

GOLD D2 Fellow - Mentee 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 developing your application. If you have any questions after doing this, please contact our team via GOLD@gre.ac.uk

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1. Introduction

1.1 Welcome to GOLD PSF 2023

The GOLD professional development framework provides a way of formally recognising your commitment to professionalism in teaching and learning in higher education, based upon authenticated evidence of your practice, values and knowledge. It is aligned to the Advance HE (AHE) Professional Standards Framework (PSF) 2023 (Figure 1). GOLD is a fully mentored scheme. You will work with a trained GOLD mentor throughout your journey towards recognition, as well as being able to engage in additional feedback and development opportunities that are provided by the GOLD team.

GOLD accredits three categories of fellowship (D1 to D3) and supports direct application to Advance HE for the fourth (D4). The 'D' refers to the Descriptor that is aligned with each particular category of fellowship. When you achieve your recognition, you will be entitled to use the relevant post nominal letters to signify your achievement.

Descriptor	Category of Fellowship	Post nominal letters
D1	Associate Fellow	AFHEA
D2	Fellow	FHEA
D3	Senior Fellow	SFHEA
D4	Principal Fellow	PFHEA

Figure 1: Categories of fellowship and their associated descriptors from the PSF 2023 and post nominal letters

In this case you will be able to use FHEA once you have successfully gained recognition through GOLD. The Fellow award is yours and is something you will have and be able to refer to, even if you leave Greenwich in the future.

Fellowship is the appropriate category of fellowship to professionally recognise individuals from a wide variety of different contexts whose **higher education** (HE) teaching and/or support for learning practice enables them to **evidence all of the PSF 2023 Dimensions** to meet the requirements of PSF 2023 Descriptor 2.

You can apply for FHEA recognition through GOLD via two submission routes; written or recorded screencast. You should read this handbook in conjunction with the other GOLD D2 Fellow resources that are available on our GOLD webpage. You should explore the GOLD website to find out about the mandatory and optional CPD that is available to support you too.

If you have any questions, please contact the GOLD team gold@gre.ac.uk.

Good luck!

1.2 Higher education and eligibility for Fellowship

The PSF 2023 sets out the **professional standards for higher education (HE)**. All the experience and evidence included in an application for Fellowship **must** relate to teaching and/or support for learning practice related to **higher education** provision, such as:

- level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, or equivalent;
- level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or equivalent;
- level 5 or above of the European Qualifications Framework;
- first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
- level 5 or above of the Australian Qualifications Framework (AQF) or equivalent;
- level 5 or above of the New Zealand Qualification Framework (NZQF) or equivalent;
- Other equivalent higher education frameworks;
- Activity focused on supporting learners within a Higher Education context, providing the learner(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above;
- Foundation Year programmes;
- Pre-sessional English courses for international degree students designed to develop academic skills;
- Professional CPD programmes that are designed to develop and extend existing graduate/postgraduate level skills, knowledge and understanding, e.g. GP training, etc.
- Delivery of some **non-accredited continuing professional development** for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

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.

In defining what constitutes higher education teaching and learning within different national contexts in order to determine eligibility for fellowship, Advance HE uses **UK ENIC** (UK National Information Centre) for information about global education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for fellowship if they are an integral part of a programme defined as higher education within the context of the country of study. If you are a UK/TNE partner where you are teaching UK levels 1 to 3 i.e. Further Education (FE), this is not appropriate in terms of applying for FHEA. All evidence and experience mentioned in an application must relate to higher education (foundation degree/degree etc.) in the terms specified above by Advance HE.

By applying to become a Fellow you will have the opportunity to:

- Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development
- Gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions
- Benchmark your practice against professional standards and sector expectations
- Identify and celebrate your strengths and achievements through reflecting on your experience

2. Knowing if Fellowship right for you

2.1 D2 Fellowship description and profile

Fellowship is relevant to those whose job description includes a substantial amount of teaching, and you have a broad understanding of effective approaches to teaching and supporting learning in HE, then it is likely you should be able to achieve (D2) Fellowship. You might have a teaching qualification already, be a member of academic-related or professional services staff or be an experienced academic new to UK higher education. You will be engaging in all five of the areas of activity of the UKPSF.

Fellowship reflects main grade teaching responsibilities and is the expected descriptor for staff who undertake substantive teaching as part of their role. Fellows (D2) are able to provide evidence of broadly based effectiveness in more substantive teaching and learning support role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams e.g.

- i) Early career academics
- ii) Academic-related and/or support staff holding substantive teaching and learning responsibilities
- iii) Experienced academics relatively new to UK Higher Education
- iv) Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

The Fellowship descriptor (D2) recognises and acknowledges good practice within the learning contexts of Higher Education, wherever this takes place, and however teaching and the support of learning is approached. Furthermore, it recognises the diversity of staff who, in different ways, provide such teaching and support. Ultimately, GOLD D2 Fellowship claims are judged against the D2 Descriptor, therefore it is essential that your claim and evidence aligns with it in full.

Individuals whose practice is aligned with Descriptor D2 will be able to demonstrate achievement and success in all the dimensions of the framework including the areas of activity, core knowledge and professional values. They are expected to incorporate relevant subject and pedagogic research and/or scholarship in their approaches. How this is evidenced will be dependent on the context in which the individual is working, nature of the subject, discipline or profession in which they teach, and the expectations of the institution in which the individual works. However, the expectation is that there will be some scholarly literature and evidence cited in order to demonstrate a clear pedagogic rationale for practice.

Such individuals will be demonstrating engagement in continuing professional development activities with specific regard to learning and teaching and which

result in the enhancement of their teaching. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include presenting or participating in conferences on teaching and learning (often discipline-specific), attending workshops or training events, engaging in peer observation of teaching, to the less formal activities that individuals are increasingly able to draw on and recognise as valuable contributions to their continuing professional development as a teacher. These might include regular departmental meetings where the discussion is about learning and teaching issues; ‘corridor discussions’ about teaching; bidding for and involvement in projects or research on teaching and learning; implementing new approaches; network activities, reading, and visits to other institutions /organisations etc.

2.2 Knowing if you are ready to start working on an application

Ask yourself these questions:

- Am I effective at teaching and/or supporting learning? For example, am I familiar with current theories and practices of teaching and learning in Higher Education? Am I up-to-date in my approach to teaching practice? Can I support learning using contemporary approaches and back this up with scholarship about my teaching subject? Am I conversant with the current university/collaborative partner policies and strategies, and infrastructure (VLE, student management systems, etc)?
- Am I professionally self-critical? Do I reflect upon how I could do better, and how the things I am involved with could be more effective? Am I someone who changes things for the better?
- Am I active in pursuing continuing professional development (CPD) in teaching and learning?
- Have I engaged with some relevant (teaching and learning and/or discipline) CPD in the last 6 months, or attended a conference in the area of teaching, and learning?
- Do I have enough evidence of engagement with required/relevant areas of the PSF 2023 dimensions? Does this evidence align fully with Descriptor 2?

The GOLD framework expects you to be able to answer “Yes!” to all these questions – and give a reasoned evidential account of why your answer is “Yes!..” If your answer to any questions is “No?,” then you may not be ready to embark on gaining D2 Fellowship yet. If this is the case, you are advised to contact gold@gre.ac.uk for a discussion about your practice and experience. It might also be useful to talk to a prospective GOLD mentor about your experience and where and how any gaps might be addressed prior to beginning a GOLD application.

3. 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**.

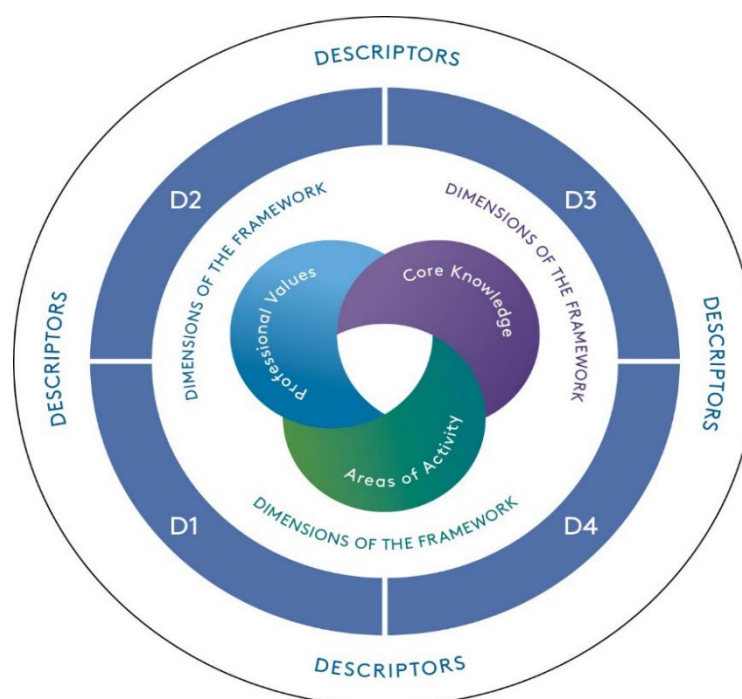


Figure 2: Professional Standards Framework (PSF) 2023

The PSF Descriptors (PSF) are a set of criteria statements (referred to as Descriptor ‘criteria’). These define the key characteristics of four broad categories of practice. Incorporating the Dimensions, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning. Each Descriptor consists of an introduction and a set of three criteria statements.

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, you need to evidence that your 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 Core Knowledge
- **D2.3:** effective and inclusive practice in all five Areas of Activity

As shown above, the Descriptor 2 criteria statements incorporate specified Dimensions; the 15 PSF 2023 Dimensions are shown in Figure 3.

