

GOLD D1 Associate 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 on 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 AFHEA once you’ve successfully gained recognition through GOLD. The Associate Fellow award is yours and is something you will have and be able to refer to, even if you leave Greenwich in the future. Associate 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 some of the PSF 2023 Dimensions** to meet the requirements of PSF 2023 Descriptor 1.

You can apply for AFHEA recognition through GOLD via two submission routes; written or recorded screencast. You should read this handbook in conjunction with the other GOLD D1 – Associate 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 Associate Fellowship

The PSF 2023 sets out the **professional standards for higher education (HE)**. All the experience and evidence included in an application for Associate 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 AFHEA. 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 an Associate 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 Associate Fellowship right for you

2.1 D1 Associate Fellowship description and profile

Associate Fellowship is relevant to those who do not engage in the full spectrum of activities that might define academic or academic related practice, but who have a specific role in teaching and supporting Higher Education (HE) learning. Such individuals, whatever their role or status, are not able to evidence engagement and expertise in all dimensions of the PSF 2023.

Associate Fellows are able to provide evidence of effectiveness in relation to their professional role(s), which typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be Associate Fellows include:

Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers / post-doctoral students etc.)

Staff new to teaching (including those with part-time academic responsibilities)

Staff who support academic provision (e.g. learning technologists, learning developers, professional services staff with student/staff facing roles, technicians, careers advisers, academic quality staff and learning resource/library staff)

Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities

Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

Staff with a limited teaching portfolio; for example sessional/ part time staff or early career researchers with some teaching responsibilities.

The Associate Fellowship descriptor D1 is designed to be flexible and reflect the variety of different combinations of activities that HE teaching and learning may include. The typical role/career stage illustrations show that teaching and supporting learning at D1 can take the form of formal and informal approaches as appropriate to the context. It is **not role dependent**; you will need to explore whether you have sufficient evidence of appropriate teaching and or/support for learning practice to make a successful application.

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 1?

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 D1 Associate 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.**

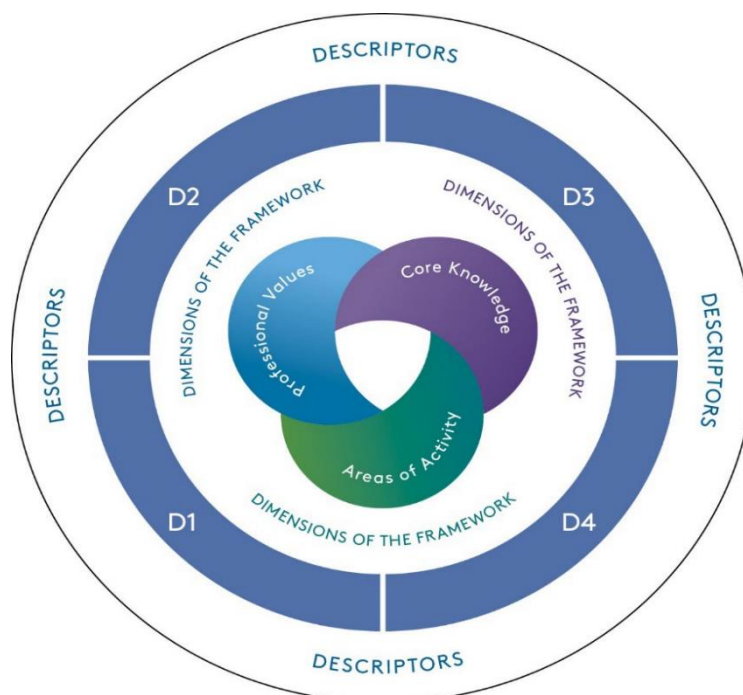


Figure 2: Professional Standards Framework (PSF) 2023

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 Associate Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the three **Descriptor 1 (D1)** criteria, which are as follows:

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

- **D1.1:** use of appropriate Professional Values, including **at least V1 and V3**
- **D1.2:** application of appropriate Core Knowledge, **including at least K1, K2 and K3**
- **D1.3:** effective and inclusive practice in at least **two of the five Areas of Activity**

As shown above, the Descriptor 1 criteria statements incorporate specified Dimensions; the 15 PSF 2023 Dimensions are shown in Figure 3.

You can discuss with your mentor to decide which of the two Areas of Activity would be most appropriate for you to write/talk about.

