

GOLD D3 Senior Fellow - Mentee Guide to the PSF 2023 Dimensions

IMPORTANT INFORMATION – Please read before using this guide

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

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

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

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1. Introduction

This GOLD Mentee Guide to the PSF 2023 Dimensions – Senior Fellow (D3) explains the Professional Standards Framework (PSF) 2023 and the types of evidence of effective practice required for Descriptor 3 (D3), which is the basis for the award of Senior Fellowship.

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

Senior Fellowship is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts that influence and/or lead the practices of others who teach and / or support higher education learning, providing approaches, such as direction, mentoring, management, encouragement and inspiration through knowledge, experience and expertise.

This guide starts by introducing and explaining the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate for Senior Fellowship. This 'Guide to the PSF 2023 Dimensions for Senior Fellowship (D3)' will be useful to support your understanding of the PSF 2023 and the types of evidence of your teaching and/or support for learning practice that are appropriate to successfully evidence the PSF 2023 Dimensions required for Descriptor 3.

This guide should be read in conjunction with the GOLD D3 – Senior Fellowship Mentee Handbook PSF 2023 and should be used to help you develop your evidence to make a submission through the GOLD scheme, using the GOLD D3 – Senior Fellow application form. These documents are available online at the GOLD website.

2. Using this Guide to the PSF 2023 Dimensions

2.1 D3 Senior Fellowship

This guide starts by introducing and explaining the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate for Senior Fellowship. This **GOLD Mentee Guide to the PSF 2023 Dimensions – Senior Fellow (D3)** will be useful to support your understanding of the PSF 2023 and the types of evidence of your teaching and/or support for learning practice that are appropriate to successfully evidence the PSF 2023 Dimensions required for Descriptor 3. You are strongly encouraged to read it carefully. This guidance focuses on each of the 15 Dimensions in great detail. It includes lots of different examples of practice to reflect the wide range of roles and contexts in which HE practitioners work at Greenwich (or one of our partners). The questions and examples provided are **indicative only** and may not be relevant to your practice; you may have different appropriate examples, depending on your own unique context. You should discuss all possible evidence with your GOLD Mentor.

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

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

Currency of practice is important for the award of Senior Fellowship so focus on identifying examples of your recent **influence/leadership** practice from **within the last three - five years** to present in your RAPP and in your two Leadership case studies. Remember that being able to show sustained practice and impact is central to all SFHEA claims.

2.2 Essential resources to engage with along with this guide

Before starting to use this guide, you should complete the **Advance HE Fellowship Category Tool (PSF 2023 version)**, which is free to use on the Advance HE website [here](#). This should provide useful insight whether you are following a direct application or an accredited provision route. You should also read the **GOLD D3 Senior Fellow - Mentee Handbook PSF 2023** and have a copy of the **GOLD D3 Senior Fellow - Application Form PSF 2023** to hand.

3. The Professional Standards Framework 2023 (PSF 2023)

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

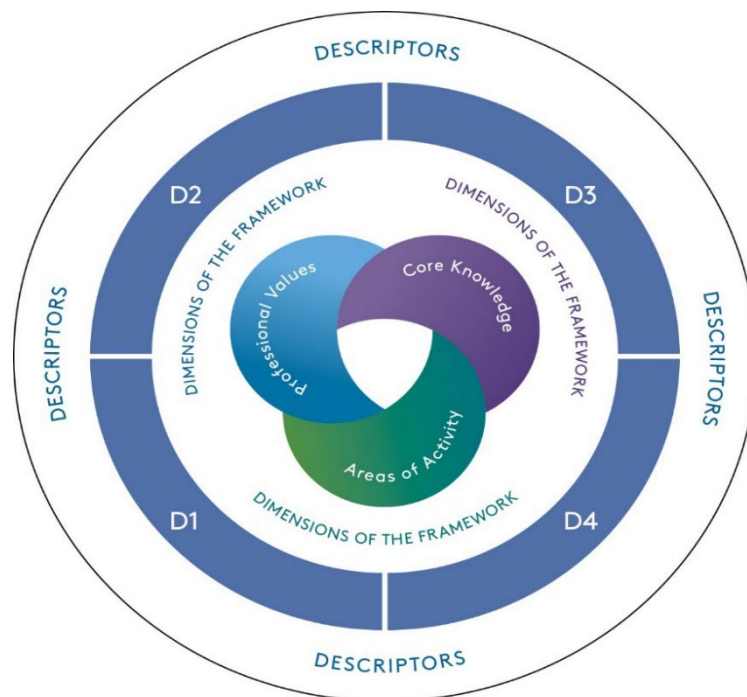


Figure 1: Professional Standards Framework (PSF) 2023

This guidance document provides guidance related to **Descriptor 3** ([PSF 2023](#), p9) which is the basis for the award of **Senior Fellowship**.

