

**Guidance** **Notes** **for** **GOLD Mentors**

**D3 Senior Fellowship Mentees**

Thank you for agreeing to mentor your colleague during their application for D3 Senior Fellowship through the University of Greenwich Gold scheme. If your mentee is successful they will be recognised as a Senior Fellow of Advance HE (SFHEA). If you have not done so already you must complete the NEW GOLD mentor CPD before you can mentor someone through GOLD. Dates for CPD are on Horizon. If you have any queries, please email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) ASAP.

Your mentee should already be familiar with the GOLD process and have attended mandatory mentee development workshop. If they have not you should ask them to book onto this via Horizon ASAP. No claim can be accepted and reviewed if the claimant has not attended the mandatory mentee development workshop. In addition to the mandatory workshop there are optional development opportunities for mentees through GOLD 1-2-1 drop-in sessions and writing retreats. There is an Introduction to SFHEA workshop (1 hour online), which you are encouraged to recommend to your SFHEA mentees to attend. This talks specifically about D3VII and case studies. Dates and booking information are on Horizon.

Additional continuing professional development to help you develop as a mentor is available through the GOLD team. To remain compliant with our accreditation from Advance HE all mentors must engage in mandatory annual CPD. Any mentor who does not undertake this essential CPD will be removed from the approved GOLD Mentor pool. Details of CPD sessions for both mentors and mentees can be found at the main GOLD webpage [www.gre.ac.uk/learning-teaching/gold](https://www.gre.ac.uk/learning-teaching/gold)

**The** **role** **of** **the** **mentor** **in** **GOLD**

Your role as mentor is threefold. You are someone with whom your mentee can discuss their evidence development and presentation, and who can offer sensible advice and an independent viewpoint. You will be expected to look at a draft(s) of the submission. You will need to be conversant with Descriptor 3 and the [UK Professional Standards](http://www.heacademy.ac.uk/ukpsf) [Framework (](http://www.heacademy.ac.uk/ukpsf)UKPSF) (see page 2-3) in order to do this. You are encouraged to meet your mentee and work out a mutually agreeable plan regarding frequency of meetings and a target submission date. Please note there is NO requirement to do a teaching observation for SFHEA mentees.

Finally, as mentor you will provide one of two independent supporting statements about the applicant’s professional practice, corroborating the information they provide in the application, focusing on the applicant’s professional role in relation to learning, teaching, assessment and student support against the 7 Criteria for Descriptor 3 (for SFHEA) on Page 2.

Please complete your supporting statement on the GOLD reference supporting statement. This is available as a separate download on the GOLD website at: [www.gre.ac.uk/learning-teaching/gold](https://www.gre.ac.uk/learning-teaching/gold)

This is an open reference so please make sure it is electronically signed and e-mailed as a pdf to the applicant so it can be included with their application. The panel may wish to contact you about your supporting statement.

**Fellowship** **Criteria**

The GOLD Fellowship criteria align with Descriptor 3 (D3) of the [UK](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf)

[Professional Standards Framework:](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf)

For more info see [www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf](http://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf)

Descriptor 3 Senior Fellows demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. They should be able to provide evidence of:

1. **Successful engagement across all five Areas of Activity**
2. **Appropriate knowledge and understanding across all aspects of Core Knowledge**
3. **A commitment to all the Professional Values**
4. **Successful engagement in appropriate teaching practices related to the Areas of Activity**
5. **Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice**
6. **Successful engagement in continuing professional development activity related to teaching, learning, assessment and, where appropriate, related professional practices.**
7. **Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.**

As a GOLD Mentor for SFHEA it is essential to understand that D3VII is all about leadership, influencing practice, recognising influence in T&L, community development, embodiment of influence. It is not about being a long serving/experienced and/or great teacher (D2). The focus of the claim should be on influence and leadership. Advance HE state:

*Individuals working towards or attaining Descriptor 3 will normally have a considerable level of expertise, developed overtime, in supporting high quality student learning in all dimensions of the framework. They will have gained relevant experience through the use of a range of approaches including, mentoring, coordinating, supervising and managing individuals and groups. Individuals will evidence the depth and sophistication of their understanding and demonstrate a sustained and successful engagement with the UKPSF, indicating specifically how such knowledge, understanding and expertise is used in their approach to teaching, mentoring and their leadership roles. Descriptor 3 recognises extended good practice both within the classroom (or learning environment) and in supporting the student learning experience in a wider context. This would normally include evidence of effective and significant impact on students, on colleagues and on the organisation/institution. Evidence of a wider sphere of influence than the classroom and the student group (the basic expectation for Descriptor 2), is required here.*

