

GOLD D2 Fellow - Mentor Handbook

IMPORTANT INFORMATION – Please read before using this handbook

We only accept applications from candidates who have enrolled onto our GOLD scheme and are being supported by an approved GOLD mentor. Visit our GOLD webpage for more information about our enrolment and application process

We recommend that you read this guidance fully before you start supporting your mentee with their application. If you have any questions after doing this, please contact our team via GOLD@gre.ac.uk

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1. Introduction

Thank you for agreeing to mentor your colleague during their application for D2 Fellowship through the University of Greenwich GOLD scheme. If your mentee is successful, they will be recognised as a Fellow of Advance HE (FHEA). This handbook outlines the roles and responsibilities of GOLD Mentors and the GOLD mentoring and reviewing process. It also includes a detailed guide to the Advance HE Professional Standards Framework (PSF) 2023 and Dimensions, which includes some indicative examples of the kind of evidence your mentee might include in their FHEA application. The Professional Standards Framework (PSF) 2023 and Dimensions guide is also given to all Mentees. You are strongly advised to use it and consult it with your Mentee during your mentor meetings and when you are providing feedback on drafts.

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

Our GOLD scheme has now fully transitioned over to using Advance HE's PSF2023. We no longer accept any applications that use the old UKPSF2011.

It is important that when supporting your mentee that only our PSF 2023 GOLD resources and templates are used.

If you have any questions, please contact our team via GOLD@gre.ac.uk.

2. GOLD Mentor requirements

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

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

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

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

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

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

GOLD Mentors must hold at least FHEA to act as a GOLD Mentor for D2 Fellow applications.

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

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

2.1 GOLD Mentor Academic Workload Planning (AWP)

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

3. The role of the mentor in GOLD

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

You will be expected to look at a draft(s) of the submission. You will need to be fully conversant with Descriptor 2 and the PSF 2023 in order to do this. There are TWO formats for a GOLD submission; a written option and a recorded screencast option. Details about both versions are in the FHEA PSF 2023 Mentee Handbook and on the FHEA PSF 2023 application form. You should discuss this with your mentee to decide which format is most appropriate for your mentee (though in reality the written route is the default). Please make sure you are familiar with the application form. It contains clear instructions on what is required and how to complete the form.

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

All D2 mentees are required to undertake a developmental teaching observation (see p.7) with their GOLD Mentor.

Finally, as mentor you will provide one of the TWO Supporting Statements about your mentee's professional practice, authenticating and corroborating the information they provide in their GOLD application, focusing on the mentee's professional role in relation to Descriptor 2. Please use the PSF 2023 version of the Supporting Statement Proforma and Supporting Statement Guidance to help you to write one for your mentee. This can be found on the GOLD website.

Please also discuss who else your mentee would like to approach to be act as their other supporter. Please note that they do not need to have fellowship themselves, though in reality is it strongly recommended, as they will be required to write a supporting statement around PSF 2023 and Descriptor 2. The other supporter should be identified and confirmed early on. You are advised to discuss this your mentee and ensure the other supporter can write the Supporting Statement, that they understand its purpose and that they have sufficient notice to have time to read the claim before they write the Supporting Statement.

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

3.1 Key functions and characteristic of a successful GOLD Mentor

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



Figure 1 – Key functions of a GOLD mentor

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

- Commit the time and energy to your role and to your mentee
- Build trust and rapport – take a genuine interest

- Co-design a mentor-mentee relationship
- Agree realistic agendas, timelines and goals
- Follow-up and maintain momentum

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

4. The Professional Standards Framework 2023 (PSF 2023)

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

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

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

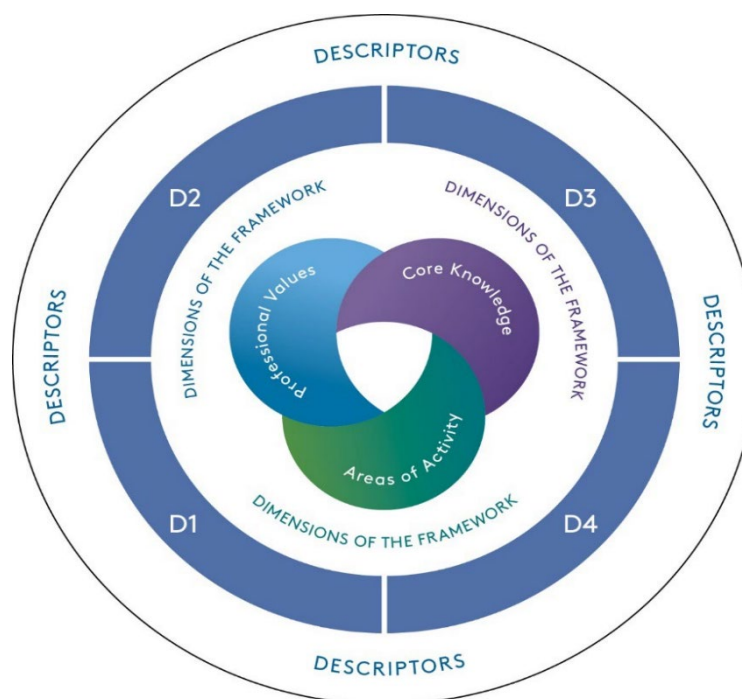


Figure 2: Professional Standards Framework (PSF) 2023

This GOLD Mentor handbook provides guidance related to **Descriptor 2** which is the basis for the award **Fellowship**. Descriptor 2 (D2) is suitable for individuals whose practice enables them to evidence **ALL Dimensions**. GOLD claims will be judged by GOLD reviewers solely against **Descriptor 2**. Your mentee will need to provide evidence of successfully engaging with all 3 parts of Descriptor 2.

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of highquality learning is demonstrated through evidence of:



Figure 3: PSF 2023 Descriptor 2 showing the three Descriptor 2 criteria statements D2.1, D2.2 and D2.3

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

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

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

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

To achieve Fellowship, your mentee will need to evidence that their teaching and/or support of learning practice demonstrates the requirements of the three **Descriptor 2 (D2)** criteria, which are as follows:

Descriptor 2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high- quality learning is demonstrated through evidence of:

- **D2.1:** use of all five Professional Values
- **D2.2:** application of all five forms of Core Knowledge
- **D2.3:** effective and inclusive practice in all five Areas of Activity

When evidencing the Areas of Activity in an application, your mentee is required to provide a minimum of 2 examples of their practice for each of them.