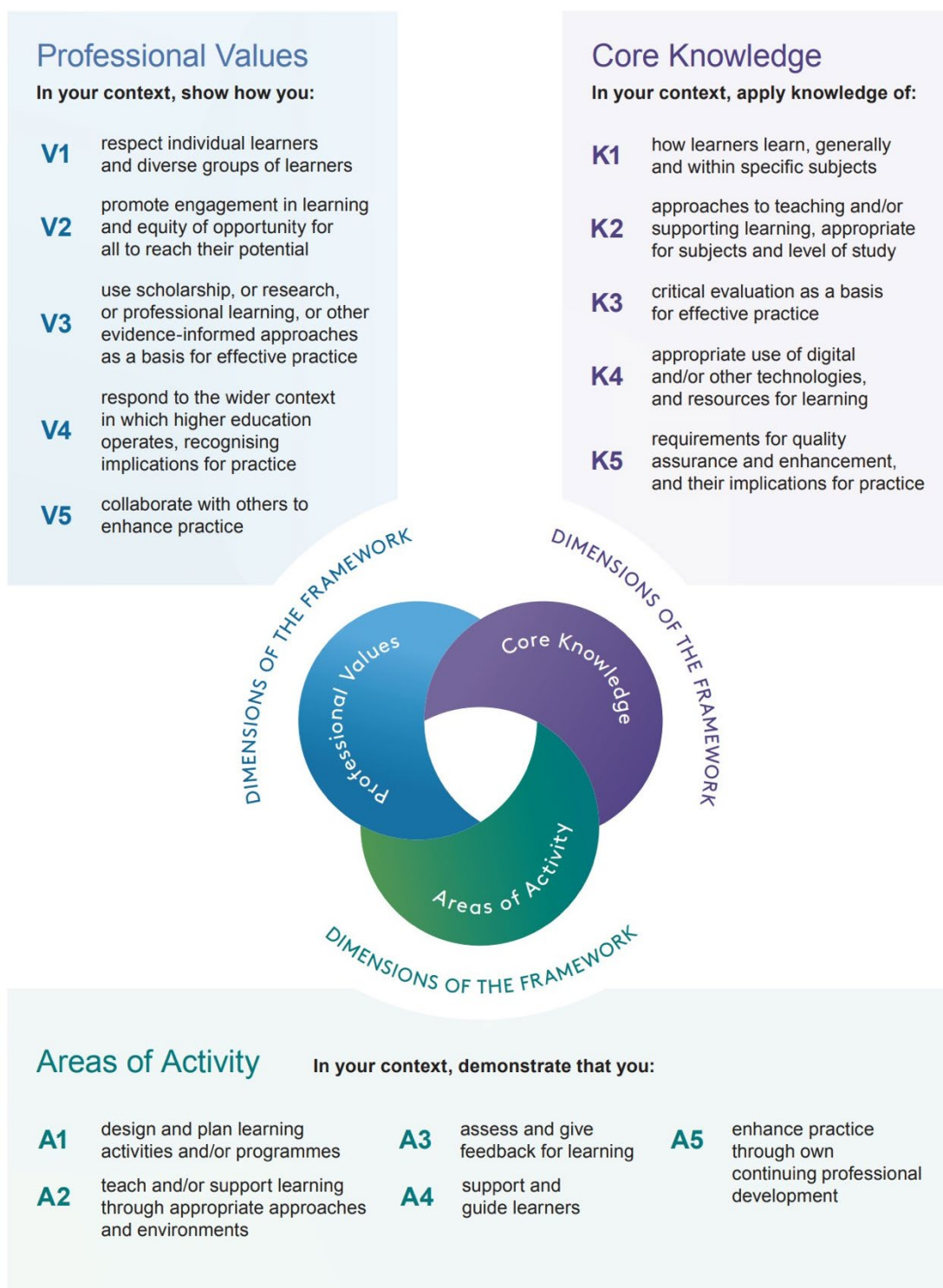


Figure 3: PSF 2023 Dimensions of the Framework

4. Starting your journey with GOLD

When starting out planning and developing your application, we recommend that you follow the initial sequence of activities below in figure 3.

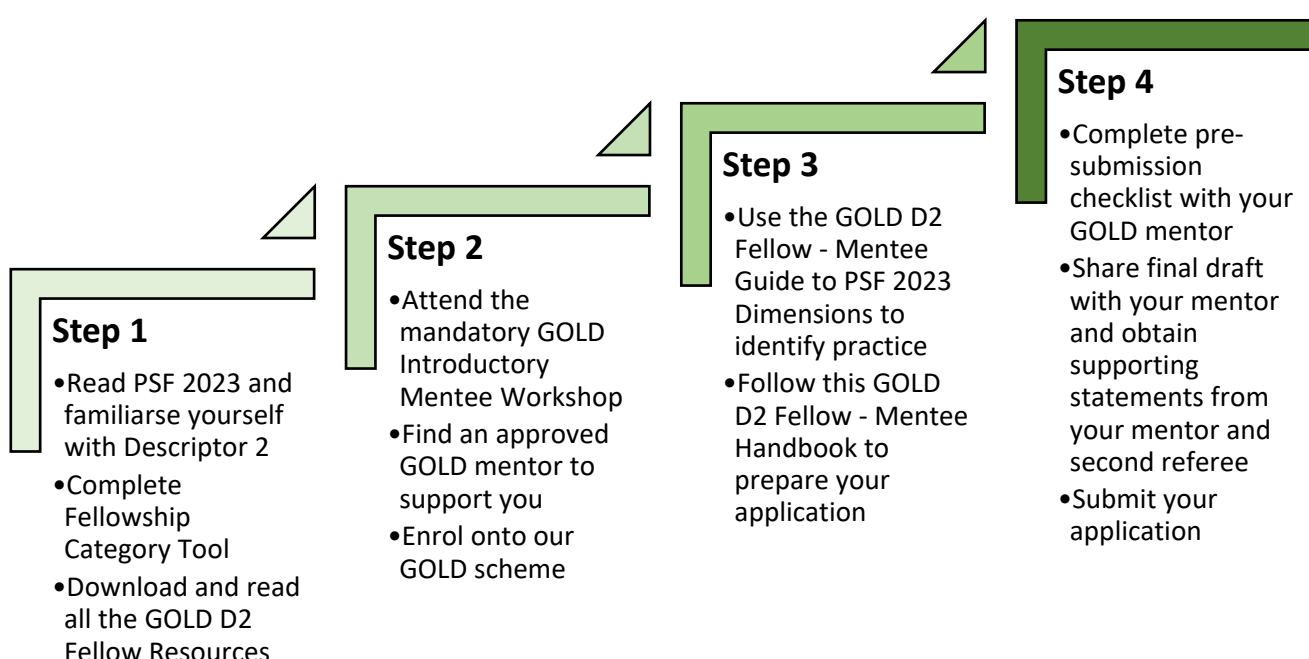


Figure 4: Steps in starting your journey with our GOLD scheme and developing your application

Step 1

Section 3 above explains the Professional Standards Framework (PSF) 2023. Your application will be reviewed against Descriptor 2 of this framework.

Fellowship Category Tool

Before starting to use this handbook, we strongly recommend that you use the free Advance HE online Fellowship Category Tool (FCT) on their website here.

Answering the online questions about your higher education teaching and/or support for learning practice should:

- help you to check that Fellowship is the best match for your current practice
- prompt your thinking about different aspects of your practice as you plan your application.

The Fellowship Category Tool (FCT) consists of a set of statements that are aligned to the different PSF 2023 Dimensions of the Framework and Descriptors. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education (HE). By using the tool to consider your current and recent practice, your choice of statements as you progress should help to confirm that **Fellowship** is the most appropriate category of fellowship for you. Please note that the accuracy of the tool depends on the choices you select as you work through it. As you look through the guidance documents, if you feel that you are not yet able to provide sufficient evidence for Descriptor 2 then you can use the report provided by undertaking the FCT to guide the development of your practice further before making a successful application. You are welcome to come and speak to a member of the GOLD team if the tool suggests you may need to develop your practice more. We can advise on potential activities/reading/CPD etc. you might engage with to help you prepare for a future GOLD FHEA application.

GOLD D2 Fellow Documents and Resources

You will require the following documents when preparing and developing your D2 Fellow application:

GOLD D2 Fellow - Mentee Handbook PSF 2023 (this document)

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 by your GOLD mentor and your second supporter)

All of these can be downloaded from our GOLD webpage.

Step 2

GOLD Introductory Mentee Development Workshop

This is a mandatory workshop that must be attended by anyone wishing to apply through our GOLD scheme.

This workshop outlines our GOLD scheme, the application process and the Professional Standards Framework (PSF) 2023. It will help you establish which level of fellowship is most suitable and identify areas for professional development. The workshop provides practical opportunities for you to explore

sources of evidence from your own practice to enable you to make a strong application with the PSF 2023. It also explores how to write applications in a scholarly and reflective style, and signposts to appropriate academic literature to underpin applications.

Before you attend the workshop, you should familiarise yourself with the UK Professional Standards Framework (PSF) 2023 and the descriptor for D2 Fellowship. You are strongly encouraged to complete the Fellowship category tool on Advance HE website [here](#). The workshop facilitator will be better able to advise on your next steps if the category tool has been completed prior to attending the workshop. You are encouraged to discuss your teaching and learning approaches with colleagues as part of your wider reflections of your practice; it's often easier to work on this together.

The *GOLD Mentee Development* workshops run regularly throughout the year. These are usually monthly. Dates and bookings for these can be found via Horizon [here](#).

If it has been more than 12 months since you last attended this work (even if this was for a previous submission), you will be required to attend it again in order that you can get up to date before you start your application.

GOLD Mentor

GOLD is underpinned by a mentoring scheme to help you towards achieving fellowship recognition. You will be fully supported by a trained GOLD mentor throughout your journey towards submitting your application for D2 Fellowship. Your GOLD mentor must be a current member of University of Greenwich staff who holds D2 fellowship or higher category of Fellowship mentee. All mentors are required to engage with the GOLD initial mentor training and subsequently engage with the annual mentor refresher training. Your mentor will be someone who knows your current professional practice and is usually someone from your department or who knows your practice.

More information about your GOLD mentor and how to find one can be found in Section 5.

Enrolment

It is important that you enrol onto our GOLD scheme before you start developing your application. We will only accept your submitted application if you have successfully enrolled. More information about this can be found in Section 6.

Step 3

GOLD Mentee guide to the PSF 2023 Dimensions – Fellowship

We recommend that you start by reading the ‘GOLD D2 Fellow Mentee Guide to the PSF 2023 Dimensions’. A copy of this can be downloaded on our GOLD webpage. This guide introduces and explains the PSF 2023 and then focuses on each of the 15 PSF 2023 Dimensions to support you in thinking about your practice and identifying potential evidence appropriate to PSF 2023 Descriptor 2 (D2), which is the basis for the award of Fellowship.

This Guide focuses on each Dimension in detail. It includes lots of different examples of practice to reflect the wide range of roles and contexts in which HE practitioners work within the global higher education sector. There are also prompt questions to help you to think about your practice in relation to each Dimension. The questions and examples provided are indicative only and may not be relevant to your practice; you may have different appropriate examples, depending on your own unique context.

You should discuss this with your GOLD Mentor. Once you have identified how **in your context** you use appropriate Professional Values and Core Knowledge, you will then be able to focus your use of *The GOLD Mentee Guide to the PSF 2023 Dimensions – Fellowship* on the sections most relevant to you and your context, to start to identify evidence to use in your application. You are expected to refer to this guide extensively throughout your journey towards submission.

GOLD D2 Fellow - Mentee Handbook

You should use this handbook to understand the format and requirements of the application as well as how to submit an application.

GOLD D2 Fellow - Application Form

Use this application form to write and finalise your draft application. A copy of this can be downloaded on our GOLD webpage.

Step 4

Pre-submission checklist

When you have a finalised version of your application and before submitting it, you need to complete the pre-submission checklist in the final section of the application. See section 7.6 for more information about this.

GOLD Mentor Supporting Statements

You need to include TWO supporting statements in your D2 application. Your GOLD mentor must provide one of these. Another colleague who knows your practice

well can write the other for you. When you have finalised version of your application you need to share it with your GOLD mentor and your second supporter for them to read before they write their supporting statements for you. They will then be able to use the *GOLD D2 Fellow - Guidance for Referees PSF 2023* and *GOLD D2 Fellow - Supporting Statement Proforma PSF 2023* to provide a supporting statement for your application.

See section 5.3 for more information about your supporting statement from your GOLD mentor.

Submitting

Once your application and supporting statement are ready then you can submit it to the GOLD team. See section 13.

Depending on your eligibility, you may also need to pay a fee. See Section 22.

5. Your GOLD mentor

You are encouraged to work closely with your mentor and to get regular feedback on your drafts (written drafts or draft recordings if you intend to submit via screencast). During your drafting stages you will be required to look closely at the Descriptor (D2) for FHEA. This is what your application will be judged against, so you must make sure you provide evidence with mapping to the relevant dimensions of PSF 2023 in your application to show that you meet D2 in full. Your application must make a case for you to be awarded i.e. you need to think carefully about the evidence to make it clear to reviewers that you have the requisite evidence, and that it aligns with relevant dimensions of the PSF 2023 and the descriptor. You and your mentor should work through the Pre-submission checklist (section 6 in the application) and be sure that you are happy with your application before you submit.

5.1 Finding an approved GOLD Mentor

You can find a GOLD mentor by checking our up-to-date approved GOLD mentor list on our webpage [here](#).

It is important that your mentor has undertaken the required training and are up-to-date with the processes of our GOLD scheme and the PSF 2023. If a colleague offers to be your GOLD mentor, it is your responsibility to check that they are approved and trained by the GOLD team. If they are not, please ask them to contact the GOLD team. They will need to do the New GOLD mentor initial training before they can be added to the mentor pool.