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence to meet the three Descriptor 3 criteria statements, D3.1, D3.2 and D3.3, which are the basis for the award of Senior Fellowship.

These criteria statements incorporate all Dimensions as shown in Figure 2 below:

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



Figure 2: PSF 2023 Descriptor 3 showing the three Descriptor 3 criteria statements D3.1, D3.2 and D3.3

The **PSF 2023 Dimensions are 15 statements** ([PSF 2023](#), p5) which inform and describe practice. Essential to professional practice, these Dimensions identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

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

- **Professional Values:** underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- **Core Knowledge:** informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- **Areas of Activity:** bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

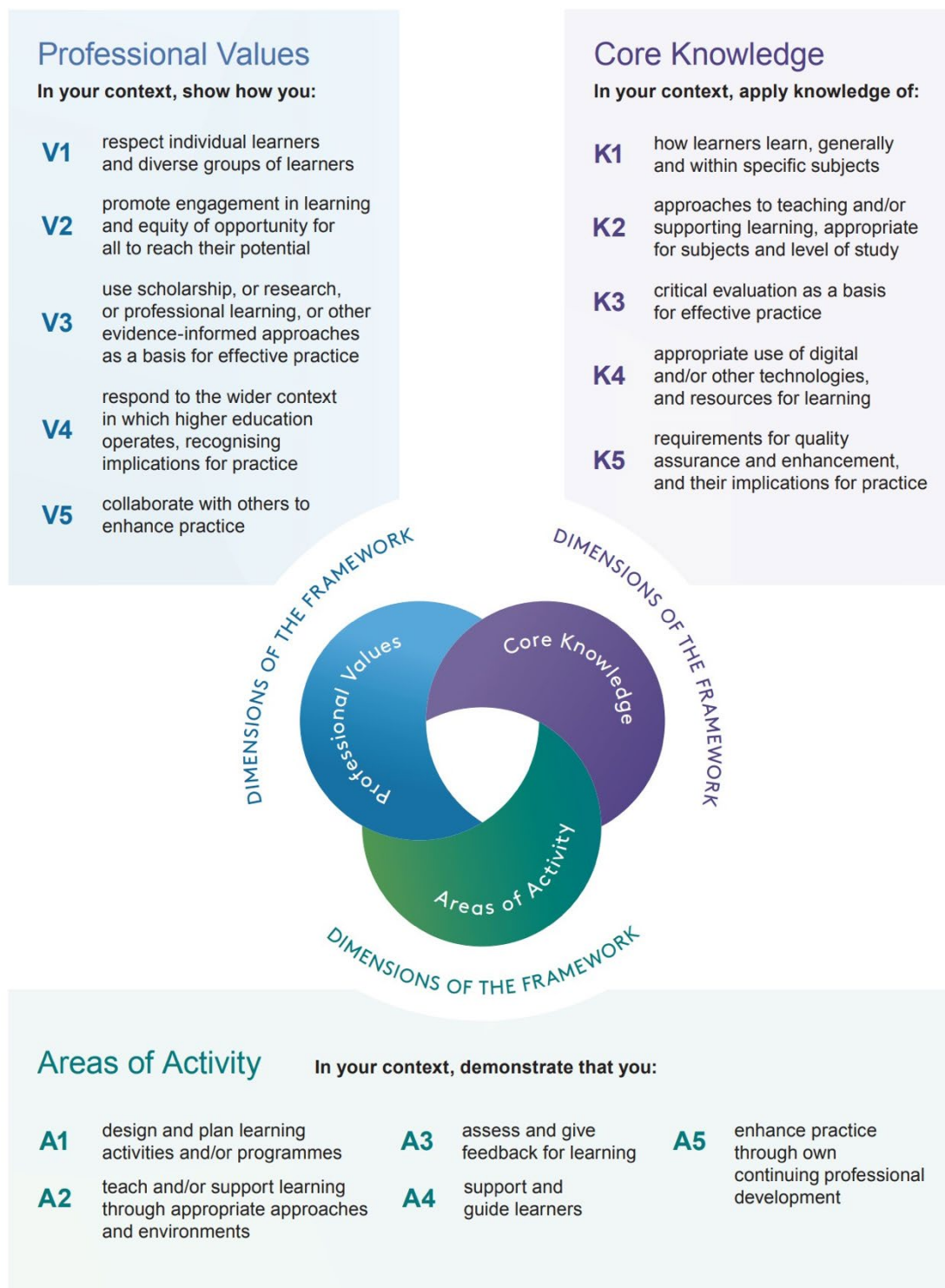


Figure 3: PSF 2023 Dimensions of the Framework

3.1 Evidence required for Descriptor 3

Descriptor 3 requires evidence of effective practice for all 15 PSF 2023 Dimensions, as shown below (and Figure 2 above):

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

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

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

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

Figure 4 below illustrates the way in which a Senior Fellow's practice supports high quality learning through leading/ influencing the teaching and/or learning support practices of others (colleagues, peers, mentees, internal/external, etc.).



Figure 4: Senior Fellow impact on HE learning through leading or influencing others' teaching and/or support for learning practices.

You may still be engaged with a substantive role in teaching or working directly with students to support learning; however, **these are not examples that you should select to focus on in an application for Senior Fellowship**. Expectations for

engagement with the PSF 2023 Dimensions at Descriptor 3 differ from that expected at Descriptor 2, which is focussed on direct work with learners.