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

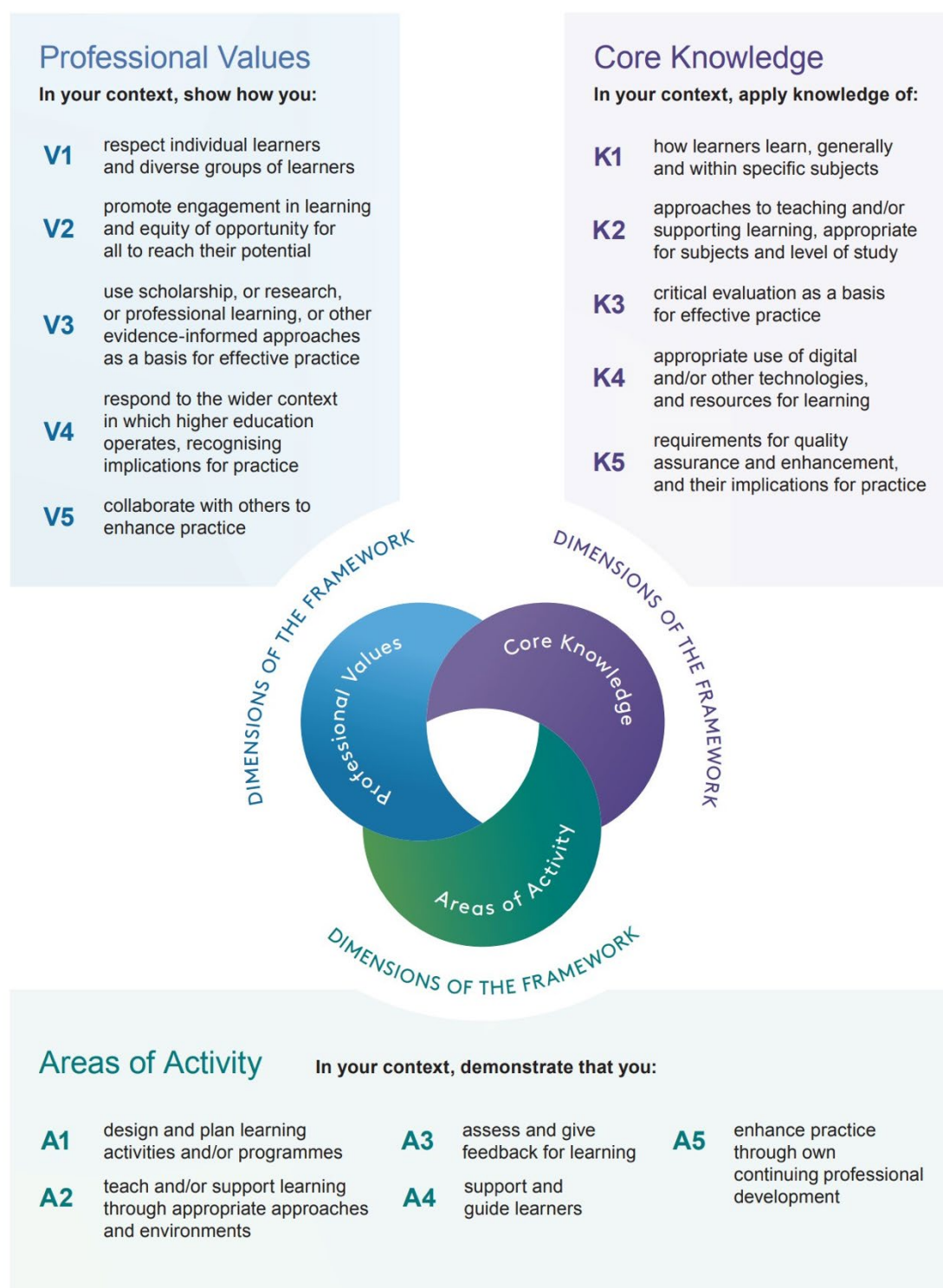


Figure 4: PSF 2023 Dimensions of the Framework

5. Supporting your mentee through their journey with GOLD

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

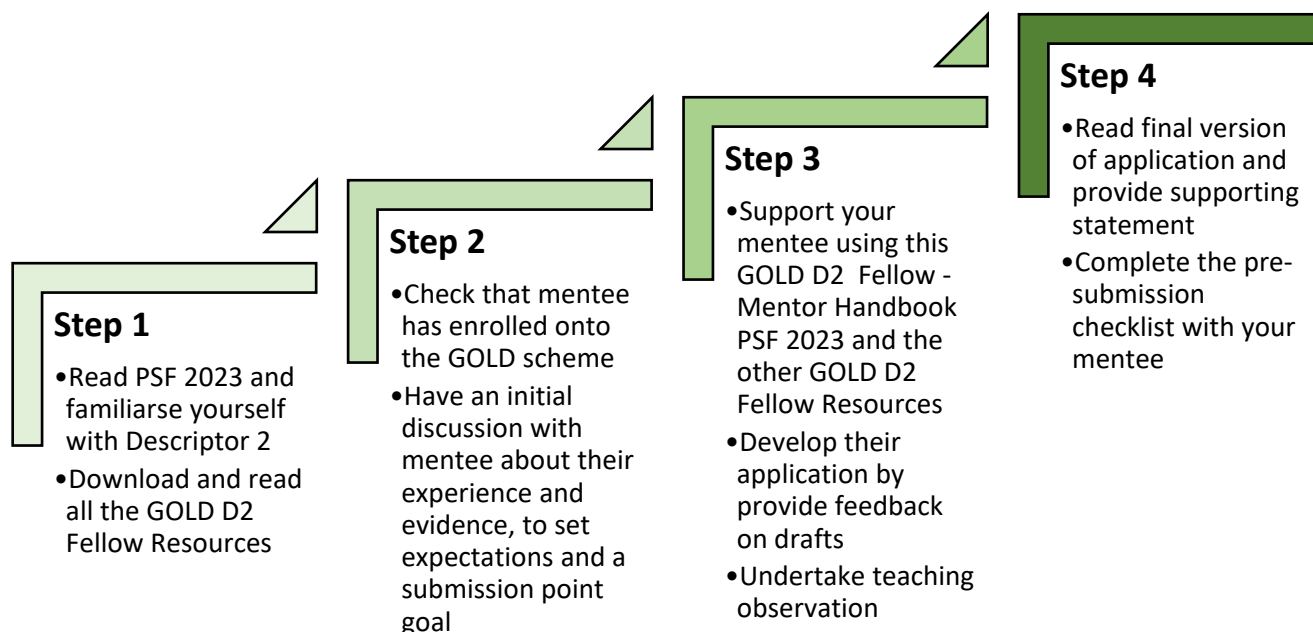


Figure 5: Steps in supporting your Mentee's journey with our GOLD scheme

Step 1

Section 4 above explains the Professional Standards Framework (PSF) 2023. Your mentee's application will be reviewed against Descriptor 2 of this framework.

GOLD D2 Fellow Documents and Resources

Your mentee will require to familiarise themselves with the all the GOLD D2 – Fellowship documents when preparing and developing their application. We recommend that you too familiarise yourself with the following resources:

- GOLD D2 Fellow - Mentor Handbook PSF 2023 (this document)
- GOLD D2 Fellow - Mentee Handbook PSF 2023
- GOLD D2 Fellow - Mentee Guide to the PSF 2023 Dimensions
- GOLD D2 Fellow - Application Form PSF 2023

- GOLD D2 Fellow - Supporting Statement Proforma PSF 2023
- Professional Standards Framework (PSF) 2023
- GOLD D2 Fellow - Guidance for Referees (to be used when completing your supporting statement)

All of these can be downloaded from our GOLD webpage.

Step 2

GOLD Mentee Enrolment

Your mentee should already be familiar with the GOLD process and have officially enrolled onto our GOLD scheme before they begin working on their application with you. If they have not, you should ask them to follow the steps below (also detailed in the GOLD D2 Fellow - Mentee Handbook).



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

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

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

Initial discussion with your mentee

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

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

Application Submission Points

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

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

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

You can view all the up-coming submission points on our webpage [here](#).

Step 3

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

You may find it helpful using the more detailed pre-submission checklist included in this handbook to help you when providing feedback to your mentee on their draft applications (Appendix 2, p.75).

In addition to the support you provide as a mentor, our GOLD team also provides optional CPD workshops and sessions that mentee's can engage with – See section 6, p.20.

Teaching observation

All D2 mentees must have their teaching observed by you as their GOLD mentor. The mentor is the **only** person who can conduct the teaching observation.

The observation is developmental and is intended to be a vehicle for your mentee to discuss the PSF 2023 and Descriptor 2 within the context of their own practice. The dialogue can be a useful way to reflect and to generate potential evidence for their application. A wide range of practice may be observed as appropriate to their context. This is not limited to teaching student groups but should reflect genuine practice and not be a simulated session created purely to satisfy the GOLD observation requirement.

When undertaking a teaching observation, we recommend that you use the teaching observation template to help structure your notes (See Appendix 1, p. 73) and use for your supporting statement. You are encouraged to use the form to take some notes and to then use it as a basis for some post-observation feedback and discussion with your mentee.

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

Step 4

Supporting statement

As part of an mentee's application for D2 Fellowship, they are expected to provide TWO supporting statements - one from you as their GOLD mentor, and one from someone else in HE who knows them and their practice well - along with their GOLD D2 Fellow - Application Form PSF 2023.

The mentee must provide a final version of their application for you and the second supporter to read and to for you to complete a supporting statement using the GOLD D2 Fellow - Supporting Statement Form PSF 2023.

The purpose of the supporting statement is to comment on your mentee's practice and to authenticate the claims being made in their application. We strongly recommend that you read the GOLD D2 Fellow - Referee Guidance for supporting statements PSF 2023 document, which provides further guidance on how to do

this.

Pre-submission checklist

Before your mentee submits their application, you are required to go through the pre-submission checklist in section 6 of their GOLD D2 Fellowship – Application Form PSF 2023 shown in the figure below.

To check
Enrolled onto the GOLD scheme and have submitted a Registration of Intent (ROI) form
Supported by an approved GOLD Mentor
Used the PSF 2023 and all the up-to-date PSF 2023 guidance and forms issued by the GOLD team
Completed all relevant sections of the Application form
Have kept within all stated word/time limits (there is no 10% +/- allowance, the word count is absolute)
Application meets all the PSF 2023 Descriptor (D2) requirements and includes these mandatory Dimensions: <ul style="list-style-type: none"> - ALL Professional Values - ALL Core Knowledge - ALL of the five Areas of Activity
All required Dimensions mapped in the RAPP in Section 3a/b
Application is a personal account and individual <ul style="list-style-type: none"> - Written in the first person - Contains examples of personal practices and experiences - Explicitly emphasises what the individual has achieved/contributed (particularly in collaborative activities)
Makes reference to an evidence base (e.g. scholarship, research, or professional learning) to demonstrate what informs and underpins your practice
Uses evidence from current practice within the last 3 years to show impact and effectiveness
No hyperlinks, appendices, or attachments have been included for Section 3a/b (RAPP)

Teaching observation occurred within the last 12 months
GOLD Mentor and second supporter have read final version of the application, prior to completing their supporting statement
GOLD Mentor and second supporter have completed supporting statement using the GOLD PSF 2023 D2 Supporting Statement Proforma

Figure 7: Pre-submission checklist for D2 application

If any of these have not been completed, then as their mentor you should highlight this to them and discuss about the actions needing to be taken to complete it. An application should only be submitted once all the requirements on the pre-submission have been completed.

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

In addition to this, you can find a more detailed pre-submission checklist in Appendix 2 (p.75).

6. Additional support and development opportunities for mentees

6.1 Mentee Support provided by the GOLD team

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

GOLD 1-2-1 Drop-In session

Our GOLD drop-in's are bookable 15 minute slots with a member from the central GOLD team. Within these appointments mentees can get some general feedback on 1 draft section of their Reflective Account of Practice (RAPP) e.g. on A1, or A2 for example. This can be in written or presentation form if they are opting for the screencast submission. Alternatively, mentees might use the time to discuss potential evidence or to get guidance on specific reading or CPD to engage with. The GOLD 1-2-1 Drop-In sessions run regularly throughout the year. These are usually monthly – Dates and bookings for these can be found via Horizon here.

GOLD Writing retreats

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

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

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

For the full-day writing retreats, please contact gold@gre.ac.uk for further information and dates.

6.2 Opportunities for mentee development

Your mentee may want or need to update their teaching and learning knowledge

through reading or through attending CPD courses or conferences. There is an explicit expectation that evidence from an evidence base (research, scholarship, professional practice, and other evidence-informed resources) is integrated into their application.