Your enrolment onto our GOLD scheme and your application will only be accepted if you are supported by an approved GOLD mentor. You are expected to have at least a minimum of 1 month's support from your GOLD mentor helping you develop your application.

Please note that this process is exactly the same for staff at UK and TNE partners - **only** a Greenwich based, approved GOLD mentor can be used to formally support your application. This is most commonly a link tutor with your institution from Greenwich.

5.2 Mentor teaching observation

All Fellowship candidates must have a teaching observation conducted by their GOLD mentor within 12 months of submitting their claim for review. The observation is developmental and is intended to be a vehicle for you to discuss the PSF 2023 and Descriptor 2 within the context of your own practice. The dialogue can be a useful way to reflect and to generate potential evidence for your

application. A wide range of practice may be observed as appropriate to your 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.

5.3 Supporting Statements

To meet the requirements from Advance HE for D2 fellowship, your professional practice must be authenticated. Formal authentication of practice comes from your TWO Supporting Statements. The supporting statements will verify that your D2 application presents a fair and honest reflection of your practice in line with the category of fellowship you are applying for. Your application for Fellowship must be endorsed by a Supporting Statement from your **GOLD mentor** and one other person who knows your practice well.

The Supporting Statement **endorses** your application and is used by GOLD reviewers to confirm that your application presents a fair and accurate reflection of your higher education practice. It is not used by reviewers to fill any gaps in the evidence you provide towards the Descriptor. The reviewers will need to see sufficient evidence of effective practice in your Reflective Account of Practice (RAPP) to meet Descriptor 2 for them to award Fellowship.

When your GOLD mentor and second supporter writes their supporting statements for you, they must use the following resources;

GOLD D2 Fellow - Supporting Statement Proforma PSF 2023

GOLD D2 Fellow - Guidance for Referees PSF 2023

Both of these resources are available on our GOLD webpage.

The supporting statements **must** be written on the *GOLD D2 Fellow - Supporting Statement Proforma PSF 2023*. The *GOLD D2 Fellow - Guidance for Referees PSF 2023* should be used to help your GOLD mentor/second supporters write their supporting statements. They will need to confirm that they have been **provided with the final draft of your application** to enable them to provide an effective reference. In their Supporting Statement the referee will confirm that in their professional opinion, you demonstrate the requirements of Descriptor 2 and should be awarded Fellowship. Your GOLD mentor/second supporter will be asked to confirm that they have written the Supporting Statement themselves and that the information they provide has been written specifically for your application.

We follow Advance HE guidance regarding length i.e. 1-2 sides of A4 are normally sufficient for D2. The statement should also be mapped to relevant dimensions the PSF 2023/make reference to the descriptor (D2), and it should fully corroborate claims made in your application. It should not be written as a more generic reference that might be used in a job application. All the documentation you

submit, including the supporting statements, should be personal and unique to you. The GOLD scheme lead reserves the right to check that this is so. You may be asked to provide an alternative Supporting Statement for a variety of reasons when reviewers of your application judge that the statement does not fully verify and endorse the evidence in your application.

6. Enrolling onto our GOLD scheme

Anyone wishing to submit an application through GOLD (Greenwich, UK and TNE partner staff) must enrol onto our scheme first. We will not accept or review your application if you have not enrolled. To do this, you must first attend the **mandatory** *GOLD Introductory Mentee Development Workshop* (2-hours online). After attending this you will be provided the link to our online Registration of Intent (ROI) form to complete. When you have submitted this, you will receive an email from our GOLD team confirming your enrolment.

You are given 12 months to submit your application to our GOLD from the date of submitting your ROI.



Figure 5: Diagram to show steps required to be taken to enrol onto our GOLD scheme

6.1 Registration of Intent (ROI) Form

The Registration of Intent (ROI) is a form that signifies that you have institutional agreement to apply for fellowship through GOLD. After attending the GOLD Introductory Mentee Workshop, you will be provided a link to the online form. As part of the requirements by the form you must ensure that you have:

- attended our GOLD Introductory Mentee Workshop
- approval from your line manager
- confirmation from approved GOLD mentor to support you

If any of these are not fulfilled, then your ROI will be rejected and you will be asked to amend/provide further evidence. Once you have submitted a completed form, you will receive an email from our GOLD team who will confirm your enrolment onto our GOLD scheme. You have 12 months from the date of submitting your ROI to submit an application.

6.2 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.

In your ROI we ask that you inform us of the submission date you 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 your application.

The submission point you select is not final. If you wish to change your intended date of submitting, then please 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.

Example:
March 30th Submission Point
April 1st Application submitted
Application will be reviewed at next submission point in June

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

7. GOLD D2 Application Form

The application form is composed of 6 sections;

- Section 1 – Personal Information
- Section 2 – Outlining your professional context
- Section 3 – Reflective Account of Professional Practice
 - 3a Written submission
 - 3b Screencast submission
- Section 4 – Professional Development Action Plan
- Section 5 – Bibliographic reference list
- Section 6 – Pre-submission Checklist

7.1 Section 1 – Personal Information

This section requires you to provide information about yourself and qualifications relevant to your application. This is where you also provide the name of your approved GOLD mentor that has supported you in developing your application. This section should be completed on the application form irrespective of which route you are following (written or recorded screencast).

7.2 Section 2 - Outlining your Professional Context (300 words)

Your **Professional Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience. This section should be completed on the FHEA GOLD application form irrespective of which route you are following (written or recorded screencast). Any application form without this section being completed will be returned to the candidate. This section “sets the scene” for your Reflective Account of Professional Practice in Section 3 of the application form. **In no more than 300 words** your Context Statement should:

- Provide a **brief** summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role. Do not include details about the history and prestige of the institution(s), as your Account of Professional Practice is about you and your practice;
- Identify the learners that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;

- Focus on your **current or recent practice**, which should be within the last 3 years. Please remember that your application for Fellowship is based on your **higher education practice**; if you also work in other teaching or learning roles outside of higher education you should not include this in your application

As the Context Statement is not an assessed part of your application, you must not map this information to the PSF 2023. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it **cannot** be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Fellowship in your Reflective Account of Professional Practice (RAPP) (i.e. it cannot be used to extend the word limit of your RAPP).

The two examples below illustrate the types of information that are useful to include in the Context Statement to set the background to your practice:

Example 1:

I am a Clinical Nurse Educator, with a specialist background in Accident and Emergency (A and E) medicine. I remain a Registered Nurse, practicing in my clinical setting, but also am a member of the Clinical Faculty at the University of X as part of my role. For the last three years I have been teaching undergraduate (UG) nursing students from all three-year groups at the University across a variety of modules. My teaching currently includes theory-based lectures to groups of around 90 students and small group teaching to between 10-20 students. The small group teaching involves practical sessions in a purpose-built simulation suite; this emulates real situations, as well as the routine procedures, that students will face working in the hospital. I have also been involved in creating video and film-based learning materials and e-learning resources. In my faculty role I am involved in all aspects of teaching and learning, including curriculum design and development. Within my work at the teaching hospital I oversee nursing students' clinical practice and act as a mentor. I also support the professional development of my fellow nurses.

Example 2:

I am a Lecturer in Geography within the School of Geography and the Environment at the University of X, a large modern university with a main campus in X. I also teach students at our international campus in Y during a three-week annual visit. I first taught part-time while a Research Fellow at the University of Y for a year and then joined the University of X three years ago as a full-time lecturer. I teach at both undergraduate and postgraduate level across all year groups. At the start of this academic year I became the Module Leader for the Global Environmental Change module having previously been co-Module Leader for the Research Skills in Physical Geography module; both modules in the

second year of the undergraduate programme. My current teaching consists of: + Postgraduate: (2 modules listed) + Undergraduate: (5 modules listed) I lecture to groups of around 80 undergraduate and 30 postgraduate students weekly. I also undertake weekly seminars with groups of 10-15 students and act as a personal tutor to 8 undergraduate students. In addition, I am currently supervising 2 PhD students. We are currently in the process of redesigning our undergraduate curriculum and I am leading on the development and validation of two new second year modules.

7.3 Section 3 - Your Reflective Account of Professional Practice (RAPP)

Your reflective account of professional practice (RAPP) is organised around the five Areas of Activity (A1–A5) of the PSF 2023, the five Core Knowledge and the five Professional Values dimensions.

In preparing your RAPP, you will likely refer to experience mentioned in Your Professional Context (section 2). Remember this is an explanation of how you go about your work; section 2 is a brief description/overview of what you do. It is not assessed and is not part of the overall word count/time limit. In the RAPP you need to explain the how and the why of your practice and professionalism in depth, rather than emphasise the extent of your professional practice.

The award of Fellowship is based on **evidence of your effective and inclusive practice**; you might briefly mention future plans as part of identifying what has worked well and any changes you plan to make in future, however, your application will be judged on whether your evidence of current and recent practice meets the requirements of Descriptor 2.

In your reflective account of professional practice (RAPP) you should include appropriate rationale for the approaches you took and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your RAPP should be based around real examples from your practice and should make clear **what** you did, **why/how** you did it that way and **how you know** that this was **effective**.

Provide **selective** examples of practice in your RAPP and ensure they have direct relevance to your claim for Fellowship. The quality of the examples of evidence is much more important than the quantity.

Depending on the selected submission format, you are either required to provide a written narrative of up to 3000 words, or a screencast recording for no longer than 26 minutes. See section 8 for more information about submission formats.

7.4 Section 4 - Professional Development Action Plan (350 words)

In this section, you outline your Professional Development Action Plan for the next 12 months. This section should be completed on the application form irrespective of which route you are following (written or recorded screencast). It is not assessed and is not part of the overall word count (word limit is 350 words), but it must be included. Any application form without this section being completed will be returned to the candidate.

We encourage you to look upon this action plan as something you will do every year, to remain in good standing (see section 25). Please include some publicly shared professional development in the form of Continuing professional development (CPD) or conferences you plan to attend/engage with. (see section 9.2)

7.5 Section 5 – Bibliographic reference list

Please collate all scholarship, research, professional practice, and/or evidence-informed references that you have cited in your application and list them in Section 5 of the application form. This is irrespective of which route you are following, either written or recorded screencast. Please double check that your citations do have a complete bibliographic reference listed in this section. We do not require a specific referencing convention to be used (though most GOLD mentees use Harvard), but we do insist that whatever you do use is used consistently and correctly. (See section 10.6)

7.6 Section 6 – Pre-submission check list

In this final section of the application, there is a checklist to help ensure that you have completed and fulfilled all the requirements for your application form. We recommend going through this with your GOLD Mentor. If you have not completed one of the parts to this checklist, we **strongly recommend** that you do not submit your application and discuss this further with your Mentor to devise an action plan.

8. Submission formats

For all categories of fellowship, you have the choice of submitting in two formats:

1. written submission
2. screencast submission

To provide optionality and to adhere to Greenwich principles about inclusive assessment, we offer two submission formats. Some people may prefer submitting an application that relies much less on providing written evidence. Further, some may feel more confident and comfortable articulating their practice verbally as a recorded presentation, rather than as a purely written piece. Conversely, some individuals feel much happier to write about what they do, rather than go through the process of designing and setting up a recording. Whatever format you chose, you will have to submit a D2 Application form and ensure you meet the D2 Descriptor. In both formats there is no live, real-time Q&A with any reviewers; both formats are reviewed and judged solely on the basis of the written or screencast submitted. See section 11 for more information about how to present your evidence.

8.1 Written submission

The overwhelming majority of candidates who apply through our GOLD scheme choose to do so as a written submission.

Written submissions require you to provide a written narrative for your reflective account of professional practice (RAPP). For written submissions section 3a of the application form must be completed.