Equally, you may not have taught or worked directly with students previously; for example, you might have departmental and/or wider teaching and learning support advisory responsibilities within an institution but not have worked as a practitioner directly with students.

Regardless of your route towards Senior Fellowship, to evidence Descriptor 3 you will need to be able to demonstrate your '**comprehensive understanding and effective practice**' that '**provides a basis your work in leading or influencing**' the practices of other HE practitioners. You will also need to show that your practice is **effective, inclusive and integrates all Dimensions** (D3.2).

4. Evidencing the PSF 2023 Dimensions

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

We have included prompt questions in each section. We hope that these questions will help you to consider and identify evidence of your own effective ‘leading and influencing’ learning and teaching practice that might be used for Senior Fellowship.

You are required to inter-relate the Areas of Activity i.e. not write about A1, A2 etc. separately. You should write a holistic narrative (both for the Reflective Account of Professional Practice (RAPP) and your two leadership case studies) that combines relevant dimensions.

4.1 Dimensions are inter-related and integrated

Although each Dimension is discussed separately in the guidance below, the Dimensions are inter-dependent and integrated in practice, as illustrated in Figure 4 below.

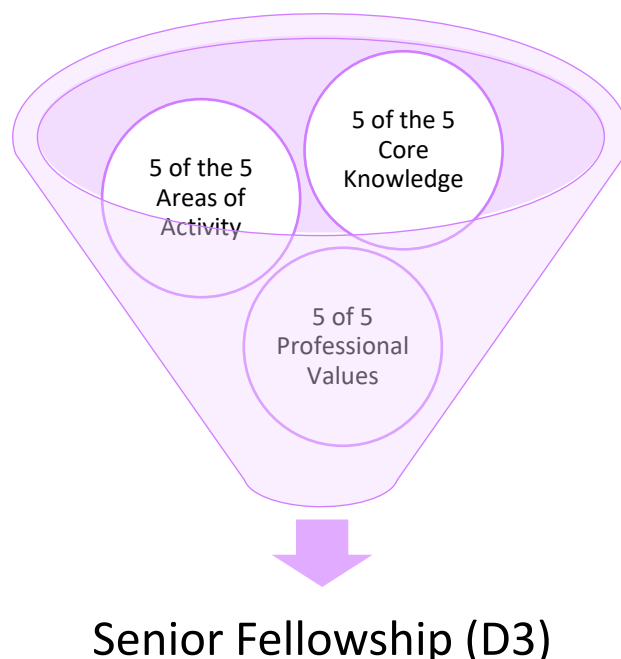


Figure 5: Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 3

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

Developing a new Masters programme required me to design modules (A1) and coordinate the teaching and assessment activities of the wider programme team (A2). I established collaborative working with senior leaders in three prestigious private art galleries in the city (V5). This created innovative learning opportunities for students, including opportunity to secure high level work placements (V4).