CPD workshops

There are a number of Greenwich CPD workshops available throughout the academic year e.g. inclusive assessment, being an effective personal tutor, inclusive teaching, using Mentimeter, practical teaching course (PTC) etc. available to all staff (including UK and TNE partner staff).

Conferences

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

Literature and a Scholarly Evidence Base

The GOLD Introductory Mentee Workshop provides a reading list of useful texts about HE teaching and learning, which might be useful to explore (see appendix 1).

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

7. Evidencing the PSF 2023 Dimensions

In the sections below, we focus on each of the 15 Dimensions in turn to explain what each one is about and provide wide range of typical examples of professional practice in HE teaching and/or supporting learning that are relevant to that Dimension as appropriate to Descriptor 2.

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

7.1 Dimensions are inter-related and integrated

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

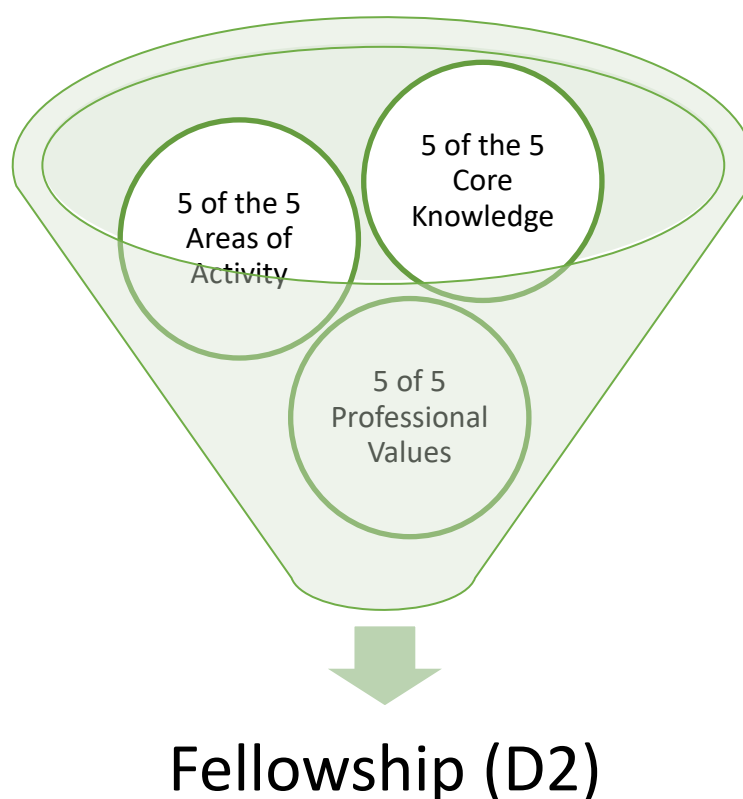


Figure 8 - Illustrating how the PSF 2023 Dimensions are integrated within Descriptor 2

As your mentee works through the guidance for each Dimension, support them to try to consider how they might also be demonstrating other Areas of Activity and/or applying other forms of Core Knowledge and/or using other Professional Values in

the examples of practice you are identifying. A short example is given below to illustrate how this might happen in their work:

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

7.2 Context

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

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

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

their context.

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

7.3 Evidencing the Areas of Activity

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

For Descriptor 2.3 (Fellowship) your mentee needs to provide evidence of **effective and inclusive practice** in all five Areas of Activity.

Your mentee needs to demonstrate in their context:

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

When evidencing the Areas of Activity in an application, your mentee is required to provide 2 examples of their practice for each of them.

The following text is also included in your mentee's Guide to the Dimensions for D2. They provide some indicative examples of evidence that aligns to all 15 dimensions of PSF 2023. These examples are ones that your mentee might include and reflect on in their Reflective Account of Professional Practice (RAPP). You are advised to use them in discussions with your mentee to help prompt them to reflect upon their own practice and generate their own examples to include in their own GOLD D2 application.

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

A1 is about how you plan and prepare learning activities and/or more extensive sessions or sets of sessions (such as modules or programmes), whether in person or online or both.

It is important to select examples which enable you to demonstrate that your

practice is effective and inclusive and supports high-quality student learning.

You can choose from a wide range of planning and design options for any size of group relevant to your practice teaching or supporting learning. You might teach a variety of sessions and/or support learning in disparate contexts. You may work with undergraduates, graduates, staff, or professional learners, planning sessions, modules, units, or programmes. The learning you design can take place in many environments: online, in office settings, in seminar rooms, libraries, lecture halls, laboratories, studios, professional settings, in the field, etc. All these factors may have influenced your planning decisions.

Be sure to select examples which enable you to explain the design decisions you made and why you chose to adopt the approaches you did. As the aim is to achieve high-quality learning, remember to include evidence to demonstrate that your plans and designs have been effective in facilitating learning.

Depending on your context and role, examples to demonstrate that you design and plan effective learning activities and/or programmes might include:

- designing a new programme of study or redesigning an existing curriculum
- designing new learning activities, sessions, units or modules for an existing programme
- developing new customised programmes for learning support, individual study skills materials, student support or professional development materials or learner induction
- designing and planning learning activities and supervisory meetings to induct students into research, supporting them in choosing an appropriate research topic, helping them to develop a detailed research proposal and plan and advance their research projects
- designing learning outcomes, activities and assessments that include relevant professional and digital skills and/or encourage students to express ideas in digital media or using subject-specific technologies in authentic contexts
- collaborating with employers to ensure the currency of programmes of study, responsive to industry skills demand/local labour markets and professional and statutory regulatory bodies (PSRBs)
- active participation in and contribution to approval, validation and enhancement processes
- designing inclusive learning activities to enable students to develop a sense of belonging
- designing accessible learning activities for online and/or in person sessions.

Consider these questions to help you generate evidence:

What effective programme(s), elements of programmes, series of learning sessions or activities have I designed or planned?

How did I go about the planning and design process? Why did I select the approach I took?

Did I identify any weaknesses in my design, and if so how did I adapt the design?

How did I ensure that my designs were appropriate for my discipline/professional activity and student academic level?

How did I ensure that content, teaching and assessment were aligned so that learning outcomes could be met?

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

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

If a unit/programme was taught by more than one person, how did we communicate the overall curriculum aims and ensure a consistent student experience?

If there were particular professional, institutional, or national quality assurance requirements, how did I meet them?

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 direct engagement and interaction with learners as you teach and/or support learning. You may work with different types of learners, and with individuals or large or small groups, remotely or in person.

All FHEA mentees must have a teaching observed conducted by the GOLD Mentor within 12 months of you submitting your application for review. This developmental discussion will help your mentee to reflect and articulate their approach to teaching and supporting learning.

Select examples which you know have been effective in facilitating high quality learning. Focus on the approaches you use in your interaction with your learners, or the approaches you adopt in collaboration with other team members, identifying your individual impact.

Explain how you exploit and manage the learning environments you encounter, which may be physical or virtual, formal and/or informal. Foreground the pedagogical and/or support strategies you deploy to meet your learners' needs.

The level of study (undergraduate, graduate, staff or professional, etc.) and diverse nature of your learners in combination with your discipline or profession will have shaped the approaches you have adopted.

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

Examples to demonstrate that you have taught and/or supported high quality learning effectively might include:

- working with learners individually, or in small or large groups, online or in person, adapting teaching approaches to suit students and learning goals
- contributing to professional learning and teaching programs
- enhancing professional practice in different settings (theatre, studio, labs, clinics, the field, etc.)
- developing learners' research and/or information and data gathering skills and key skills (individuals or groups)
- adapting approaches to supervision of postgraduates or Higher Degree Research (HDR) students to meet the differing needs of individuals, adjusting to evolving requirements during research projects
- facilitating learning activities within creative studios and practice workshops
- contributing to learners' practical skills and helping them develop and demonstrate high level subject skills
- developing services, tools and technologies to support virtual learning environments (VLEs)/learning management systems (LMS) and other online learning
- supporting learning specific to particular contexts, for example work-based and professional learning, library and resource-based learning, and online learning.

Consider these questions to help you generate evidence:

What learning activities, resources, and/or approaches have I used in my teaching and/or support work with learners?

What examples can I select to evidence the effectiveness of my practice?

How did I choose learning activities to meet the requirements of the relevant discipline or professional practice?

How have I adapted my approaches to different groups of learners?

How can I show that my approaches have been well-adjusted to the needs of specific groups? (Consider how students have responded).

How did I ensure that all students participated in learning activities and that all contributions were equally valued?

How have I ensured that my learning resources foster a sense of belonging amongst learners from diverse backgrounds and reflect a global approach to knowledge and/or practice?

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

How did I critically reflect on my practice and revise my approaches accordingly?

How did I adapt when things did not go as planned during teaching or the support of learning activities?

How do I know that the activities, approaches and resources I have used are effective in facilitating high quality learning? (e.g. learners' responses, outcomes, comments from peers, etc.)

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

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

A possible approach to demonstrating effectiveness of practice is explaining how you have fostered and encouraged high quality learning through assessment.

Assessment and feedback to learners includes a range of activities. You may have been involved with assessment which does not contribute directly to the final mark for a module or programme, but which forms a basis for feedback to students (formative assessment) and to help them progress in their learning. You may also

have worked with assessment which counted towards a qualification (summative assessment).

You may have assessed 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 assessment may have involved marking or co-ordinating the marking of summative assessment tasks (written, oral, or practical). As part of this process, you may have devised or applied assessment criteria.