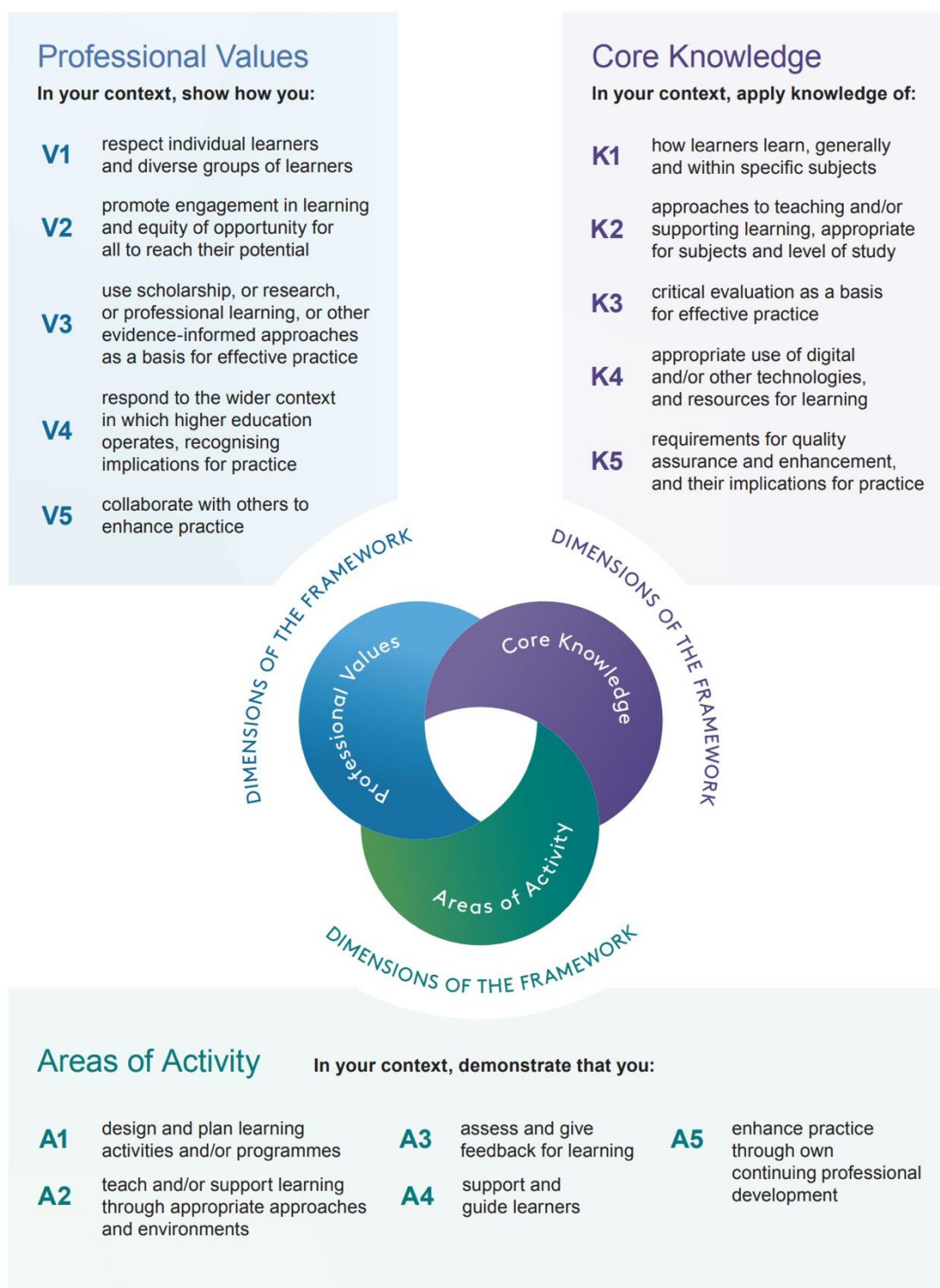


Figure 3: PSF 2023 Dimensions of the Framework

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 4.

