>Does it show impact?</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">- Does the application show evidence of impact of their practice?- Does it provide a list of “Thank you that was helpful” quotes? Or does the evidence really demonstrate impact?



<p>Is it scholarly?</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">- Does the application show how the mentees teaching and learning practices have a rationale and are informed by pedagogic research/theory/concepts/evidence?- Does the application justify their practice pedagogically?- Is there a complete list of references provided, which are directly cited within the RAPP?
<p>Is it evidence-based?</p> <p>Examples could include professional bodies, discipline research, learned societies, UoG policy e.g. A&F, inclusivity etc., NSS, TEF, OfS, QAA subject benchmarks, SEEC level descriptors etc.</p>	<ul style="list-style-type: none">- Does the application show how the mentee evaluates their own practice?- Does the application include evidence from the sector/HE T&L landscape to support the narratives?



<p>Does it meet Descriptor category requirements?</p>	<ul style="list-style-type: none">- Does the application align to D1 or D2 as appropriate?- Is the evidence provided at the appropriate level for the Descriptor?
<p>Is it aligned to the PSF 2023?</p> <p>The evidence being presented to claim for all dimensions of the PSF must be explicit.</p>	<ul style="list-style-type: none">- Are all appropriate dimensions covered in sufficient depth?- Does the application articulate the connections with the PSF effectively and appropriately to the descriptor level?- Are all required dimensions mapped within the narrative for the Areas of Activity?- Is the mapping in the narrative in situ? (rather than in a long list at the end of a section)?
<p>Is the evidence current and sufficient?</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">- Does the application include evidence from the last 3 years of practice?

<p>Commitment to on-going development and maintaining good standing</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"> - Has the value of attending the CPD been explained? Has it been made clear how it has changed/reinforced/influenced practice? - Does the application show engagement with relevant, L&T related CPD in the recent past? - Does the application talk about how the mentee has used the CPD to inform their L&T practice? - 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&T)
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Overall	<ul style="list-style-type: none">- Does the application meet the descriptor and all of the relevant dimensions (Core Knowledge and Values)?- Is there sufficient range and breadth of evidence, specifically for Areas of Activity?- Is the evidence provided at the appropriate level for the Descriptor?- Are appropriate impact and effectiveness demonstrated, either explicitly or implicitly, in the evidence presented?- Are these qualities addressed by the supporting statements?- 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- Has the password and a correct working link been supplied for accessing a screen cast recording?- Has it got everything (supporting statements? Signature?)- Is the application on the correct and current version of the application form?- 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- Has the context statement been provided. Remember this must not have mapping to any dimensions- Has the action plan been completed?
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