Your assessment and feedback practice may have:

- included 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.
- Assessment could have included self- and peer assessment and involved the design of team-based assessment.
- You may have devised 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 use formative online quizzes and tests to enable students to keep track of their learning.
- You may have developed approaches to providing feedback to students that increase their confidence and enable them to reach their full potential.
- In your summative assessment work, you may have contributed to a shared understanding of criteria amongst markers to achieve fair outcomes for students.
- You may have ensured that assessment content and tasks reflected intended learning outcomes, integrating the required skills (e.g. writing, presentation, aspects of professional practice).
- 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.
- You may have taken initiatives to accommodate the diverse needs of your learners in assessment contexts, making reasonable adjustments where required.

In learning support roles, you may have helped 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 improved well-being by lessening learners' anxiety ahead of high stakes summative assessments. Your work on assessment and feedback will often have involved collaboration with others. If so, make sure you identify your individual role and contribution.

Your evidence will probably include examples of your engagement with both assessment and feedback to learners. You may have worked with a range of approaches to assessment and feedback.

Whatever you focus on, you should discuss the appropriateness of the approaches and/or techniques you have selected for your specific context. You should explain the rationale for your choices and how you know your assessment and feedback practice is effective in enhancing learning.

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

- developing or adapting approaches to assessment or feedback to enhance the learning of specific attributes or skills (individuals working in groups, self-reflection, critical thinking, personal learning strategies, research skills, library skills, digital literacy etc.)
- upholding academic integrity in assessment contexts
- supporting students to prepare for summative assessment including, where appropriate, offering opportunities for a practice viva, preparatory performance, etc.
- ensuring that you adhere to (national/international/professional) benchmarking of standards, for example performance standards relevant to instrumental and repertoire context, or the requirements of national quality assurance bodies/professional and statutory regulatory bodies for professional or work environments
- using a variety of assessment tasks and feedback approaches to promote effectiveness in enhancing the learning of diverse individuals and groups
- selecting approaches which are appropriate to context and type of learner
- using feedback and feed-forward approaches to improve learning and develop or adapt to increasing learner autonomy
- supporting students after assessment including, where appropriate, advising on major revisions and resubmission.

- ensuring that your approaches to assessment and/or feedback are adapted to meet the requirements of quality assurance regulations in your context; for example, where subject benchmarking and/or professional standards are in place, or in a context where timeframes or other restrictions influence the approaches you are able to use.

Consider these questions to help you generate evidence:

What assessment and/or feedback responsibilities have I had?

How do I ensure that my assessment and/or feedback practices are effective in supporting learning?

How did I go about the planning and design of any assessment activities or tasks that I have developed?

How would I explain my rationale for my choice of assessment activities?

How did I ensure that any assessment tasks I designed enabled learners to show that they had met the relevant learning outcomes?

How do I know my approach to assessment and/or the provision of feedback to learners was successful?

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

How do I build in inclusivity into assessment design and assessment practices?

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 provide students with the support and guidance they need for successful outcomes. You may have guided students to enable academic progression and/or supported them to promote their development and well-being.

The provision of learning support and guidance may be your main role. You may be involved in a range of areas of specialist learner support such as library skills, careers advice, IT and technical skills, lab or studio support. You may have facilitated group tutoring or one-to-one sessions on academic or academic-related topics such as writing, presenting, or language support for students whose first language is not the main language of your institution. You may have offered counselling to support and improve students' well-being in difficult circumstances.

If you are involved in teaching you might think of A4 in terms of guidance and support you provide alongside the teaching of programme content. Perhaps students approach you for help in understanding an assessment task or require help with structuring a piece of writing. Perhaps you refer some students to a study support service, to pastoral support, or institutional support available for students with disabilities. Perhaps you embed aspects of study guidance within your teaching of programme content and/or provide learners with additional resources offering guidance on study skills, directly or within an online environment. You may hold a role as personal tutor where your work with students is focused on guidance and support and promoting physical and mental well-being.

Your work may involve providing guidance resources which are available online in a virtual learning environment/learning management system (K4) and/or developing such resources in partnership with others.

It is important to select examples of effective practice in supporting learners in specific contexts. Your discussion should explain the rationale for the approaches you take to ensure guidance and support for learners. In the approaches you take, you will want to demonstrate your understanding of learner needs, in light of the nature of the subject or discipline, the level of the academic programme and the nature of the learner/s. You will also want to provide examples to demonstrate how learners have benefitted from the approaches you have taken and resources you use, showing how you know these have supported student learning.

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

- making sure the students you interact with in your context are aware of the support available to them
- developing approaches which encourage students to engage positively with student services (including library services, learner support and career services for example)

- using induction and community-building activities to promote social engagement, a sense of belonging and mental well-being
- preparing new learners to study effectively by exploiting the full potential of digital technologies
- working with other professionals to support learners' use of their own devices, applications and services and ensure they have access to assistive technologies and develop digital literacies
- integrating diverse perspectives (e.g. minority or indigenous values) into programmes, pedagogies, and/or approaches to student support services
- guiding students in ways which enable them to attain high-quality learning through for example interdisciplinary or professional/work-based experiences to bring aspects of professional practice into the learning environment
- adopting flexible approaches and technologies that enable equitable learner participation with support services both in person and online
- identifying and responding to underlying issues impacting individuals or groups of learners and taking initiatives to resolve these through student support
- providing support as a personal or academic tutor where relevant
- referring students who require expert support to welfare or counselling services.
- ensuring students' specific support and guidance needs are met by inviting appropriate specialist staff to engage with them (for example, academic librarians or language tutors; specialist support staff may improve student attainment by providing timely guidance, etc.)
- organising revision sessions to guide students ahead of summative assessments
- responding to student feedback
- responding to student concerns (e.g. issues with the timing and scheduling of assignments).

Consider these questions to help you generate evidence:

How did I choose particular resources for and/or approaches to the guidance of learners in different contexts?

How have I adapted the support and guidance I provide to meet the specific needs of my learners (consider discipline, progression, and type of study)?

How has my guidance supported high-quality learning?

How have I addressed any issues which emerged when I provided support to students to restore or enhance their well-being?

How have I provided 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 support and guidance?

How has my support improved learners' well-being?

How have learners (individuals and/or groups) responded to my support or guidance?

A5 - In your context, demonstrate that you enhance practice through own continuing professional development

A5 is about how you maintain and develop your capability in teaching and learning support and how this has resulted in effective practice and high-quality student learning.

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, learning gained from the reading of literature of learning and teaching or from accessing online resources such as case studies or examples of specific teaching techniques.

You might refer to skills gained through informal interaction with colleagues or mentors who provided advice on teaching or guidance, perhaps having observed your teaching or learning support in person or online.

Select a range of examples to reflect the breadth and depth of your practice. Whatever the source(s) of your professional development, you should discuss how you have used your learning to enhance your teaching and/or learner support. Ensure that you select examples which enable you to identify how learners have benefited.

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? Did I make any changes to the approaches I use? How did my learners respond?

How have discussions with peers and mentors enhanced the effectiveness of my practice?

How has peer or other observation of my practice or my observation of others (online or in person) enabled me to develop my teaching and/or support for learning practice?

How have I acted on student feedback or survey data on my teaching or learning support?

How has my learning about and adoption of new teaching or assessment methods benefited the student experience and improved student outcomes?

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

What specific examples can I give to show how I applied professional learning within my own practice?

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

7.4 Evidencing Professional Values

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

For Descriptor 2.1 (Fellowship) your mentee will need to provide evidence that shows how they use all five Professional Values.

For the five Professional Values listed below, your mentee needs to show in their context how they:

- **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.

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

The evidence you provide for V1 at Descriptor 2 should:

- demonstrate that you have got to know your learners, and that you respect and value both the individuality of the learners or staff you work with and the richness and value of diversity across groups you work with

And:

- clearly demonstrate the ways in which you personally have adapted your learning and teaching practice, assessments, programmes etc., and/or developed approaches to reflect your learners' identities, interests and needs.

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

- setting clear expectations for behaviour in the learning environments on your programmes, establishing a zero tolerance for discriminatory language and actions, whether face to face or online
- respecting professional boundaries between yourself and learners, particularly when engaged in one-to-one activities, such as advising or supervision
- dealing confidently and effectively with issues that arise within teaching or support sessions, either for or between individuals or groups, particularly those who are minoritised, proactively taking supportive action when you notice difficulties arising
- reviewing your curriculum and learning materials to identify ways to make them more inclusive and representative of a variety of nationalities and cultures, including (but not limited to) those reflected in your learner group

- ensuring that reading lists and learning media explicitly include knowledge, forms of knowledge and knowledge production from diverse sources, integrated as core resources in the curriculum
- working collaboratively with learners to review language, content and imagery used in classes or resources
- bringing people with lived experience to share their perspective and knowledge, ensuring that they reflect a range of backgrounds
- taking part in projects or research linked to learner diversity and the needs of learning communities
- considering religious holidays when planning compulsory attendance, especially around assessment periods
- accommodating cultural needs, such as prayer times or spaces, availability of kosher or halal food when on field trips
- undertaking professional learning, such as intercultural communication, anti-racist practice, reducing unconscious bias or interpreting and using diversity data.

Consider these questions to help you generate evidence:

What made my learners 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 work with diverse groups of learners and ensured that they treated each other respectfully to create a safe environment for learning?

How did I take the needs of diverse learners into account when designing approaches to learning teaching and assessment?

In my context, did I have any legal responsibilities in relation to specific groups and, if so, how did I carry those out?

How did I promote interaction, sharing of experiences, and/or mutual learning amongst learners from different backgrounds and cultures? Did any issues arise, and if so how did I respond to those in my teaching and/or learning support activities?