Source: The Higher Education Academy, ‘Framework Guidance Note 2: What are the UK Professional Standards Framework Descriptors?’, March 2012, p. 2

<https://www.heacademy.ac.uk/sites/default/files/downloads/What%20are%20the%20UK%20Professional%20Standards%20Framework%20Descriptors.pdf>

The Dimensions of the [**UK Professional Standards Framework**](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf) are organised as follows:

• **Areas** **of** **Activity** ***(What*** ***they*** ***do)***

• **Core** **Knowledge** ***(What’s*** ***in*** ***their*** ***head)***

• **Professional** **Values** ***(What’s*** ***in*** ***their*** ***heart)***

**Areas** **of** **Activity**

**A1** Design and plan learning activities and/or programmes of study

**A2** Teach and/or support learning

**A3** Assess and give feedback to learners

**A4** Develop effective learning environments and approaches to student support and guidance

**A5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**Core** **Knowledge**

**K1** The subject material

**K2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

**K3** How students learn, both generally and within their subject/disciplinary area(s)

**K4** The use and value of appropriate learning technologies

**K5** Methods of evaluating the effectiveness of teaching

**K6** Implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional** **Values**

**V1** Respect for individual learners and diverse learning communities

**V2** Promote participation in higher education and equality of opportunity for learners

**V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

**V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice

**D3 Mentee** **Overview** **of** **the** **GOLD** **Recognition** **Process**

As a mentor is important to understand the process your mentee needs to go through to gain recognition. The following stages are explained at the mandatory Mentee Development Workshop and are in the D3 SFHEA Participant Handbook.

**Stage 1- Understand the GOLD process**

• Explore GOLD webpages [www.gre.ac.uk/learning-teaching/gold](http://www.gre.ac.uk/learning-teaching/gold) including familiarising yourself with the UKPSF and Descriptor 3

• Attend the mandatory GOLD Mentee Development workshop. In preparation you should complete the AHE Fellowship category tool before attending. This is available at [www.advance-he.ac.uk/form/fellowship-decision-tool](http://www.advance-he.ac.uk/form/fellowship-decision-tool)

• Identify your GOLD mentor from the current pool of trained, approved GOLD mentors within your faculty (talk to your line manager about this in the first instance)

• Obtain your line manager’s signature on the Registration of Intent (RoI) form and submit the RoI to the GOLD team via [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk)

**Stage 2- Develop your claim for D3 Senior Fellowship**

• Prepare your GOLD claim (via the written or via a recorded screencast)

• Attend the optional Introduction to SFHEA workshop

• Take advantage of optional GOLD drop-in and /or a GOLD writing retreats for further feedback and development opportunities

• Draft your claim. Share your GOLD claim with your Mentor for feedback. Go through the pre-submission checklist with your mentor (see page 11 of this guide)

**Stage 3- Submit your claim for D3 Senior Fellowship**

• Share your final version with your mentor and second referee to allow them to confirm it before they write their supporting statements

• Submit your claim with your 2 supporting statements via [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk)

• There are 4 submission points per year (September, November, April and June) for reviewing

• Your claim is sent to 2 trained, approved GOLD reviewers for them to review

**Stage 4- Panel decision on your evidence**

* There are 2 reviewers in a panel. Each reviewer reviews your claim independently before convening to share their judgement with the other
* In very rare cases where consensus cannot be reached, a 3rd trained, approved GOLD reviewer from the Academic & Learning Enhancement (ALE) team will be used to review and provide a casting vote, with a majority decision being used to determine the final outcome
* Candidates using the recorded screencast option will have their recording made available to 2 reviewers for them to view. The same judgement process is used as for written applications i.e. against the Descriptor for SFHEA (D3)
* The review panel determines the outcome: Recognised or Not yet recognised (same for written and screencast formats)
* A sample of reviewed claims are sent to the External Examiner for moderation after each submission point i.e. 4 times throughout the year
* Following moderation and approval of the judgments made by the reviewers by the External Examiner, the review outcome of Recognised or Not yet recognised is communicated to candidates in a letter along with feedback and recommendations

If your mentee is unsuccessful, they will have the opportunity to resubmit. Reviewer feedback will be specific and actionable. Your mentee will have 6 weeks to do this. They will be required to meet the specific feedback provided by the reviewers i.e. not to start a new claim from scratch. The word limit is increased to enable candidates’ space to provide the additional evidence required in their revised application. Resubmissions for D3 claims are permitted an additional 500 words for the reflective commentary.

A resubmission will be reviewed on the basis of the original reviewer feedback. Reviewers will use this feedback to check that the key actions identified have been addressed and that the Descriptor (D3) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the feedback actions have been addressed within the application. A covering letter (email) indicating these changes should also accompany the resubmission to indicate where/how changes have been made. Unless the feedback specifically requires it, your mentor Supporting Statement would not have to be written again.