8.2 Screencast submission

A Screencast submission is a recorded video of you presenting your reflective account of professional practice (RAPP). We recommend that you do this by recording your narration accompanied by slides.

For screencast submissions section 3b of the application form must be completed. In this section you must include the URL link for your screencast. Please ensure that the permission settings allow access to the central GOLD team and reviewers. If you are unsure how to do this, please contact our team via gold@gre.ac.uk. If you send a file (rather than providing a link) this must be password protected. This file will be sent with the application form to the reviewers (and potentially the External Examiner).

If you decide you want to submit a screencast you are advised to discuss this with your mentor and book a drop-in with the GOLD team. This can help you to think about the practical and technical aspects this format can entail. Your screencast will be shared only with relevant GOLD administrators, reviewers (and potentially the External Examiner). There is further information about this to help you in section 12.

8.3 Submission Format requirements

Category of Fellowship	Written submission composition	Screencast submission composition
D2 Fellowship	<p>Outlining your professional context – 300 words (Section 2)</p> <p>Reflective Account of Professional Practice – 3000 words in total. 600-700 words for each Area of Activity (Section 3a)</p> <p>Professional Development Action Plan – 350 words (Section 4)</p> <p>Bibliographic reference list – Not included in the 3000-word limit of your RAPP. (Section 5)</p>	<p>Outlining your professional context – 300 words (Section 2)</p> <p>Reflective Account of Professional Practice – 26 minutes in total. 1 minute for the Introduction to your role and context, and x5, 5-minute narratives for each of the 5 Areas of Activity. (Section 3b)</p> <p>Professional Development Action Plan – 350 words (Section 4)</p> <p>Bibliographic reference list – No word limit (Section 5)</p>

Figure 6: Table to show requirements for written and screencast format submissions for D2

Regardless of which format you choose to submit your application in, you must demonstrate engagement with Descriptor (D2) in full.

9. Support with your application

9.1 Support provided by the GOLD team

In addition to the mentor, the GOLD team provide mandatory and optional workshops and sessions to support you to achieve recognition. All are provided online via MS Teams. You can find a full list of these with links to bookings on our webpage [here](#).

Please note that UK and TNE partners can engage with all GOLD CPD without incurring any cost. If you are at a partner institution with no Horizon access, you can contact gold@gre.ac.uk to request to be booked onto any of these.

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 you can get feedback on 1 draft section of your Reflective Account of Practice (RAPP) e.g. on A1, or A2 for example. This can be in written or presentation form if you are opting for the screencast submission. Alternatively, you 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 you to dedicate time to writing. Within the retreats there are spaces for you to write and talk to others about your 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 [here](#).
- For the full-day writing retreats, please contact gold@gre.ac.uk for further information and dates.

Additional Faculty Support for FES

For Faculty of Engineering and Science (FES) staff at Medway campus, there are further optional GOLD briefing sessions facilitated by Professor Lauren Pecorino

PFHEA. These take place 4-5 times a year (usually a mix of on campus and online). These informal 1-hour briefings to introduce GOLD and recognition benefits. These sessions are supplementary to the central GOLD team support and does not replace the need to attend our GOLD Introductory Mentee Workshop. Dates are communicated to all FES staff via email the Medway campus PVCs office.

9.2 Opportunities for development

You may want or need to update your 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 your application. You are advised to talk to your mentor about this.

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 your subject specialism.

Literature

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

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

10. Developing your FHEA GOLD application

Before you begin developing your application you should read this Mentee Handbook very carefully (including the Professional Standards Framework (PSF) 2023 and Descriptor 2). You should also read the accompanying *GOLD D2 Fellow - Mentee Guide to the PSF 2023 Dimensions* and familiarise yourself with the *GOLD D2 Fellow - application form PSF 2023*. These documents are available on the GOLD website.

10.1 Content of your D2 application

Your application should focus only on your work in higher education. It should be a reflection on selected elements of your practice, and not a narrated CV covering everything you do in your job. Some elements of description are needed to give assessors an idea of the context, but they should be complemented by a reflection on your practice. When reflecting on your practice, you should usually start by explaining the reasons behind certain decisions you made (the “Why?”), followed by the content of the innovation or change to practice put in place (the “What?” and “How?”) and the impact of this change on the intended audience (students, colleagues, stakeholders) and on yourself (the “So what?,” evaluative stage). You are strongly encouraged to discuss your practice with your mentor and see where your work and evidence align to the PSF 2023 and Descriptor 2.

The evidence/experience/practice that you include within your application should focus on the **last 3 years** of your practice in higher education (HE) teaching and/or supporting learning. Currency of your experience and evidence is important to maintain within your application. If you need to refer back to practice from more than 3 years ago, you need to ensure that you focus on how this now influences your current practice.

Your evidence/experience/practice can be from Greenwich, as well as practice from other HE roles within the last 3 years that you have developed at different institutions (or a composite).

10.2 Using a reflective voice - First person and being personal

Your application is a personal account of your practice, and it must be submitted in English. Think of your application as a ‘claim’; you are making a claim that your work is effective and has a positive impact on student learning. Your application will be reviewed by two experienced peer reviewers and you need to show these reviewers that there is a clear rationale behind the way you work and the choices you make in your practice.

Therefore, it is appropriate for you use the first-person form of writing/speaking throughout. Writing in the first person (use 'I') so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about **you and your own personal practice** and will not help you meet Descriptor 2. The example below shows how you can do this:

I attended a university workshop about neurodiversity in order to better understand the challenges that one of my students faces (V1). I later read an article recommended by the workshop facilitator that was highly relevant to my disciplinary context (V3). I now approach the planning of my session activities and the learning environment to ensure that all my students can fully engage in the learning to reach their full potential (A1, V2). I have noticed how my neurodiverse students appear to be more comfortable to contribute to the small group discussions.

If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

You should share your reasons for your professional decisions – why you do things the way you do – and demonstrate that you reflect before, during and after. Explain what you do, how you do it, and why you do it that way. Also explain how you know it is effective. Effectiveness is essential to be able to demonstrate. This may involve quoting other stakeholders – students and colleagues, so module evaluations and student feedback are likely to provide useful material for you. You should share something of your personal teaching philosophy – your own values and how they align with PSF 2023 values.

10.3 Structuring your Reflective Account of Professional Practice (RAPP)

The written Reflective Narrative is structured into two sections; you write about your practice in relation to the five PSF 2023 Areas of Activity, and include evidence that you are effectively using all 5 Professional Values and all 5 Core Knowledge dimensions.

Please remember to continue to use the *GOLD D2 Fellow - Mentee Guide to the PSF 2023 Dimensions* to support you in making links between your practice as you develop your narrative.

As you provide evidence against the Dimensions, you should highlight this where applicable. One way to do this is to refer to the Dimension in your text, e.g. (V1) or (K1) etc. Ensure that you only link to the most relevant Dimensions in each case

(e.g. one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this will not demonstrate your meaningful engagement with the Dimensions.

When deciding which examples of your practice you are going to use for each of the 5 Areas of Activity, try to use different examples in each Area that best evidence the specific Dimensions required. It is important that you do not rely on the same examples in each of the Areas of Activity as this is unlikely to provide sufficient evidence that your practice meets all the requirements of Descriptor 2. Select your examples carefully as too many examples will restrict your ability to demonstrate your effective practice against each Area of Activity in order to make a strong 'claim' against Descriptor 2.

Within the limited words available you will not be able to write about everything you do and must be selective about the examples you choose to write about. Select examples that best exemplify your work in each chosen Area of Activity and which also allow you to demonstrate the specific elements of the Professional Values and Core Knowledge required.

When evidencing the Areas of activity in your application, you are required to provide a minimum of 2 examples of your practice for each of them.

10.4 Going beyond the descriptive narrative

When developing your RAPP, you are encouraged to follow the suggested frame to help you to go beyond description in your narratives:

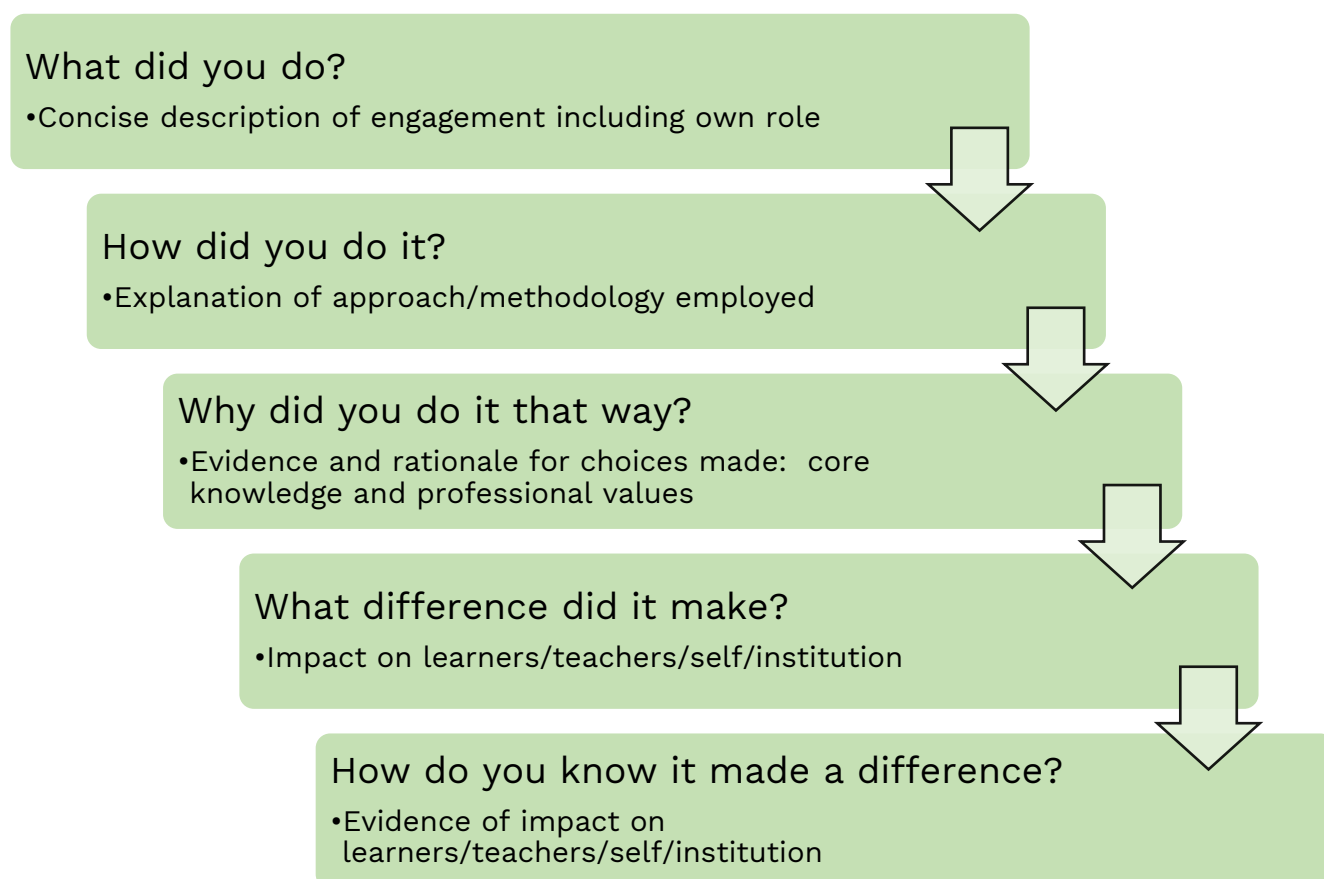


Figure 7: Diagram to show reflective questions to ask when developing your application

10.5 Evidence informed approaches as a basis for practice

To address the requirements of D2 Fellowship you will demonstrate some understanding of effective approaches to teaching and learning. This means you will need to include reference to the evidence base that you draw on to help inform your practice. For FHEA you are required to provide evidence for V3: *use scholarship, or research, or professional learning, or other evidence informed approaches as a basis for effective practice*. Literature around teaching, learning and assessing etc. is commonly cited in applications to demonstrate an evidence informed approach. If you have no citations in your application, your claim for recognition will not be accepted. You will be provided with a list of suggestions of reputable HE teaching and learning literature at the Mentee Development workshop (all of which are available in the Greenwich libraries). See Appendix 1 for

some recommended reading to help you to get started. Your mentor can also advise on reading and indicative evidence bases to consider and include to help underpin your reflections.