How did I take into consideration the needs of diverse learners in using technology to support learning (K4)?

How did I use information available through institutional data sources to monitor and enhance inclusivity?

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

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

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.

As evidence at Descriptor 2 you should demonstrate that you understand the needs of your learners and the potential, and actual, barriers to learning that particular individuals or groups (e.g. learners from minoritised ethnic backgrounds) may face and which make it harder for them to achieve to their potential.

In discussing your practice across the Areas of Activity you will want to explain actions you have taken to reduce any barriers and promote engagement in learning. It will be important to demonstrate your awareness and adherence to any relevant local legislation. For example, national legislation may require you to ensure that those with protected characteristics should be treated equally, and/or that people with disabilities should be given preferential treatment.

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

- using principles and practices of Universal Design for Learning when you design and plan programmes or courses
- anticipating different learning needs when planning a session for a group of learners to reduce the need for extra support. For example, providing learning materials in advance, using lecture recordings with subtitles,

transcripts for audio and video

- ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (e.g. for screen readers/change of font)
- planning learning activities that are flexible, offer learners some choice, promote engagement and active learning
- auditing the resources and websites used on your programme(s) to ensure they are accessible for learners with a specific learning disability or those working in a second language
- adapting workshops, fieldtrips, laboratory exercises, work placements and/or creative assessment to accommodate reasonable adjustments
- acting swiftly in response to complaints about excluding behaviours from other learners or colleagues
- monitoring learner engagement and attainment and following up promptly where learners are at risk of falling behind or dropping out
- designing assessment strategies that encompass formative opportunities for learners to receive feedback in order for them to reach their potential in a supported manner, and introducing flexibility and choice into the assessment process where possible
- responding to requests made for additional support, such as extra time in exams or extension deadlines
- ensuring that you include a focus on assessment literacy within your programmes, to support your learners to understand expectations within different assessment formats and tasks and empower them to achieve to their potential
- if you work in a specialist service, how this relates specifically to improving learner engagement and outcomes; e.g. Information literacy, developing employability or graduate skills, supporting learners with specific learning needs, promoting wellbeing, etc.

Consider these questions to help you generate evidence:

What did I know about my learners and in particular, what did I know about the potential challenges and/or barriers they face in their learning?

How did I build engagement into my planning and design of a programme as a whole and into particular sessions and/or activities?

How did I incorporate flexibility and choice for learners when I planned teaching, learning and assessment?

Where adjustments or extra support are required, how did I provide these sensitively and effectively to ensure an equitable outcome for all learners?

What examples can I give showing that I have supported learners to access services and/or specialist support available to learners in my context?

Where there are multiple staff working across a programme, how have I helped to ensure consistency of the learner experience and opportunity for learning?

How did I ensure that I met any legal requirements concerning the provision of additional support to certain learners, such as those with disabilities?

How have I addressed any issues occurring amongst learners from different backgrounds and culture in order to promote interaction, sharing of experiences, and/or mutual learning?

What examples can I give showing how my specialist support promotes engagement and opportunities for success for learners?

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

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

Demonstrating V3 is about explaining about why you do what you do, in the way that you do it, and the sources of information, data, and evidence you use when making decisions about your learning and teaching practice.

At Descriptor 2 your evidence should show that you draw on a good range of relevant evidence and information sources to inform the decisions you make in your work. Your choice will depend on your context and role but ideally the sources of evidence you draw on should represent a broad range of knowledge, including multi-cultural and/or indigenous perspectives. The actual sources of that evidence that you point to can be varied, and will differ according to your context of work, your role, and the type of teaching and/or support of learning that you are involved in.

The key is to show that you make principled, informed and considered judgements in the work you do in teaching and supporting learning and use an evidence-base enhance your teaching or learning support activities.

In your discussion of why you do what you do in the way that you do it, you should

demonstrate breadth and depth of understanding of how and why the information and/or resources you use are relevant to your context and work, the implications of the information for your own work, and, where relevant, any comparison between your own experience of implementation with previously found outcomes.

Across the range of evidence base(s) you use as part of the rationale for your practice, it will be important to also show how your learners responded to the activities, approaches or adaptations you introduced. Showing evidence of positive impact on engagement, learning and/or achievement will help demonstrate that your use of the evidence-based approaches has helped make your practice effective / has resulted in effective practice.

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

- examples showing how a range of learning and teaching literature has informed the approaches you follow in your learning and teaching practice, and the way you make decisions in designing for learning
- discussion of how you have integrated practice-based or professional experience into programme design (A1), teaching (A2) and/or assessments (A3), for example how you have adapted activities to enable learners to develop skills relevant to their future employment
- showing how you have drawn on data from learner tracking sources such as VLE learner dashboards, learner evaluation data or institutional or national survey data, to develop your programme(s) or the service(s) you provide in ways which have enhanced individual and group attainment
- ways in which you have adapted programmes and/or activities to reflect new discipline, professional or sector standards; for example, showing how you have used sector specialist resources, such as a framework for employability, to improve an aspect of a programme
- how you have used learning from research seminars, conference presentations, scholarly networks and collaborations
- enquiry you have carried out into your own teaching or support practice, including any examples where you have involved learners involved as researchers.

Across the range of evidence base(s) you use to explain the rationale for your practice, it will be important to explain:

- the information / resource / source of guidance used
- why and how you found it useful and relevant to your context or the situation you faced

- what benefits or positive impact resulted from or acting on the information - showing how your learners responded and evidence of positive impact on engagement, learning and/or achievement will help to demonstrate that your use of the evidence- based approaches has helped make your practice effective / has resulted in effective practice.

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

How do I know that what I do works? What influences my pedagogic decisions?
How do I stay up to date?

What key findings from subject-based research studies or learning and teaching enquiry (my own or those of others) have I drawn on in my work?

What have I learned from the peers I have talked to about my teaching or my work in learning support?

What evidence can learners provide about the effectiveness of my practice and how they do or do not benefit? What examples can I give where their response or feedback has led to changes in my practice?

What have I learnt from being observed teaching and/or supporting learning? What have I learnt from observing others' practice? How have I used this learning?

What professional body requirements, professional body resources and/or workplace or professional standards are relevant and important to my practice? How have they influenced my work?

How have I used the knowledge I've gained from industry/professional practice, and/or from awareness of up-to-date subject knowledge of current industry standards within my teaching or support for learning?

How is my work impacted by my subject or discipline scholarship activity and outputs?

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 has particular potency. 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 especial relevance 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 2 should demonstrate your response to issues that are particularly pertinent within your work context and should show a depth of understanding of the implications for your work. You might discuss issues influencing your design of sessions or complete curricula (A1), how you have accommodated influences impacting the facilitation of learning or support activities (A2), factors impacting assessments and feedback (A3), or adjustments you make to ensure appropriate learner support and guidance (A4).

Across the range of evidence you provide, it will be important to show how your learners responded to the activities, approaches or adaptations you introduced in relation to the issues in the wider environment. Showing evidence of positive impact on learner engagement, learning and/or achievement will help demonstrate that your responses have been effective.

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 within your learning and teaching work to ensure compliance with professional body requirements and/or in response to new institutional strategic aspirations/targets
- examples demonstrating how you have adapted your teaching and assessments to meet 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 teaching and/or your learning support work, recognising the importance of equipping learners for an increasingly diverse and interconnected world, with good understanding of issues faced by peoples 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 national / international partnerships, projects or initiatives in order to enhance learning.

Consider these questions to help you generate evidence:

What were the reasons my learners had for entering HE? What were their expectations and motivations? How did factors within the surrounding social and economic context impact on their engagement in learning? What were the implications for my teaching and/or support? How did I respond to this in the way that I approached curriculum design, making it relevant to their needs?

What aspects of government legislation or professional developments are relevant to the programme(s) I teach on or service(s) I provide? What are the implications for the programme curriculum, the learning activities, the assessments and/or support and guidance?

What changes or developments have I implemented within the programme(s) I teach on or service(s) I provide? What were the external factors that drove the innovations I introduced?

How do I recognise and respond to higher education standards and expectations in my involvement in approval/validation or quality review of programmes, courses or other learning activities?

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

How have I addressed new institutional priorities within the programme(s) I teach on or service(s) I provide?

How do I liaise with educators in the workplace where my learners are on placement?

What HE networks and communities of practice do I belong to and how have I brought knowledge or collaborative work in to my practice?

V5: In your CONTEXT, show how you collaborate with others to enhance practice

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

The 'others' you focus on will very much be influenced by your context and role.

At Descriptor 2 the examples you discuss might include members of your immediate team or individuals or teams beyond your own team in different roles within the same institution, e.g. sessions for programme validation or approvals, lab-work involving collaborations amongst academic and technicians, collaboration between a library team, other professional services and lecturers.

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 'others' you focus on may be external to the higher education context itself, but significant to the learning and teaching programmes on offer and/or to the learning experience, for example your work may involve collaboration with employers, workplace contacts, industry experts or representatives of professional bodies. Such externals may be important to your design of programmes and activities to ensure their professional relevance, may contribute in relation to learner workplace, or work-related, learning or indeed contribute in other ways.

Collaboration with others who are external to your own context may be especially relevant if you work independently, or in isolation from easily-identifiable teams and the collaboration could be electronic or virtual, for example through Twitter, online forums or other online communities.

The 'others' you focus on could be learners. Collaborating with learners can be a valuable way to enhance your own learning and teaching practice as they may indicate strengths and weaknesses in your approaches, can help you see your own practice from a different perspective, and/or they may provide you with relevant examples to include in future and this in turn can enhance the learning of other learners.