Our teaching and technical staff also benefitted from professional learning gained during collaboration on commercial projects with these partner organisations, bringing this back into their work with learners (V3). Graduates from the MA have progressed to careers in national and international galleries and museums, as well as going on to doctoral level study (K3).

Remember that an application for Senior Fellowship must evidence D3.2: practice that is effective, inclusive and integrates all Dimensions.

Although each Dimension is considered separately below, you should look to make appropriate connections between Dimensions. The guidance starts with 'Evidencing the Areas of Activity (A1-5)' but you can access the guidance about each Dimension in any order to suit your needs.

4.2 Context

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

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

- **Learners:** throughout this guidance we refer to 'learners' to include all individuals engaged in learning in all higher education contexts; this incorporates learners, colleagues, other staff, work-based professionals, etc. You will identify what types of learners you work with in your context.
- **Learning environments:** this includes all the diverse situations in which learning takes place, such as on campus, virtual, in practice, workplace,

outdoors, home and community, involving individual and / or groups of learners, and specialist facilities such as laboratories, performance studios, simulation suites, libraries, etc. You will identify the specific learning environment(s) in which you teach and/or support learning.

- **Level of study:** (K2) refers to the level of higher education study undertaken by learners, such as a short course, module, foundation years/enabling programs, foundation degree, undergraduate degree, diploma, masters, doctoral or post- doctoral study, etc. You will make clear what ‘levels’ of higher education study your learners are engaged in.
- **Programme:** a part of, or whole programme / course of study undertaken in higher education such as degrees, modules, courses, units, work-based higher education programmes and short courses; terminology varies according to context and you should use the terminology relating to your context.
- **Wider context:** broader environments which impact higher education, which may be pertinent globally and / or nationally / locally such as sustainability, ethics, employability, socio-political factors, and learners’ well-being.
- **Effective practice:** you need to show that your teaching and/or support for learning practice is ‘effective’ in achieving its intended outcomes. The guidance below for Dimension K3 will help to give you some examples of the types of evidence you might be able to use to demonstrate ‘effectiveness’ in your context.

4.3 Evidencing the Areas of Activity

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

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

In your CONTEXT demonstrate that you:

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

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

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

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

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

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

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

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

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

Examples of practice relevant to A1

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

- supporting and guiding colleagues in planning or updating programmes of study, or in adapting programme designs in accordance with new institutional policies
- influencing the design of learning activities to enable colleagues

to provide strong support to students so they can achieve challenging learning outcomes

- mentoring and supporting less experienced supervisors in their design and planning of activities to support research students in topic choice, the development of detailed research proposals and plans and designing supervisory meetings to advance their research projects
- planning and designing induction incorporating study skills support across departments or more widely
- co-ordinating, supporting, managing or leading the design of subject-based doctoral programmes or of components of doctoral programmes; for example, team approaches to induction and research training workshops or modules
- leading on approval, validation and enhancement processes; including in conjunction with partner institutions, employers and/or professional and statutory regulatory bodies (PSRBs) (as relevant)
- contributing to the updating of PSRB criteria and/or associated learning/validation materials for accreditation (for example healthcare and other professional contexts such as engineering, architecture, and psychology)
- developing curriculum design to enable colleagues to use digital technologies effectively to facilitate high quality learning.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

A2 is about your influence on the practices of your peers and their direct engagement and interaction with learners during their teaching and/or support for learning; their interaction with learners may have involved a wide variety of learner types and levels of study, it may have been with individuals or large or small groups, remotely or in person.

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

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

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

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

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

Examples of practice relevant to A2

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

- coaching and mentoring the teaching and/or learner support activity of new and established staff
- observing, reviewing and enhancing the teaching and/or learning support practice of others in a range of settings
- offering guidance and consultancy and/or providing training (for instance in a professional services role)
- working with senior teams or committees to develop and/or redevelop learning environments and spaces (physical and/or virtual)
- leading on effective initiatives, innovations, projects, and/or research in teaching and learner support activity, influencing the practice of others to enhance student learning or support
- developing research students as teachers and/or supporters of learning
- mentoring less experienced supervisors in adapting their approaches to the supervision of postgraduates or Higher Degree Research (HDR) students to meet the differing needs of individuals, adjusting to evolving requirements during research projects
- enhancing the effectiveness of others in facilitating high quality learning by modelling good practice and/or disseminating innovative practice through publication/conferences/digital media and/or within professional networks
- co-ordinating and evaluating cross-disciplinary or cross-institutional initiatives (innovative pedagogy, new approaches to learner support, use of teaching and learning spaces, etc.)
- developing resources and/or implementing appropriate resource allocation (technical, VLE/LMS, induction, student guides and study skills support) across departments and/or teams to support high quality learning.