10.6 Referencing and bibliography reference list

Throughout your Reflective Account of Professional Practice (RAPP) you will refer to the sources of information that you have drawn on within your teaching and/or support for learning practice. For example, K2 requires that you bring to your practice a knowledge base of approaches to teaching and/or supporting learning, appropriate to your context. In evidencing K2, you might explain why you chose an approach and how you came to know about it (e.g. journal article, professional development, conference, mentoring from colleagues, etc.).

Where you do refer to a source of information that has influenced your practice, you should 'cite' the reference within your text to provide appropriate credit to the author(s)/organisation. This will enable those reviewing your application to be clear about which sources have influenced and inspired your practice. Whenever you cite in the text, you need to include the full reference in a list at the end of your RAPP.

The short excerpt of a Fellowship application below illustrates how the applicant cites the journal article that inspired their design of a lecture and includes the full reference in their Reference List:

'When it came to designing my seminar sessions, I was influenced by **Burgstahler's (2015)** theory of universal design. I thought about the diverse nature of learners in my group and the cultures and educational backgrounds they came from, to ensure that the activities I chose reflected their identities, interests and needs. (V1)'

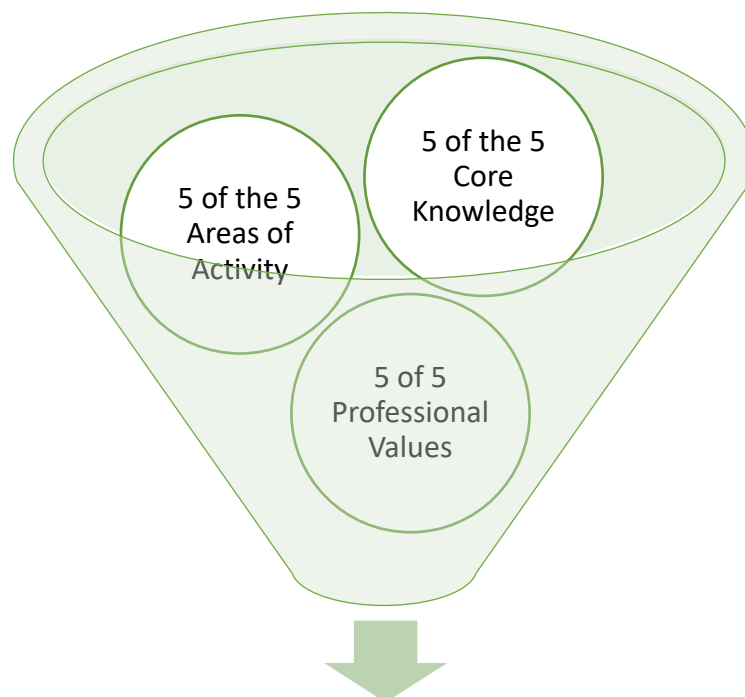
Burgstahler, S. (2015). *Equal access: Universal design of instruction. A checklist for inclusive teaching*. Seattle: DO-IT, University of Washington. Available at http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html (accessed 14/02/23)

11. Presenting your evidence for D2

Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, in experience, disciplinary background, job role, institutional context, etc. Your application will include a professional context statement, your Reflective Account of Professional Practice (RAPP) and your TWO Supporting Statements. Your application is a personal account and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice. Your Supporting Statements will verify and endorse that what you write about in your Reflective Account of Professional Practice (RAPP) represents your practice in a genuine way.

You should use the *GOLD D2 Fellow - Mentee Guide to the PSF 2023 Dimensions* to identify where you use Professional Values and apply Core Knowledge within your practice. Across the 3,000 words of your RAPP you need to ensure that your evidence includes use of all 15 dimensions of PSF 2023.

The Dimensions are **inter-dependent and integrated** within the context of your professional practice; put simply, the Areas of Activity are what you do, you use the Professional Values to inform and underpin your work and the Core Knowledge is what you need to apply to effectively carry out this work.



Fellowship (D2)

Figure 8: Diagram to show how the dimensions are interdependent and integrated in making up D2

A short example is given below to illustrate how this might happen in your 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).

11.1 Examples of practice for each Area of Activity

The *GOLD D2 Fellow - Mentee Guide to the PSF 2023 Dimensions* is your key source of information about what evidence of your **effective and inclusive practice (D2.3)** you might include in your application for Fellowship.

When evidencing the Areas of activity in your application, you are required to provide a minimum of 2 examples of your practice for each of them.

A1 – Design and plan learning activities and/or programmes

The short examples below are included to help you to understand how in an application the planning of evidence around 5 Areas of Activity also incorporates use of Professional Values and application of Core Knowledge.

An example to support thinking about A1: Re-designing a module

Sara uses an example of how she redesigned a module as part of her evidence towards A1. In this example, Sara focuses on a research methods module that she has redesigned. She starts by briefly describing the context; including the subject area, level of study and the reasons for the need to redesign the module. Sara discusses how she decided on the approach to take and how she consulted with other colleagues and students during the development to ensure that she had considered how learning on the module would develop the research skills required and best meet the needs of the students.

Sara explains how the design was influenced by learning gained from a professional learning event she attended and two journal articles on pedagogy within her discipline that she found particularly useful (V3, A5). As part of the redesign, she decided to use a problem-based learning approach involving a series of workshops, with each one focused on a particular challenge within the discipline (K2).

She used her previous experience in industry to provide some of the case study examples for the workshops (K2, V4). Sara discusses how she ensured that the module design was appropriate for the level of study in the discipline and how it fitted with the university's quality framework (K5). Finally, she discusses how she evaluated the module to consider the impact on students' learning and why she chose to evaluate it in this way (K3). She identifies what has worked well with plans to change some elements in the future.

A2 – Teach and/or support learning through appropriate approaches and environments

An example to support thinking about A2: Teaching across different levels and groups of students

Mitsuki is a lecturer in Management Sciences, having previously worked in a commercial business role. Mitsuki begins by outlining a range of the types of teaching she does in her discipline, and explains the particular relevance for students at different stages in their studies (K2), drawing on the literature on learning in the discipline to explain the different approaches she takes (V3, K2). Mitsuki understands that she needs to evidence 'breadth and depth' for Descriptor 2 and so she provides several examples of teaching, bringing in evidence of different Professional Values and Core Knowledge. She then critically reflects on two different examples in more depth.

One example involves the interactive lectures Mitsuki has developed to support a large cohort on an introductory management course. She outlines the challenges that she first encountered when teaching large groups and explains how she now engages the students, using interactive methods she read about in two articles from a management education journal (V3, K2). She briefly describes how she uses these methods and the impact this has made on the students' learning (K2). She mentions some short videos she has created on key concepts in the subject area (K1), which her students have reported useful to watch before lectures to support their understanding of complex information (K4). Mitsuki consulted one of the University's disability advisors when she developed the videos to make them as inclusive as possible (V2). She then discusses the impact she has already seen on student learning from her evaluation of this approach (K3).

A second example focuses on Mitsuki's workshop-style sessions in her MBA teaching, where she uses case study scenarios based on her previous experience working in the business field (K2) and from some collaborative research she is engaged in with a major employer (V3, V5). Mitsuki goes on to explain how the learning she has taken from these contexts has influenced her teaching practice. She discusses the diverse range of students in her group and explains how she

plans activities and manages the learning environment to ensure that everyone is able to fully participate (V1). She also considers the relevance of the teaching and case studies to the participants' employment prospects and potential future roles as managers (V4).

A3 – Assess and give feedback for learning

An example to support thinking about A3: Assessing and feeding back to learners in a Support Services role

Sefa is an experienced member of the learning support team working in disability services. She starts by discussing the diagnostic approaches she uses with students to assess their learning support needs and how she works with them to develop individualised study plans, drawing her professional knowledge about current best practice (V1, K1, K2). She then discusses working with a module leader who was concerned about whether their assessment approaches were inclusive. Sefa refers to selected literature on inclusivity and assessment that has influenced her practice (V3) and identifies some of the challenges this particular discipline poses for students with particular learning support needs (V2); specifically, in relation to assessment and feedback.

She refers to an article about learning in this discipline (V3), discussing how this relates to assessment in particular, and identifies what she has learnt from her previous experience of supporting students in this type of discipline (V3, K1). Sefa explains how she worked with the lecturer to develop material to support the students with the module assessment via the VLE site for the module (V5, K4). Throughout this explanation, Sefa provides explicit information about what her personal role was within this collaboration with the module leader. In a different example, Sefa discusses how she has worked with a number of students from the Psychology department who are providing volunteer support for students via a website developed within the Student Services department.

Sefa mentors them while they work with the department and assesses their work on the site (K4), giving formative feedback that identifies some areas for further development. The students use this experience of volunteering work as part of a project for a third-year module; a formal report that reflects on the experience, incorporating Sefa's feedback, is the final summative assessment. She also explains how she carefully constructs her feedback to the students to enable them to relate their experience in this context to their possible future careers (V4).

A4 – Support and guide learners

An example to support thinking about A4: lecturer working in an applied health discipline running an extra-curricular event for students

Jack works in the School of Applied Health Sciences and uses an example of an interdisciplinary event he organised as part of his evidence for A4. As a lecturer in this field, Jack considers it a priority to ensure that students get an opportunity for inter-professional learning. He briefly explains the type and nature of inter-professional learning in this context and how the literature identifies its importance for these specific students (V3, V4).

Outside the normal curriculum, Jack worked with two colleagues last year to run an inter-professional learning conference for students and staff. Applied health practitioners and members of the local patient advisory board also attended. Jack describes his specific role in the team; co-ordinating student participation and collecting/ curating a set of resources to be used by staff and students after the event (K4). Following the conference, Jack uploaded the resources from the event onto the VLE for students to access (K4). He worked with the University's careers service to provide explicit links from these resources to support career planning for the students (V5).

He identifies that a key purpose of the event was to provide an opportunity for students to engage with practitioners from a range of fields and discusses how this presented unique opportunities for participants (K2, V4). Jack explains how he evaluated the impact the event made on student learning and what he personally learnt, including about the challenges faced by some students in attending events that are not formally timetabled; he identifies what he will do differently next time. (K3, A5).

Jack used some of the resources from the conference in a workshop with students about planning their future careers (K2, V4). He had read a recent paper on the employment of new graduates in the applied health science field and invited a specialist career tutor (for health scientists) to attend. He then encouraged students to make individual appointments with the careers service after the session. Based on very positive feedback from students, he has now incorporated this activity into the annual delivery of this module.

A5 – enhance practice through own continuing professional development

An example to support thinking about A5: continuing professional development to support law students

Omar is a Senior Lecturer in the School of Legal Studies in a university and teaches on a range of courses and levels including foundation, undergraduate and postgraduate. He provides evidence of how he has enhanced his practice from undertaking continuing professional development. Omar explains how he has attended workshops hosted by the School of Legal Studies and provides details of a training workshop in how to give feedback electronically using the University's Virtual Learning Environment (VLE) (K4).