Other aspects of collaboration with learners might include examples where you have invited them to co-create learning activities, be involved in programme review and approval or to be partners in enhancement activities and/or projects. Some partnership working may focus on specialised initiatives, such as sustainability, community engagement and other ways learners can act as champions for positive change.

Whatever your focus it will be useful to explain why you collaborated with others, how you worked together, why you took the approaches you did and the evidence of success. You should very clearly indicate your own contribution, and the effectiveness of the part you played.

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

- where utilising institutional networks of people, for example the range of student support services, helped you to identify appropriate support for students
- relationships you have developed with key stakeholders (e.g. discipline leads, professional network, learning designers) and examples of learning gained and changes to your practice that resulted from the collaboration
- where you have worked as part of a team, demonstrating how you collaborate effectively in activities such as the planning of learning activities, jointly developing questions, and/or the actual 'delivery' or 'facilitation of a session or programme
- explanation of changes made to assessment guidance or rubrics through team collaboration and the positive influence on student learning and/or achievement
- enhancements to study guidance materials which have resulted through adopting a collaborative approach and working with other colleagues, each contributing different perspectives and/or expertise
- how engaging with external experts (e.g. industry, community) has had a positive impact on the programme(s) you teach on or service you provide
- instances where you have engaged in a team approach to address an identified challenge (this may be within and/or beyond the discipline or professional field) and the positive benefit that resulted from this approach
- enhancements to programmes and/or practice achieved through participating in teaching quality activities (e.g. peer review of teaching; reflecting on teaching enhancements through collaborative processes; participating in team-based moderation or calibration activities)

- working effectively with others to enhance practice through collaborative exploration of current literature and any related successful development and/or implementation of industry-engaged learning activities
- building and maintaining respectful relationships with community groups in your context, for example with minority communities and cultural groups, including indigenous people, to enhance educational practice.

Consider these questions to help you generate evidence:

Which learning and teaching team(s) was I part of? What role did I play in those teams? How did we work with each other to inform or enhance teaching?

What have I learnt from learners, perhaps through feedback or in staff-student liaison meetings? How did I use this learning to enhance my work?

How did I negotiate with other members of a team to share tasks fairly and reach a consensus?

How did colleagues from other areas, and/or external people contribute to the programmes I taught on or the service I provided? What was the purpose of the contribution they made and how did I ensure that my work with them was effective to enhance learning?

To what extent did I work with colleagues from different services or faculties? What examples can I give where I have worked together to co-create learning activities or guidance for students and/or colleagues?

What collaborative networks, action learning sets or communities of practice did I belong to? How did these contribute to enhancing practice?

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

7.5 Evidencing Core Knowledge

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

For **Descriptor 2.2** (Fellowship) your mentee will need to provide evidence that shows how they apply all five forms of Core Knowledge in their practice.

Your mentee needs to show how in their context they 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 practice in higher education is informed by an understanding of how learners learn that is appropriate for the breadth and depth of your practice. It is important to give a range of specific examples to show how this knowledge has enabled you to teach and/or support learning effectively in ways that are relevant to context.

The evidence you provide should show how you have applied different forms of knowledge across the scope of your responsibilities. Possible areas of focus include:

- what you know about the diverse characteristics of your learners (such as mature students, recent school leavers or workplace learners) and the diverse contexts in which they study, and how this knowledge has influenced your effectiveness in teaching / supporting learning
- how you have sought to understand learners' perspectives about how they learn, and how your practice has taken account of this
- 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 in higher education
- the role of insight gained from your subject knowledge, industry or professional expertise about how students learn in specific contexts and progress to further study or employment

- the relevance of knowledge about how students become autonomous learners and how this has influenced your practice; for example, in research supervision
- where you have drawn on diverse forms of knowledge and cultural beliefs about education in your context, and where relevant, how you have recognised and indigenous people's knowledge and understanding.

Although long theoretical discussions are not needed, it is important to explain and justify your rationale for the approaches you use with your learners, showing a good grasp of particular theories of learning, frameworks, models, or professional guidelines, and explain how they contribute to your effectiveness.

For example, you might describe how you used theories of learning to design an assessment or learning support initiative, explaining why your theoretical understanding was applicable to your context.

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

- applying theoretical principles to help you improve student learning, retention, or progression
- drawing on published research to improve the learning experience for commencing students
- organising a practical module or overseeing work placements in a way that reflects an understanding of learning and progression to employment in your context
- integrating authentic workplace resources and activities in teaching, showing an understanding of how learners learn in practical settings
- reflecting on your practice as a research supervisor and how it supports autonomous learning for students.

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?

What theories of learning (general and/or subject/profession-specific) are relevant to my responsibilities in teaching and/or supporting learning?

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 have I acquired this knowledge over time? (E.g. collaboration with learners to understand their perspectives, own research or scholarly activity, industry experience, professional development)

What characteristics of learners in relevant contexts are most important for me to be aware of?

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

Are there common learner misconceptions or challenges that are important for me to be aware of across the breadth of my practice?

How did I apply the above knowledge to carry out my responsibilities? (e.g. teaching, learning support, research supervision, designing and developing curriculum, approaches to assessment and feedback, staff professional development)

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

K2 is about demonstrating that that you apply to your practice 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-base has enabled you to teach and/or support learning effectively in ways that are relevant to context.

Possible areas of focus include:

- how you have drawn explicitly on theoretical principles or models to teach a module or take responsibility for a learning support service or initiative
- how you have effectively applied knowledge of pedagogic approaches or methods, whether general or context, subject, or profession-specific
- how a broad knowledge of professional or industry practices and requirements has helped your effective practice in teaching and/or supporting learning
- how you have enhanced your knowledge of approaches by taking part in scholarly activity and professional development, and how learners have benefited.

Although long theoretical discussions are not needed, it is important to offer a well-informed rationale for the approaches you use with your learners, showing a good grasp of particular theories, frameworks, models, or professional guidelines, and to

include evidence of the impact on 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.

Although the examples you describe may be collaborative, it should be clear from the evidence you present that your practice is informed by your own knowledge-base.

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

- re-working a learning support service based on a theory of pedagogic partnership with learners
- redesigning a large practical assessment using a simulation approach developed as part of a scholarly project
- using scenario-based methods when teaching in a large-class format such as a lecture
- using game principles (gamification) to design an industry-related unit or module
- reflecting on how you have refined your approach to teaching team skills in a business context over time, making adjustments according to the subject matter and level of study
- discussing how the debate about whether academic learning support should be stand-alone or embedded has influenced your practice
- reflecting on the differences in your approaches to supervising research students at Masters and PhD levels.

Consider these questions to help you generate evidence:

What approaches to teaching and/or supporting learning, either general or subject or profession-specific, are important across the breadth of my practice?

What makes these approaches relevant, and how have I developed my knowledge of them (e.g. through research or scholarly practice, professional development, industry experience)?

How did I apply this knowledge across the breadth and depth of my practice? For example:

- How did it inform my design and planning of activities and programmes (A1)?
- How did it inform my teaching and/or support for learning (A2)?
- How did it inform my practice in assessment and feedback (A3)?
- How did it inform my support and guidance for learners (A4)?

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 do what you do, in the way that you do it. In particular, K3 is about how, and on what basis, you critically evaluate the effectiveness of the breadth of your practice in teaching and/or supporting learning. Here, the word “critically” means “in a balanced way” i.e. acknowledging both strengths or achievements and limitations or potential improvements.

For K3 It is important to show that you make evaluative judgements about your practice based on evidence. You also need to show that such evaluation is integral to your practice i.e. that you regularly take action to adjust your approaches as a result.

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

Sources of evidence may be informal (ad-hoc peer observation of teaching) or formal (periodic programme reviews). You are encouraged to refer to 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.

You will not necessarily 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, or professional learning, or other evidence-informed approaches (see Professional Values, V3). You may also have contributed to scholarly activity, for example by sharing your practice at conferences or seminars or via scholarly networks.

The evidence you provide will be influenced by the context you work in and your role,

but examples might include the following:

- Your evidence may focus on how you evaluated:
- learners' experiences of services or initiatives related to their learning for which you have been responsible
- your design and planning and/or teaching of one or more modules
- the effectiveness of assessment and feedback in a module which you taught
- practical and work-related learning
- 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
- research training and/or research supervision.

You should refer to a range of sources of evidence relevant to your context, for example:

- student feedback on a teaching and/or learning support approach for insight into the effectiveness of a new activity, and critically reflecting on the results to enhance your practice
- your own observations over time
- 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, peer review of teaching and/or an integrated cyclical approach to practice incorporating planning, action, evaluation, reflection, and scholarly activity
- assessment of learners' academic progress and performance

- employment outcomes
- discussing challenges encountered with other members of the team, and/or team leader, comparing experiences and identifying new strategies or activities to use.

Consider these questions to help you generate evidence:

How have I gathered evidence relating to my practice (e.g. surveys, module or programme evaluations, peer review, assessment moderation, external evaluation)?

How did I ensure sufficient focus on student learning when gathering evidence?

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 practice in teaching / supporting learning, leadership or influence?

What conclusions can I draw concerning the development of my practice 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.

To evidence K4, you are expected to show that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning in contexts relevant to your practice. You also need to give a range of 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.

Although you are likely to be guided by institutional policies and practices relating to technologies and resources, it should be clear from the evidence you present that your practice is informed by your own knowledge-base.