Consider these questions to help you generate evidence:

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

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

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

address in adopting these approaches? How did I support and guide others to address these challenges?

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

How did I enable colleagues to:

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

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

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

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

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

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

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

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

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

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

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

You may have led the assessment of the learning of individual learners or small or large groups, supporting the development of a range of skills, in work-based or professional practice, in a studio, lab or performance space, or in the field.

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

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

Your influence on assessment and feedback practice may have:

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

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

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

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

If your leadership of assessment and feedback has involved collaboration with others, make sure you identify your individual role and contribution.

Examples of practice relevant to A3

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

- management and co-ordination of assessment and feedback approaches across programmes of study, subjects and/or learning support
- development/co-ordination of feedback and assessment support materials and/or practices
- co-ordination, supervision, management of assessment panels
- support for new or experienced teachers through providing developmental feedback on their assessment and/or feedback practice
- provision of staff development activities, mentoring and coaching of staff, and appraisals that focus specifically on assessment and feedback, which may include professional skills training and work-based learning
- research-informed work on the impact of assessment and feedback and implementing recommendations
- taking an active role in working with senior teams or committees to design and/or redevelop assessment or feedback approaches or policies

- leading projects or initiatives that result in changes to assessment or feedback design
- supporting the optimum use of technology and online environments to assess learning and provide feedback to learners
- leading processes to uphold academic integrity in assessment, such as the avoidance of plagiarism, collusion and pre-empting contract cheating.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples of practice relevant to A4

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

- taking a leading role in working with senior teams or committees to design and/or redevelop learning support services or resources, contributing to or shaping practices and/or processes
- ensuring your teaching or learning support team develops understanding and strategies to support students to be proactive and engaged learners
- mentoring colleagues so they recognise when they need to refer learners to support from professionals such as counselling services or specific areas of academic support (language, library, digital skills, services for disabled students, etc.)
- facilitating collaboration amongst personal tutors across a programme team, subject area or department and/or providing personal tutor training and ongoing development opportunities
- influencing others by promoting the development of academic skills and maintaining student wellbeing
- enabling colleagues to advocate for inclusive approaches which promote belonging amongst learners from diverse backgrounds; for example, enriching learning environments by inviting them to share their experiences and perspectives
- co-ordinating support teams in projects that enhance learner support – student partnerships, peer assisted learning, peer mentoring programs, student mentors etc.
- leading a team to enhance the student digital experience, facilitating access to support and guidance services on using digital technologies, and ensuring accessibility
- leading the design and implementation of virtual learning resources or support, particularly considering support for students from diverse

backgrounds who may need targeted support services, especially at transition points in their academic study.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

The types of professional development you discuss will depend on your context and role and may include learning from formal professional development opportunities

such as sessions or programmes on teaching and supporting learning, including those you have prepared and led.

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

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

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

Examples of practice relevant to A5

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

- attending role specific training, implementing changes to your own practice and evaluating how learners respond
- using the experience of peer observation of teaching or learning support practice to reflect on and change aspects of your practice
- reading and making use of published literature or other evidence-informed approaches to inform your practice
- asking peers or mentors for advice to solve any problems you encounter in your practice
- engagement with your professional association and applying ideas and activities which have proved successful in other contexts
- finding resources to solve any problems in your practice and applying new approaches to benefit learners
- conducting a piece of action research and disseminating the findings at a conference or seminar, or via the development of a resource (virtual or physical)
- writing a research paper on the approaches to supporting learners with learning difficulties
- contributing to staff development/staff research events.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

4.4 Evidencing Professional Values

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

In your CONTEXT, show how you:

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

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

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

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

Diversity can be defined in a number of ways:

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

The evidence you provide for V1 at Descriptor 3 should:

- demonstrate how you lead or influence others to ensure that their programmes and/or other forms of educational support both reflect and support diverse learners and learner groups

And:

- demonstrate how respect for individuality and diversity and commitment to non-discriminatory practice is an ethos that guides your work with colleagues and your influence across all PSF 2023 Dimensions.

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

Examples of practice relevant to V1

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

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

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

combination of proactive measures to reduce barriers to learning and provide specialist support and guidance, where necessary.