Omar found the workshop and training valuable and very timely as one of his students had a particular learning need. From the training, Omar learnt how to provide audio feedback as well as written using the VLE, and this enabled him to accommodate the needs of his learner (V1). Omar is now using electronic feedback as part of his practice, both audio and written, to feedback on all summative written assessments. He has found that this approach is helpful to support all of his learners and has received very positive comments from his students about receiving feedback in this way. Omar has also read about other ways to improve his assessment practice to support student learning (V3, K2).

For one of the modules he teaches, following his reading he prepared an anonymised assignment with detailed written comments as mock feedback, and distributed it to his students online (K4). Omar noticed that when his students read the comments on the anonymised assignment, they were much more focused on the key points of the assessment requirements and this helped them to understand how they could be applied to their own assignment work. Omar then goes on to provide further commentary about how he has evaluated this approach and the effectiveness of using it (K3).

Each year, Omar attends at least one or two international conferences that cover topics from the areas of law he teaches. Attendance at these conferences widens his perspective and informs his own professional learning about the issues as well as how he teaches his students about them (V4, K1, K2). He draws on this learning to enhance some of the topics in the modules that he teaches. Omar has received encouraging feedback in relation to his teaching. His student evaluation scores have been consistently above the departmental average with very positive comments from the students who have noticed the relevance of the topics to their studies.

12. Developing your screencast application

12.1 Structuring your screencast

The structure and content of your application submitted in screencast format should correspond with the guidance/information in this Mentee Handbook for the GOLD D2 Fellow - Application form PSF 2023. If you decide to make a screencast submission you should talk it through with your GOLD mentor and be clear and confident about what to do. We recommend that you read the information below as well as the guidance in section 8.2 and section 8.3 before you start developing your screencast application.

Your screencast should follow the basic structure of:

Section	Recommended length
Introduction	1 minute
Each Area of Activity x5	5 minutes each

Figure 9: Table to show recommended times for each section of your screencast submission

You need to ensure that each section broadly corresponds to the required length required shown in the table above. You risk of not meeting PSF 2023 if you spend too long on one dimension/element of your recording.

For the content of your screencast, you should make the best use of your narrative and the slides to show that you meet Descriptor 2. Just like the written submission, the criteria you are working against are those of the relevant descriptor category, and you will be assessed in your ability to reach the threshold for each of these.

12.2 Using presentation slides in your screencast

You can have a screencast with slides and your narration i.e. your voice and slides only. Alternatively, you can have a screencast with slides and you appearing on screen within the recording. You do not have to have a video component with you appearing on screen; your voice and slides are perfectly acceptable.

Your slides should not contain very dense information or be too 'busy' or 'wordy'. The screencast slides are there to augment and support your narrations, not to substitute your narrations and reflections. You are strongly encouraged not to simply read through your slides like a script. This can make narrations monotone.

Slides should meet the usual accessibility requirements. Think about background, colour, font size and type, how you use any images and screenshots etc. Please

make sure the text is clear and easy to read. Similarly ensure any figures are also clear and easy to read.

Slides should be used to give the following information only:

Clear indication of the **structure** of your narrative, and where you are in your presentation as you speak. Slide headings should state clearly which section of the presentation you are at, e.g. “Section A2”. Please do not leave the reviewers in any doubt of what dimensions you are claiming for

Slides should present the **evidence** of your impact, e.g. quotations from students/colleagues/stakeholders, data and metrics presented in the form of graphs, tables, etc. If you decide not to read the full quotes or explain fully the tables/graphs, do pause for a few moments to give reviewers a chance to consider the evidence provided.

You can insert images, screenshots, etc., but do remember that reviewers will mainly pay attention to your personal reflection about what these represent, not on the actual images/ screenshots themselves. For example, you could insert a screenshot of a Moodle page that you created, but your focus should be on explaining why you created it, what specific features allowed your students to do certain things that made a positive difference, etc.

The **Dimensions of the PSF 2023** that you are claiming for a particular section of your presentation need to be stated on the relevant slides. For example, at the end of a 2 min discussion on your introduction of Moodle quizzes to encourage students’ continuous learning and self-reflection, you should insert something like “A2-K3-K4” if you have focused your reflection on the use of learning technologies to increase the likelihood of more students learning effectively in your specific discipline.

Please avoid overmapping e.g. including long lists of Dimensions on the same slide i.e. A-5, K1-5, V1-5. Reviewers want to see that you can effectively and selectively align evidence with the most appropriate dimensions.

Do not insert videos, even if they are your own recordings of your teaching practice. Reviewers want to hear your narratives about your practices and your reflections about what you do and why

Do not insert weblinks/URLs or other hyperlinks. Reviewers will not open them. This is the same for written submissions.

The bibliographic reference lists and the supporting statements must be submitted in writing, using the GOLD application form used for written applications

12.3 Narrating your screencast

You are advised to rehearse your screencast presentation to ensure your final take is within the time limit, has covered all of the required areas and that it is relaxed and confident. You should share a final draft screencast with your mentor to enable them to give you feedback. Your mentor cannot write their supporting statement if they have not seen your screencast.

When you record your voice do ensure that you **do not speak too fast** and that the **sound quality** is good enough to hear your narration clearly. You may choose to add subtitles with your recording to help, however this is not a mandatory requirement. It is fine if you occasionally lose your train of thought, trip over your words or accidentally repeat part of a sentence. This is a personal presentation, not a professional broadcast recording! However, if your recording becomes very disjointed or unclear for more than 30 seconds, we recommend that you stop the recording and/or edit it.

Be kind to your audience when you use your slides: reviewers cannot read the slides and listen to you at the same time. If you have a lot of text (not recommended) on your slides, either read it out or give reviewers time to read it.

If you wish to personalise the screencast you could include a short clip of you looking directly into the camera as you introduce yourself or when you finish. However, it can be distracting for viewers to see a film of you reading from a script and not making 'eye contact' with the camera during the main narration.

12.4 Making the screencast recording

We strongly recommend that you use the University of Greenwich lecture capture system, Panopto, for your recording. There are guides on using Panopto on the Greenwich Portal [here](#). If you need further assistance with recording on Panopto you should talk to your departmental learning technologist or a member of the Greenwich I.T Service Desk (itservicedesk@gre.ac.uk).

We will accept your screencast through other means than Panopto (but please use Panopto if you possibly can). This is particularly if you are in a UK or TNE partner college that does not have Panopto. If you intend to do this, please let our GOLD team know in advance by emailing us via gold@gre.ac.uk. We can advise on alternative screencast recording options. Whatever you use you must ensure you provide a working link to the recording in your application and ensure that reviewers will be able to safely open the link and view your submission with no issue. It is your responsibility to check that your recording is complete and that the link is accessible. We recommend that you test it with a colleague in advance of the final submission.

13. Submitting your application

When you have finalised your application, you must send it to your GOLD mentor and second supporter so that they can write their Supporting Statement for you. Please direct your GOLD mentor and second supporter to the *GOLD D2 Fellow - Guidance for Referees PSF 2023* for more information on writing a Supporting Statement. They must use the *GOLD D2 Fellow - Supporting Statement Proforma PSF 2023* and return a completed copy to you. Both these documents can be found and downloaded from our GOLD webpage.

Your completed application must be accompanied with your supporting statements. These must be converted into PDF format. Please make sure that the names of both documents contain:

- Category of fellowship you are applying for (i.e. D2, FHEA)
- PSF 2023
- Your First name and Surname
- Date you are submitting your application

Example:

GOLD D2 Application PSF 2023 – John Smith 14-09-23

[Your application and supporting statement must be uploaded and submitted 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.

13.1 Application Screening

Once you have submitted your application, it will be screened by a member of the GOLD team before it is sent for reviewing.

This screening process checks:

- All relevant sections of the application have been fully completed
- All written sections of the application with word counts are met (All word counts are maximums, there is no “+/-10%” rule)
- Screencast recordings are within time limit (the time limit is a maximum)

- Your RAPP contains referencing to any scholarship, research, professional-learning, or other evidence-informed resources
- Your RAPP contains mapping to the PSF 2023
- No additional attachments or hyperlinks are included
- Evidence of teaching observation having been conducted by your GOLD mentor
- Your ROI is still valid
- You have been supported by an approved GOLD mentor
- Your supporting statements have been mapped to the PSF 2023

If your application does not fulfil all these requirements, then it will be returned to you. You 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 (see [section 6.2](#)).

You will receive an email confirmation from the GOLD team informing you that your application has been accepted. Please allow for 1 working day. If you do not receive an email confirmation, please contact our GOLD team urgently via gold@gre.ac.uk.

14. The GOLD Enrolment & Application Process

A summary of the enrolment and application process for our GOLD scheme is shown below.

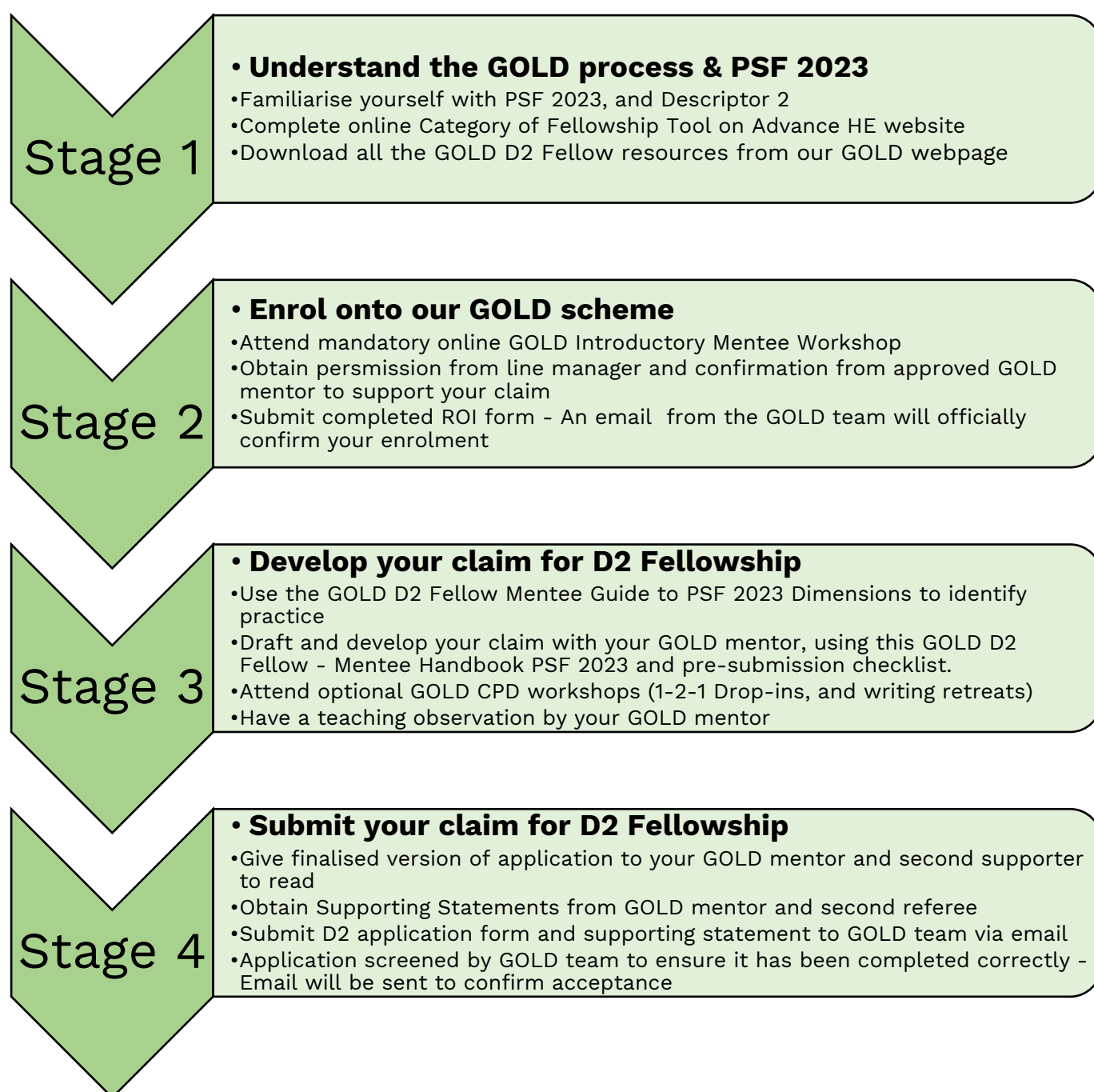


Figure 10: The 4 stages of the enrolment and application process for our GOLD scheme