You should provide evidence of applying broad knowledge of appropriate use of technologies and/or resources for learning showing how your knowledge has informed the breadth and depth of your practice, in a manner appropriate to the context, level of study, and where relevant, subject or professional field. the role of technologies and resources in research training or supervision for which you have been responsible

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

- how you promoted effective, safe and ethical uses of digital and/or other technologies and resources for learners
- how you incorporated different technologies and resources in your practice, based on a knowledge of their pedagogic value and limitations; e.g. synchronous interactions via webinars, videoconferencing or asynchronous learning via discussion forums, blogs etc., or using digital technologies to enhance live interactions with learners e.g. via live polls or online discussions
- how you planned effectively to ensure specialist resources were available to learners
- how you ensured the accessibility of technologies and resources for learners, including learners with disabilities
- how you have engaged with support and guidance services for learners and staff relating to technologies and resources, including enabling or promoting the use of assistive technologies by learners with disabilities
- how you took account of issues and debates relating to the use of technologies and resources in teaching and/or supporting learning, and how this contributed to your effectiveness
- how you drew on a knowledge of subject- or profession-specific applications of technology to promote learning, employability, or progression to employment – e.g. designing authentic learning opportunities using technologies / resources
- how you have utilised digital technologies to design assessment or give learners access to feedback and/or supported learners to understand the reports from text similarity detection systems and to use them developmentally
- how you have made appropriate use of e-portfolio and other recording

systems as part of teaching / supporting learning, e.g. for self- assessment, reflection, review, planning or showcasing achievement

- how you have promoted collaborations that harness digital technologies as part of teaching / supporting learning, e.g. blogs, wikis, social networking environments, game-based or gamified environments or artificial intelligence tools
- contributions to organisational strategies and policies on the use of appropriate learning technologies and resources.

Consider these questions to help you generate evidence:

What knowledge about using technologies and resources for learning is particularly important for the work I do?

In what ways has the use of technologies and resources contributed to my effective practice in teaching / support for high quality learning?

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

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

In what ways have I ensured that my knowledge of the appropriate use of technologies and resources for learning remains current? How have learners benefited?

What have been the implications for my practice of participating in any training or professional development focused on technologies and resources?

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

K5 is about the expectations of quality assurance and quality enhancement that apply in your context, and the implications across the broad range of your practice.

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

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

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.

To evidence K5, you need to demonstrate an understanding of how requirements for quality assurance and quality enhancement are relevant to your practice, and why they are important for the learner experience and the broader context of higher education.

The quality assurance and quality enhancement requirements that apply in your context may be both formal and informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory / clinic safety, and marking moderation, alongside more formal processes.

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).

The evidence you provide at Descriptor 2 will depend on the context you work in and your role. Examples might include:

- your responsibilities for maintaining safety for learners (e.g. in a laboratory or clinical context)
- the implications for your role of institutional or institutional partner frameworks, policies, standards, or benchmarks
- how you have engaged in regulations, procedures and standards to maintain and improve effectiveness in your context
- how you have ensured that learning activities and/or assessments are aligned with the intended learning outcomes of a module or programme or with professional body requirements
- your role in ensuring adherence to subject or professional standards, including how you ensure that learners' work meets standards expected and that academic integrity guidelines are followed how procedures to ensure consistency, fairness and integrity in assessment are important for your role
- your broader contribution to the development of quality procedures, showing clearly the outcomes of your influence
- examples showing how you have used feedback from external review or

other quality assurance and enhancement activities or processes to improve your practice and the student learning experience

- discussion of your involvement in and/or application of quality assurance of curriculum and learning resources to ensure they support teaching effectively.

Consider these questions to help you generate evidence:

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

What makes these requirements important?

In what ways have they influenced me and how have I taken account of them in my practice? (e.g. in programme / service design, content, assessment, student guidance)

How have I ensured that activities for which I was responsible, such as modules, units or services, met the expectations for quality assurance and quality enhancement that apply in my context? (e.g. Institution /partner policies and frameworks, subject benchmarks, professional body requirements, requirements of national frameworks and statutory bodies, national standards for academic levels, quality codes)

What examples can I give to show the ways in which participating in formal quality procedures has helped to improve my practice and the student learning experience?

8. The GOLD Enrolment & Application Process

As a GOLD mentor is important to understand the process your mentee needs to go through to gain FHEA recognition. The following stages are explained at the mandatory Mentee Development Workshop and are included in the GOLD D2 Fellowship – Mentee Handbook PSF 2023. They are included here for your information and reference.

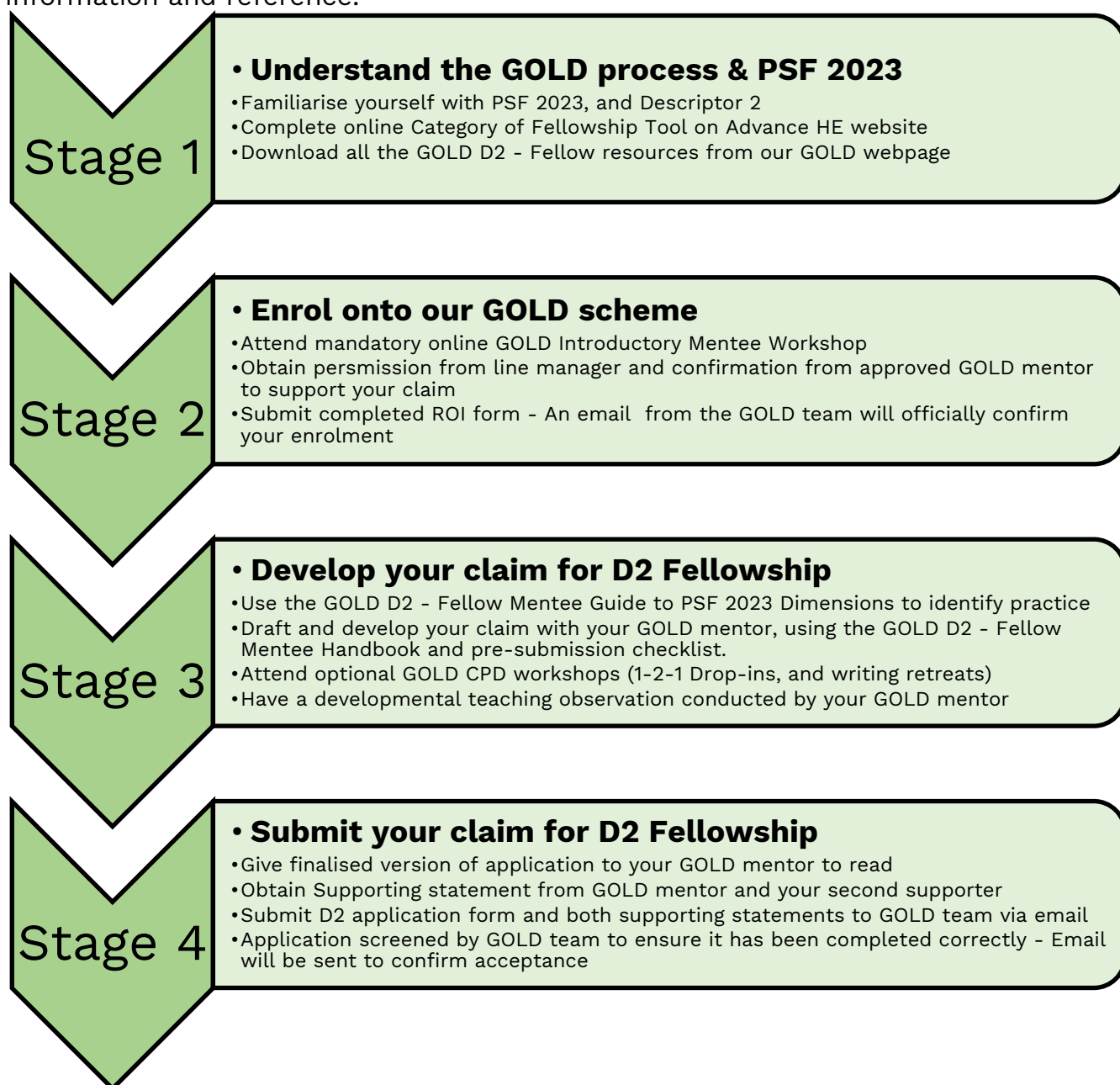


Figure 9: The 4 stages of the enrolment and application process for our GOLD scheme

9. Submitting an application

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

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

9.1 Application Screening

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

This screening process checks:

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

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

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

10. The GOLD Reviewing Process

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

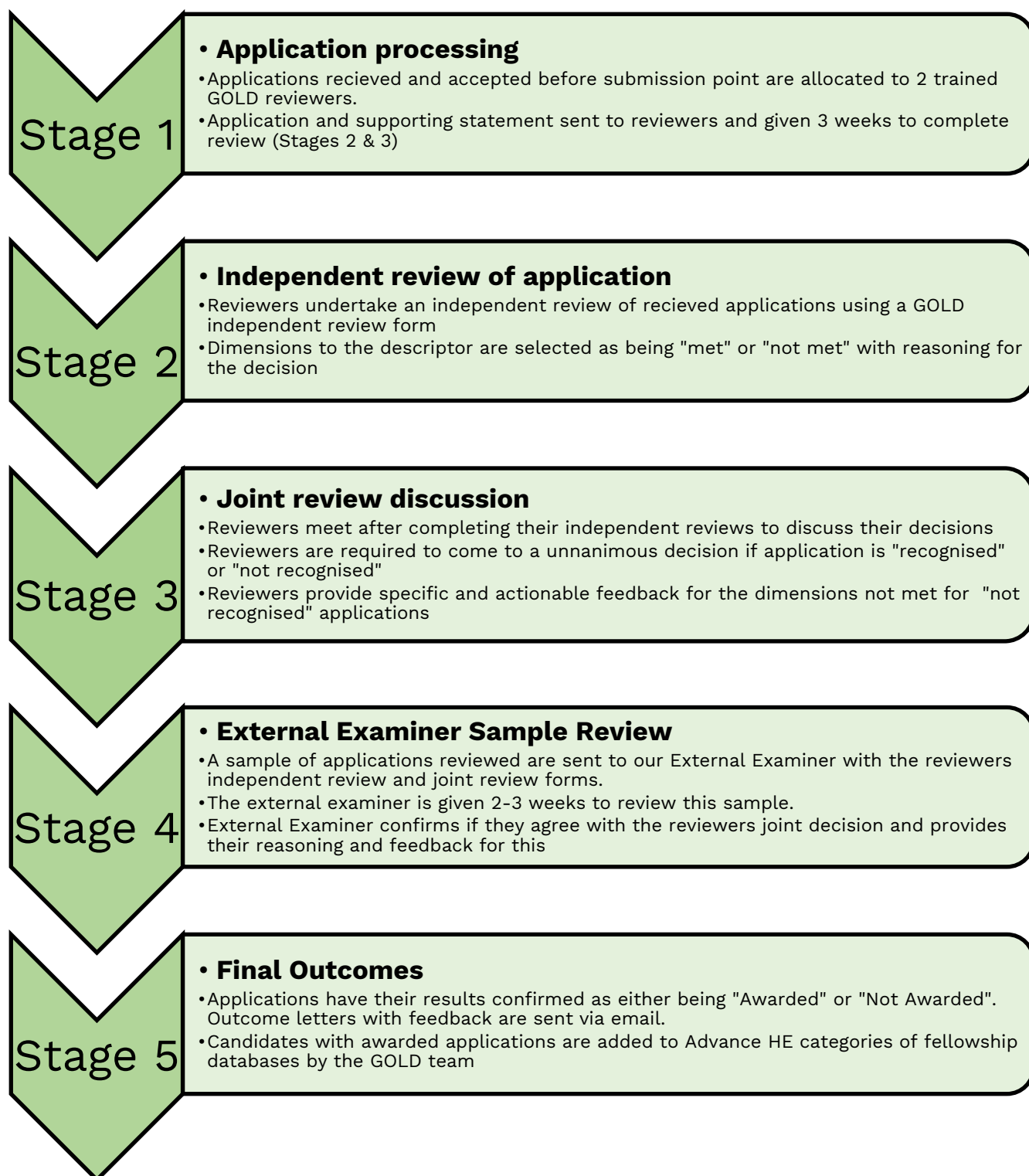


Figure 10: The 5 stages of reviewing applications in our GOLD scheme

11. Resubmission

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

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

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

11.1 Written resubmissions

For written submission, the word limit is increased to provide more space for your mentee to include additional evidence required in their revised application. Resubmissions for D2 claims are permitted an additional 300 words for the reflective commentary (RAPP).

11.2 Screencast resubmissions

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

If they decide for new content added to their original recording, it must be made clear to the reviewers by specifying the times in the recording where the new content features. Your mentee is given an additional 3-4 minutes for their recording to provide space to include this additional evidence.

11.3 Reviewing resubmissions

A resubmission (as opposed to a new, fresh claim) will be reviewed on the basis of the **original reviewer feedback**. Reviewers will use this feedback to check that the key actions identified have been addressed and that the Descriptor (D2) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the

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

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

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

11.4 Claims not resubmitted

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

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

11.5 Unsuccessful resubmissions

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

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

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

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

12. Resubmission Review Process

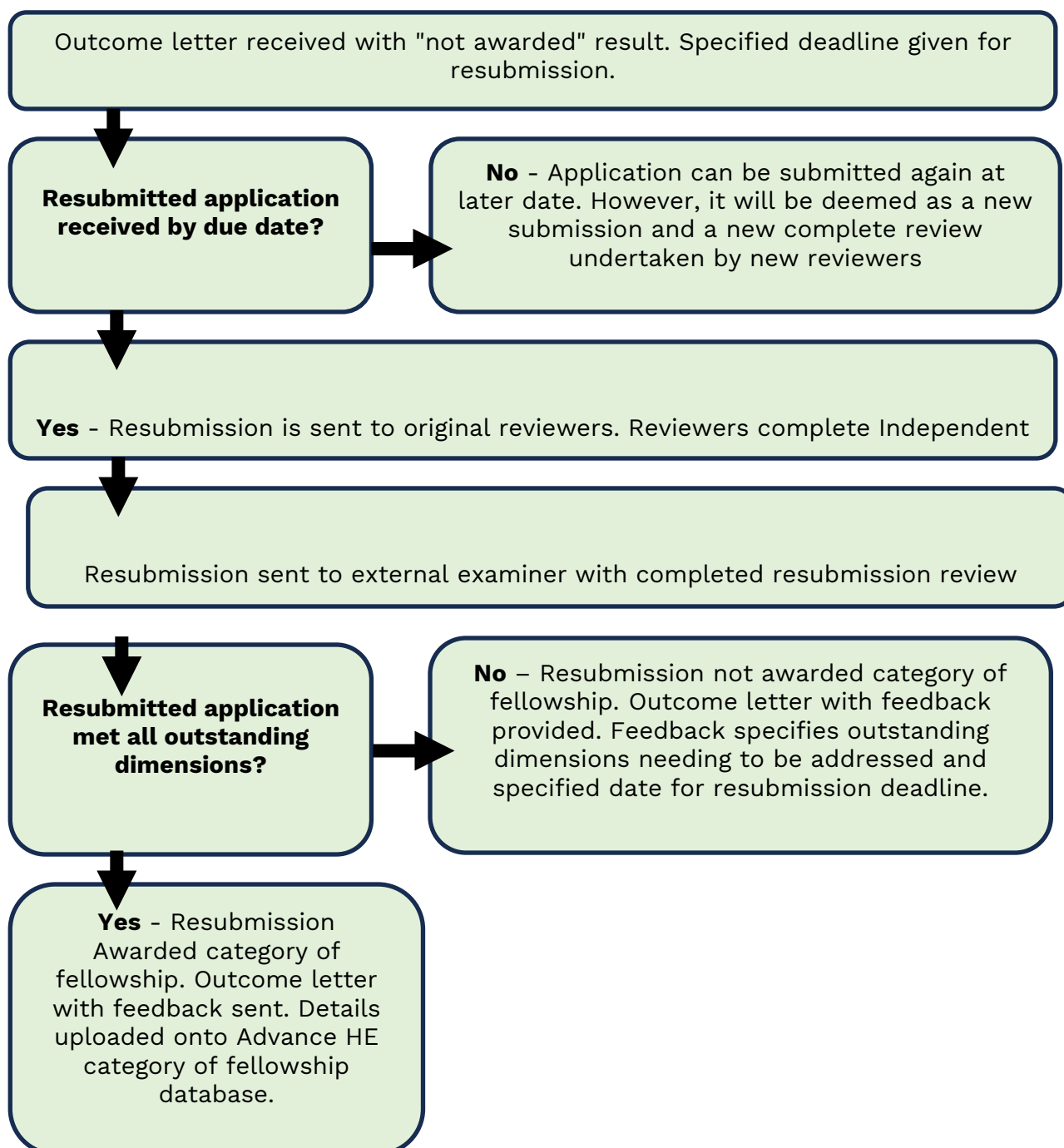


Figure 11: The Resubmission processes for our GOLD scheme

13. Appeals

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

13.1 How your mentee can make an appeal

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

13.2 Processing an appeal

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

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

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

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

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

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

14. Quality Assurance

14.1 External Examiner

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

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

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

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

14.2 Quarterly GOLD Review Board and Steering Group meetings

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

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

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

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

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

15. Confidentiality

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

16. GOLD scheme Privacy statement and EDI monitoring

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

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

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

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

17. Contact our GOLD Team

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

Appendix 1 – Teaching Observation Form

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

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

Appendix 2 – Detailed Pre-submission checklist

Questions to ask	What to check
<p>Supporting statement</p> <p>The supporting statements are there to <i>support</i> the application, not to fill in any gaps in the application itself. They provide evidence of authentication of practice.</p> <p>Both supporting statements should ideally broadly align with each other, not contradict each other</p>	<ul style="list-style-type: none"> - Are there 2 supporting statements? (one from the mentor, one from a referee) - Are they both on the GOLD supporting statements template? - Are they the right length (1-2 sides A4 for FHEA) - Are the supporting statements mapped to the PSF 2023/relevant descriptor? - Do they corroborate and positively support the application? - Does the mentor supporting statement specifically talk about the observation of teaching?
<p>Is it a personal account?</p> <p>The application is supposed to be a personal account of the mentees practice as a teacher/supporter of learning in HE, not an academic essay</p>	<ul style="list-style-type: none"> - Is the application written in the first person e.g. “I did, I think, I wondered, I reflected, I thought, I realised, I felt...” - Does it contain personal practices and experiences of the mentee? - Does the application show a range of examples and/or experiences about the mentees teaching practice?
<p>Is it individual?</p> <p>The application should be individual and not too general about their team/department/practice education setting</p>	<ul style="list-style-type: none"> - Is the application focused on how the mentee teaches/supports HE learning? - If collaborative activities are mentioned, does it explicitly emphasise the particular role/contribution of the mentee?

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

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

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

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