**Mentee Pre-submission checklist for D3 SFHEA GOLD applications**

Before you submit your **SFHEA** **(D3)** GOLD application, you are strongly recommended to run through this checklist with your GOLD mentor to ensure both of you are happy with the application, and to check that all of the required elements of the application are complete before sending off for review. If there are any questions that you give a NO to, you are recommended to discuss this with your mentee and devise an action plan with your mentee to resolve any outstanding issues before final submission. If you have any queries you are encouraged to contact one of the GOLD team for advice ([GOLD@gre.ac.uk](mailto:GOLD@gre.ac.uk)).

Remember that SFHEA is about influence and leadership. The descriptor must be met in full, with particular attention paid to:

**D3VII Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in   
relation to teaching and learning.**

Your claim should make clear what your sphere of influence is regarding teaching and learning (T&L) leadership and influence in your context. This should be a strongly represented theme throughout your entire claim.

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| **Questions to ask** | **What to check** | **Y/N** |
| **D3VII Influence and leadership on/of others** | - What do you influence?  - Who do you influence?  - How do you influence? What informs your approach?  - How do you evaluate yourself and your impact on others?  - What strategies did you use to influence others? (e.g. persuasion, sharing evidence, funding, guidance, modelling, and research)  - Why did the strategies work? How might your approach to influence have been even better? |  |
| **Supporting statement**  NB. The supporting statements are there to support the application, not to fill in any gaps in the application itself. They provide evidence of authentication of practice.  NB. Both supporting statements should ideally broadly align with each other, not contradict each other | - 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 (2 sides A4 for SFHEA)  - Are the supporting statements mapped to the UKPSF/relevant descriptor?  - Do they corroborate and positively support the application? | **Y/N** |
| **Is it a personal account?**  NB. 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 | - 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? | **Y/N** |
| **Is it individual?**  NB. The application should be individual and not too general about their team/department/practice education setting | - 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? | **Y/N** |
| **Is it reflective?**  NB. Strong applications often use a reflective model style of narrative e.g. Rolfe “What? So what? Now what?” or Brookfield’s four lenses of reflection  NB. Check that it is not a ‘shopping list’ of what the mentee does without any reflections | - 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?  - Does the application have 2 strong case studies with a clear T&L leadership and influence focus? | **Y/N** |
| **Impact?**  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? | - Does the application show evidence of impact of their practice?  - Does it provide a list of “Thank you that was helpful/you are helpful” quotes? Or does the evidence really demonstrate impact?  - Does the application show impact/reach beyond the mentees own practice? e.g. other individuals, department/school, institution etc. | **Y/N** |
| **Is** **it** **scholarly?**  NB. 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  Good applications demonstrate understanding and do not merely slot in a few key names/theories without really demonstrating understanding/correct application | - 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 and 2 case studies? | **Y/N** |
| **Is** **it** **evidence-based?**  NB. 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. | - 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? | **Y/N** |
| **Does** **it** **meet** **Descriptor** **category** **requirements?** | - Does the application fully align to D3?    - Is D3VII evident as a recurring theme in the narratives throughout the claim?    - Is the evidence provided at the appropriate level for the Descriptor? | **Y/N** |
| **Is** **it** **aligned** **to** **the** **UKPSF?**  NB. The evidence being presented to claim for all dimensions of the UKPSF must be **explicit**. | - Are **all** appropriate dimensions covered in sufficient depth?  - Does the application articulate the connections with the UKPSF effectively and appropriately to the descriptor level?  - Are **all** appropriate dimensions covered in sufficient depth and with examples of practice that are appropriate for Descriptor 3?    - Are **all** dimensions mapped appropriately within the claim (RAPP and case studies)  - Is the mapping in the narrative in situ and not overmapped? e.g. one big bracket at the end with many/all dimensions) | **Y/N** |
| **Is** **evidence** **current** **and** **sufficient?**  NB. It is generally recommended that 5 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 | - Does the application include evidence from the last 5 years of practice?    - Does the application show evidence of sustained impact regarding leadership and influence of others in T&L terms? | **Y/N** |
| **Commitment** **to** **on-going** **development** **and** **maintaining** **good** **standing**  Is it a ‘shopping list’ of courses/CPD attended, or have they made connections between it and their own practice (actual or intended)? | 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 talk about how the mentee has used the CPD to disseminate/inform the practice of colleagues?    - Does the application indicate a clear commitment to on-going development as a leader/influencer of learning in HE? (this could include HE CPD or CPD from practice/discipline with a L&T) | **Y/N** |
| **Overall** | - 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 3?  - 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? | **Y/N** |