15. The reviewer panel composition

The GOLD review panel is comprised of 2 reviewers. All GOLD reviewers are drawn from an approved active pool and all hold at least the category of fellowship of that which they are reviewing. Those in the reviewer pool have all received initial and annual refresher GOLD reviewer training and will have shadowed a review panel before being able to review applications themselves. Any reviewer who has not participated in annual refresher reviewer training is removed from the pool until they have undergone the annual training. Reviewers can judge an application to be:

Recognised – awarded on the basis of a unanimous decision having been made by the 2 reviewers

Not Recognised – not awarded on the basis of a unanimous decision having been made by the 2 reviewers

All review outcomes are **provisional** until the External Examiner has moderated a sample (section 14). To come to this provisional decision the reviewers undertake a two-part reviewing process and are required to complete corresponding documentation. The two parts are:

1. Independent Review
2. Joint Reviewer Discussion

15.1 Independent review

Each reviewer assigned to an application, undertakes an independent review first using the GOLD Independent review form. The reviewer assesses the application according to the D2 descriptor of the PSF 2023 and the required criteria. The reviewer determines if the dimensions and criteria have either been “met” or “not met”. They then provide a brief statement to justify their reasoning for their decisions for each dimension.

Once a reviewer has completed their independent review, a copy of their independent review form is sent to the GOLD team. The reviewer arranges with the other assigned reviewer to the application to meet (either in person or online) to carry out a joint reviewer discussion.

15.2 Joint reviewer discussion

Once all the assigned reviewers have undertaken an independent review, they then meet to discuss their decisions and reasoning if each dimension to the D2

descriptor have either been “met” or “not met”. The reviewers must come to a unanimous decision for each one.

If all the dimensions to the descriptor have been met, then a provisional outcome of “Recognised” is selected.

If any of the dimensions to the descriptor has not been met, then a provisional outcome of “Not recognised” is selected. The reviewers complete a joint review form together and provide specific and actionable feedback for each of the dimensions/parts of Descriptor 2 that have not been met. A copy of this completed form is sent to the GOLD team. A joint review form is only completed if the reviewers select an application as being “Not recognised”.

15.3 Use of a Third Reviewer

In very rare cases where consensus between the 2 reviewers cannot be reached during the joint reviewer discussion, a 3rd trained, approved GOLD reviewer from the Academic & Learning Enhancement (ALE) team or the Education Pro-Vice Chancellor (PVC) will be used to review and provide a casting vote. A majority decision being used to determine the final provisional outcome. This will only be pursued as a last resort option when extensive discussion between the 2 reviewers does not lead to a unanimous decision. The External Examiner would automatically see applications using a 3rd reviewer as part of the sample.

15.4 Review criteria for D2 Fellowship applications

GOLD applications are reviewed against the Descriptor (D2). The Descriptor is a threshold judgment; as such, it is simply a met or not met. There is no grading for Fellowship. As part of the review process reviewers will look to ensure evidence of:

- **Breadth:** required dimensions of PSF 2023 covered in the evidence, including core knowledge and professional values
- **Descriptor:** the evidence provided is aligned to the appropriate Descriptor (D2). Evidence of appropriate impact and effectiveness is demonstrated, either explicitly or implicitly, in the evidence presented. The Supporting Statement corroborates practice and evidence. The candidate is consistently operating at the desired descriptor
- **Evidential clarity and self-awareness:** the evidence is aligned to PSF 2023. The applicant demonstrates appropriate awareness of the dimensions and categories of the PSF 2023

- All parts of Descriptor 2 must be met for the recommendation of an award to be made by the reviewer panel. If any parts of Descriptor 2 are not met a recommendation of an award cannot be made.

Any application submitted with omissions e.g. missing supporting statements, missing reference list, or errors e.g. has exceeded word count, will not be reviewed (see section 13)

15.5 External Examiner Review & Feedback

To assure the quality of the GOLD scheme , a sample of applications received at each submission point is reviewed by our external examiner (see section 21.1). In this sample it usually consists of;

One of each category of fellowship application (AFHEA, FHEA, SFHEA), that have a provisional outcome of “Recognised” – if available
All applications with a provisional outcome of “Not recognised”
All resubmitted applications

Along with the applications, a copy of their corresponding supporting statements, and independent and joint review forms completed by the reviewers are provided to the external examiner to review. They are given 2-3 weeks to complete this.

The external examiner provides brief feedback about each application and if they agree or disagree with the reviewer’s provisional outcome.

If the external examiner does not agree with a provisional outcome made by reviewers, they are invited to discuss with the reviewers about this. The external examiner cannot override any decisions made by the reviewers, and the final outcome is decided by the GOLD reviewers only.

The outcomes for all the applications received at each submission point are finalised once the reviewer has completed their review and provided feedback about the application sample.

16. Outcomes of the Review

Whichever submission option you choose (written or screencast), the decision of the review panel is made in accordance with the submission point schedule (See section 6.2). The GOLD team aim to review and publish outcomes within 8 weeks of submission. Following review and external moderation, you will receive a formal letter from the GOLD scheme lead with the decision, along with feedback and recommendations from the 2 reviewers from your review panel. Following the joint review made by the GOLD reviewers and the External Examiner moderation process, there are two possible outcomes of your application:

- **Awarded** – All the dimensions to D2 have been fully met
- **Not Awarded** – All the dimensions to D2 have not been fully met

If your application for Fellowship is “Awarded”, the GOLD team will notify Advance HE and provide them with your name and e-mail. Advance HE will then send you an e-mail (using the e-mail you provide on your application form) inviting you to set up an account and/or log in to My Advance HE website here.

Once logged in to My Advance HE you will find your certificate ready to be downloaded. You can then begin using the post-nominal letters FHEA.

For UK/TNE partners you will be required to pay the relevant fees at the point of submitting your claim (see section 22.2). Your outcome will not be released until these payments have been made.

If the outcome to your claim is “Not awarded” you are eligible to resubmit your claim within a specified time period included in your outcome letter (section 18).

If you have any concerns or questions about the outcome of your application, please contact our GOLD via gold@gre.ac.uk. Please see Section 20 for more information about making an appeal.

17. GOLD Reviewing Process

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

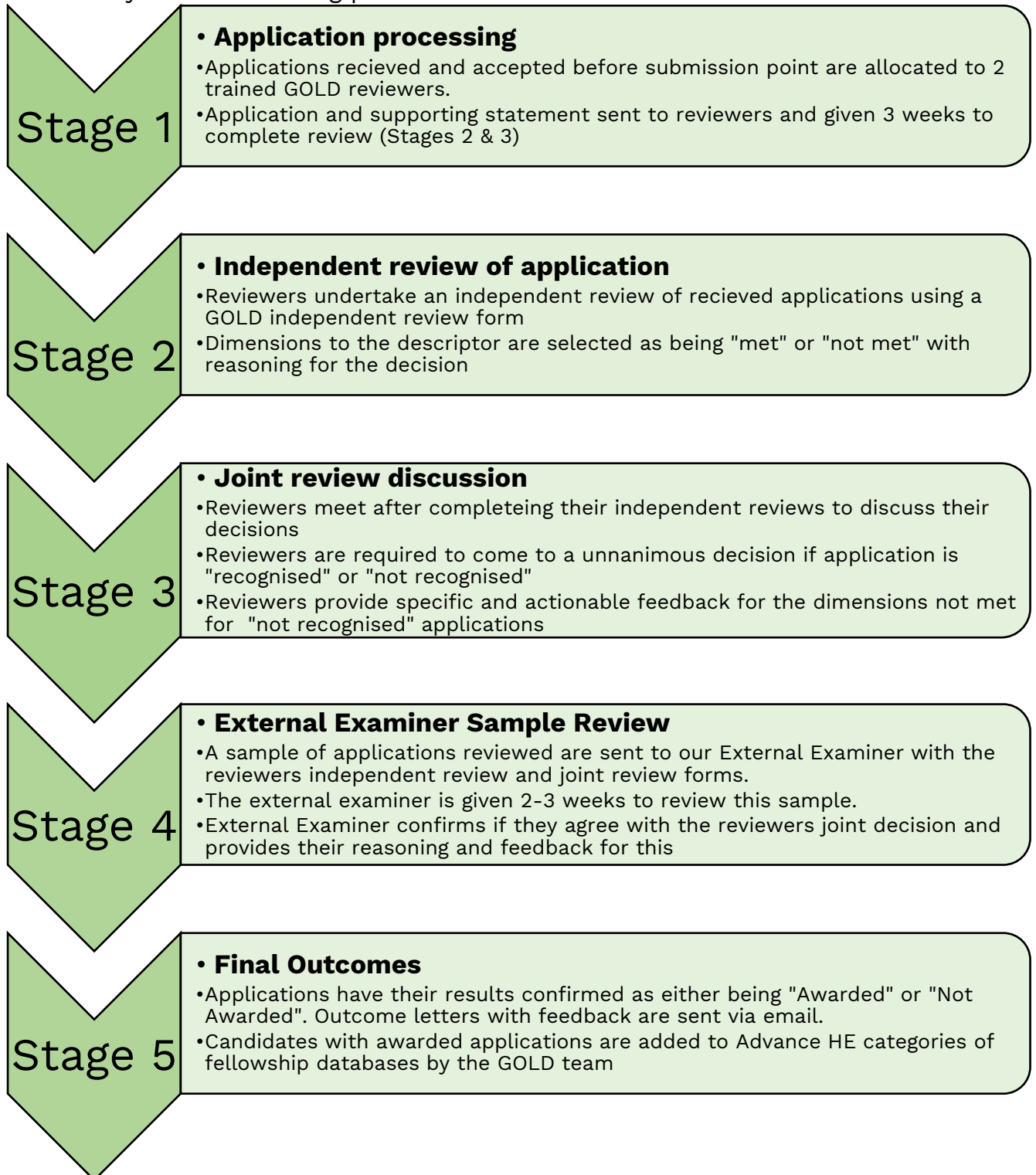


Figure 11: The 5 stages of reviewing applications in our GOLD scheme

18. Resubmission

All unsuccessful candidates will be provided with an outcome letter from the GOLD team with detailed feedback from the reviewers stating what changes are required. You will only be required to resubmit for dimensions/parts of the descriptor that have not been met. 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.

Upon receipt of your feedback letter, you will work with your mentor to action the feedback and develop your resubmission. During this time, you are encouraged to take advantage of the GOLD 1-2-1 Drop-In sessions and writing retreats that are offered by the GOLD team (see section 9.1).

If you feel a chat with an academic from the GOLD team would be useful, but you cannot attend any of 1-2-1 Drop-in sessions, you can email gold@gre.ac.uk to make an appointment to speak to a member of the GOLD team.

18.1 Written resubmissions

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

18.2 Screencast resubmissions

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

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

18.3 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 20).

18.4 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 you are unable to resubmit your 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.