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

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

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

Examples of practice relevant to V2

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

- organising development for your team in connection with the diversity of the learner body (e.g. social, cultural, economic and/or international) and leading positive actions to enhance practice in your area
- promoting a proactive approach to inclusion and accessibility, (e.g. Universal Design for Learning framework), reducing the need for adjustment or specialist intervention
- taking the lead on reducing attainment disparities, for example in response to institutional/disciplinary retention rates and attainment data
- influencing senior leaders/ institutional committees to establish and implement policies and procedures around evidence-informed approaches to accessibility and inclusion; for example, policy around use of lecture capture, standardised templates for virtual learning platforms, captioning of videos and provision of alternative assessments
- through research, developing expert knowledge specific to learner engagement and experience. Dissemination of knowledge within or beyond your institution

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

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Discussing the ways in which your colleagues enhanced their practice as a result of your influence and evidence of positive outcomes for their learners will help to demonstrate that your use of evidence-based approaches in leading and influencing others has resulted in inclusive and effective practice.

Examples of practice relevant to V3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No-one is expected to cover everything, and perhaps more than any other dimension, context and role will determine what is relevant to the individual. It could be said that this is a Dimension for which the phrase 'In your context' within the stem is especially relevant. Global issues, such as sustainability, the environment and the UN Sustainable Development Goals, equality, diversity and inclusion (EDI) affect different countries, and particular areas, sectors and peoples within those countries in varying ways.

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

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

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

Examples of practice relevant to V4

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

- examples showing how you have taken the regulation and standards frameworks that apply to your area of practice into account within the planning and design for the programme(s) you teaching and/or service(s) you provide
- discussion of steps you have taken to ensure that your areas of responsibility comply with professional body requirements and/or respond to new institutional strategic aspirations/targets
- examples demonstrating how you have supported colleagues to adapt practice in line with current graduate needs and/or in response to employability issues within your sector; for example, by introducing authentic workplace tasks to enhance learner employability
- examples showing how you have responded to wider global priorities, such as the UN Sustainable Development Goals; for example, through your choice of case studies or issues for exploration and discussion by learners

- strategies you have adopted to ensure that a wide range of cultures and societies are represented within your area, so that learners are equipped for an increasingly diverse and interconnected world and understand issues faced by individuals and groups different from themselves
- discussion showing how you have responded to the current demands of government legislation relevant to your work
- examples showing how you have drawn on any involvement in industry/ national / international partnerships, projects or initiatives in order to enhance learning.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

You should explain the rationale for the approaches you adopted or promoted and should provide evidence of success. Such evidence might include changes in

institutional practice, impact on student learning within programmes you led, strengthened relationships with

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

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

Examples of practice relevant to V5

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

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

- strengthened relationships with multicultural stakeholders, community or industry partners or enhanced opportunities for authentic learning experiences resulting from initiating partnerships with students, industry or other stakeholders in development of curriculum
- leading curriculum review or accreditation processes or other quality assurance and moderation activities and bringing others on board with the changes or developments for program reviews, teaching awards and/or recognition activities.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

4.5 Evidencing Core Knowledge

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

In your CONTEXT, apply knowledge of:

- K1: how learners learn, generally and within specific subjects
- K2: approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3: critical evaluation as a basis for effective practice
- K4: appropriate use of digital and/or other technologies, and resources for learning
- K5: requirements for quality assurance and enhancement, and their implications for practice.

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

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

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

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

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

- the relevance of knowledge about how students become autonomous learners and how this has influenced your practice, for example in supervising research students or leading research supervision.

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

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

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

Examples of practice relevant to K1

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

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

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

Possible areas of focus include:

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

- how your effectiveness in leading programmes of study, curriculum areas, services, or initiatives has been underpinned by a broad knowledge of approaches to teaching or supporting learning
- how you have drawn on knowledge of approaches to research supervision in order to lead or influence others' practice.

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

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

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

Examples of practice relevant to K2

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

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

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

Examples of practice relevant to K3

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

Possible areas of focus include

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

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

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

- enrolments and completions or graduations in a programme of study
- national student perception or graduate outcome surveys.

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

The evidence you provide at Descriptor 3 will be influenced by the context you work in and your role. Examples of areas of focus include:

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

Consider these questions to help you generate evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples of practice relevant to K5

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

Possible areas of focus include:

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

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

Consider these questions to help you generate evidence:

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

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

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

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