18.5 Unsuccessful resubmissions

If your 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 final draft to our GOLD team and book onto a GOLD 1-

2-1 drop-in session before making another resubmission ([Section 9.1](#)). Our GOLD team will be able to provide further feedback and guidance on your 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 application is submitted as a new claim ([section 18.4](#)). The GOLD team can support you and your mentor devise an action plan to help address the dimensions of the descriptor that have not been met.

19. Resubmission Review Process

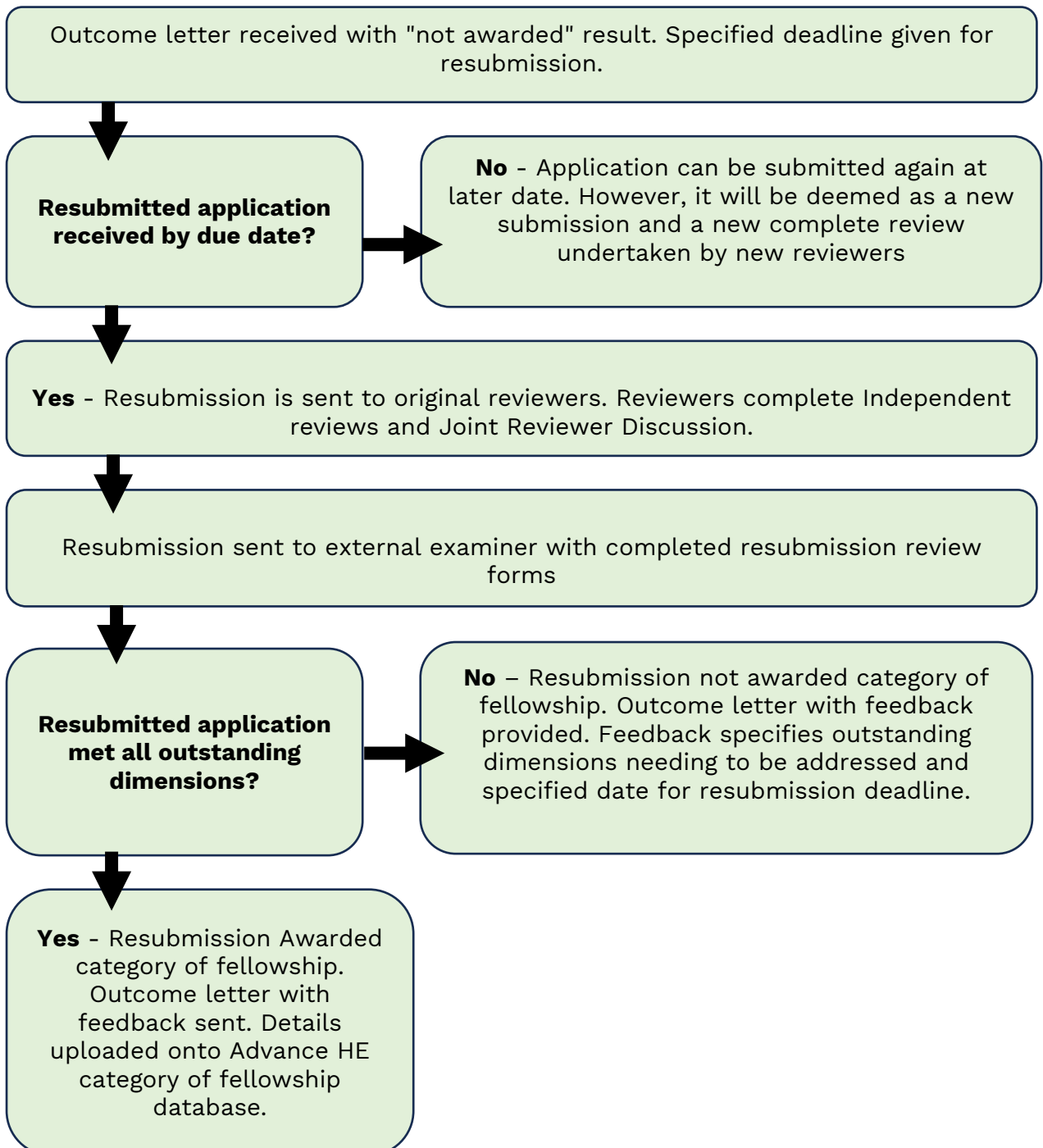


Figure 12: The Resubmission processes for our GOLD scheme

20. Appeals

As with academic assessment of students, you 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 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.

20.1 How to 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.

20.2 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.

21. Quality Assurance

21.1 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.

21.2 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*)

22. Fees

22.1 University of Greenwich Staff

If you are employed by the University of Greenwich – permanent or temporary, full-time, fractional, or hourly-paid –, or if you are postgraduate research (PGR) student at the University of Greenwich, you are eligible to apply for and gain D2 Fellowship recognition through GOLD without paying any fee. This is because Greenwich is a subscribing institution to Advance HE.

To remain eligible with our GOLD scheme, you must hold a valid contract of employment with the University of Greenwich (or a partner institution) throughout the full enrolment, application and reviewing process. This includes the point of;

- submitting your Registration of Intent (ROI) form;
- submitting your application (this applies to both initial and resubmitted applications);
- receiving your result letter;
- being awarded a category of recognition with Advance HE.

If you leave your employment/contract ends with Greenwich (or a partner institution), you will no longer be eligible to apply and/or submit an application to our GOLD scheme. Our GOLD scheme will not review any applications from candidates who are no longer employed by Greenwich or with a partner institution.

If you are currently developing your application and know that your employment with Greenwich will be ending (i.e. leaving or contract ending), please contact our GOLD team at the earliest convenience to discuss your options.

22.2 UK and TNE Partners

If you teach on a Greenwich programme at one of our collaborative partner institutions, you will be required to make a financial payment to apply through our GOLD scheme. This payment may be made of up to two different fees:

- Advance HE Fee
- GOLD Recognition Fee

These fees are payable for each applicant, whether or not you are eventually recognised at the GOLD fellowship category you apply for.

22.3 Advance HE fees

For our UK or TNE partners, depending on your institution's membership status with Advance HE, you may be required to pay a fee to Advance HE. Advance HE state:

“Staff employed by collaborative partner institutions are entitled to access accredited provision but will need to pay an additional fee (one-off not annual) for Fellowship to Advance HE if they are not employed by an Advance HE Member Institution when they complete the programme. This fee is 50% of the direct application fee and this fee needs to be highlighted within the guidance participants receive”.

If your employer is a subscribing institution of the Advance HE then you do not need to pay any fee. If your employer is not a subscribing institution of the Advance HE then you will be required to pay £220 (correct March 2024). The Advance HE fees are subject to change and may be checked here.

Advance HE fees are paid when you have been successfully awarded a category of fellowship through our GOLD scheme. Paying this fee will allow you access to your official certificate via Advance HE's website. Advance HE fees are to be paid directly to Advance HE.

Check Advance HE's webpage here to see if your institution holds institutional membership.

22.4 GOLD Recognition Fee

If you are a member of staff in a UK or TNE partner, teaching on University of Greenwich approved programmes you *may* be liable to pay an additional fee to the Advance HE fee, in the form of the GOLD recognition process fee. This can be up to £150 per applicant. This process fee entitles you to one submission for recognition through GOLD, and one further resubmission. Please be aware that

this fee is payable whether or not you are eventually recognised at the GOLD fellowship category you apply for.

All GOLD recognition fees must be made directly to the University of Greenwich. Please contact our GOLD team for further details on how to do this.

You are advised to check with our GOLD team of the GOLD recognition fee *before* you start your application by emailing gold@gre.ac.uk.

23. Confidentiality

The application and review process are confidential and only relevant colleagues will have access to your claim. Your application form and supporting statement are only made available to the reviewers and relevant GOLD scheme/administrative colleagues. The External Examiner may see your 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.

24. 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 GOLD application and is shared with a small number of GOLD reviewers and administrators. Your 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 application is successful, we will share your 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 about you please visit their privacy webpage [here](#).

You have rights as a Data Subject. You can see more information about those rights on our 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.

25. Maintaining Good Standing

Anyone that holds a category of fellowship with Advance HE are required to maintain their good standing in accordance with the 2023 AHE Fellowship Code of Practice. Upon successful achievement of gaining FHEA recognition, GOLD participants agree to adhere to the Fellowship code (Appendix 2).

26. Contact our GOLD Team

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

Appendix 1 - Recommended reading to support your GOLD D2 claim

Ashwin, P. (2015). *Reflective teaching in higher education*. London: Bloomsbury.

Biggs, J and Tang, C (2011) *Teaching for Quality Learning at University: What the Student Does*, 4th edn, Society for Research into Higher Education and Open University Press, Berkshire.

Biggs, J. B, and K. F Collins (2014) *Evaluating the quality of learning: The SOLO taxonomy* (Structure of the Observed Learning Outcome). New York: Academic Press.

Brookfield, S (1995) *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Bryan, C. and Clegg, K. (Eds.) (2006) *Innovative Assessment in Higher Education*, London: Routledge

Campbell, A and Norton, L (2007) *Learning, Teaching and Assessing in Higher Education: developing reflective practice*. Sage

Chiu, T., C., Murray, O. M., & Coispeau, M. (2022) Student-staff partnership: what is the key to success? Advance HE. <https://www.advance-he.ac.uk/news-and-views/student-staff-partnership-what-key-success>

Fry, H, Ketteridge, S, and Marshall, S (Eds.) (2020) *A Handbook for Teaching & Learning in Higher Education: Enhancing academic practice*. 5th edition. Routledge

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall.

Kolb, D. A., & Kolb, A. Y. (2017). *Experiential educator. Principles and practices of experiential learning*. EBL Press.

Moon, J. (2006). *Learning Journals. Handbook for reflective practice and professional development*. Routledge.

Petty, G (2009) *Teaching Today*. 4th edn. Cheltenham.

Race, P (2015) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*, 4th edn, Routledge, London and New York.



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Sambell, K., McDowell, L. & Montgomery, C. (2012) *Assessment for Learning in Higher Education*. London: Taylor & Francis

Appendix 2 - Code of Practice for Fellows

This Code of Practice is a set of principles and expectations for individuals gaining any category of Fellowship with Advance HE. Advance HE defines ‘maintaining our professional practice’ as continuing to work in accordance with the Professional Standards Framework (PSF 2023) for teaching and supporting learning in higher education. The term “Fellow” in this code of practice applies to anyone that holds any category of fellowship.

In our professional practice, as Fellows we will:

1. Act with respect, integrity and honesty.
2. Monitor and critically evaluate our practice to maintain effectiveness in line with the Professional Standards Framework (PSF) 2023.
3. Engage in appropriate activities to remain up to date with knowledge of learning and teaching, subject matter and assessment.
4. Be open to, and conscientious in, responding to feedback from appraisals, peer and student observations.

For the benefit of learners, as Fellows we will:

1. Demonstrate our respect for learners by paying due regard to the way we conduct ourselves in our professional lives.
2. Be fair, impartial and intentionally focused on equitable outcomes in our engagement with learners.
3. Encourage the free exchange of ideas between learners and ourselves.

For the benefit of colleagues, as Fellows we will:

1. Show due respect for the opinions of colleagues in the exchange of constructive criticism and ideas.
2. Support and actively assist in the professional development of colleagues to ensure effective practice is developed, maintained and enhanced.
3. Be aware and take account of the educational goals, policies, standards and regulations of our employing institution and wider context.

Source: [Advance HE](#)

To help to enable you to think about how you will do this, the GOLD D2 Fellow - Application form PSF 2023 asks you to provide a Professional Development Action Plan. This plan is for you to propose your on-going commitment to remaining in good standing for the following 12 months (and beyond).