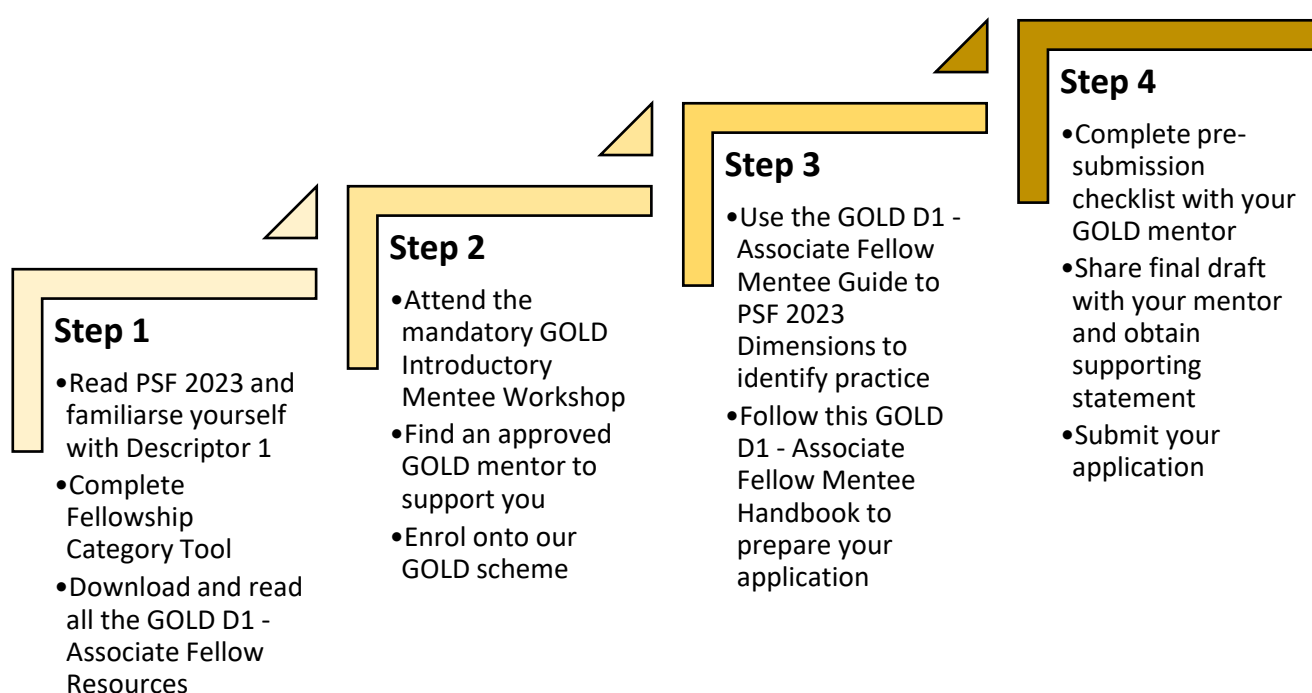


Figure 4: Steps in starting your journey with our GOLD scheme and developing your application

Step 1

Section 3 above explains the Professional Standards Framework (PSF) 2023. Your application will be reviewed against Descriptor 1 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.

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

- help you to check that Associate 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 **Associate 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 1 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 AFHEA application.

GOLD D1 Associate Fellow Documents and Resources

You will require the following documents when preparing and developing your D1 Associate Fellow application:

- GOLD D1 - Associate Fellow Mentee Handbook PSF 2023 (this document)
- GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions
- GOLD D1 – Associate Fellow Application Form PSF 2023
- GOLD D1 – Associate Fellow Supporting Statement Proforma PSF 2023
- Professional Standards Framework (PSF) 2023
- GOLD D1 – Associate Fellow Guidance for Referees (to be used by your GOLD mentor)

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 Professional Standards Framework (PSF) 2023 and the descriptor for D1 Associate 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 workshop (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 D1 associate 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 – Associate Fellowship

We recommend that you start by reading the ‘GOLD D1 – Associate 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 1 (D1), which is the basis for the award of Associate Fellowship. Don’t forget that you are not required to provide evidence for all 15 PSF 2023 Dimensions (section 3).

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 decided which two Areas of Activity you are going to base your application around, and you have identified how **in your context** you have used 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 – Associate 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 Associate Fellow (D1) Mentee Handbook

Once you have decided which two Areas of Activity you are going to base your application around, and you have identified how in your context you have used appropriate Professional Values (at least V1 and V3) and applied Core Knowledge (at least K1, K2 and K3) in your practice, you should then start to use this applicant guidance document to understand the format and requirements of the application as well as how to submit an application.

GOLD D1 – Associate 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 Statement

You need to share your finalised version of your application with your GOLD mentor for them to read. They will then be able to use the *GOLD D1 – Associate Fellow Guidance for Referees PSF 2023* and associated *GOLD D1 – Associate 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 (D1) for AFHEA. 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 D1 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 (A2 only)

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

The observation is developmental and is intended to be a vehicle for you to discuss the PSF 2023 and Descriptor 1 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. If you do not select A2 (i.e. you choose 2 other Areas of Activity to evidence in your RAPP) you are not required to have a teaching observation with your GOLD mentor.

5.3 Supporting Statement

To meet the requirements from Advance HE for D1 fellowship, your professional practice must be authenticated. Formal authentication of practice comes from your Supporting Statement. The supporting statement will verify that your D1 application presents a fair and honest reflection of your practice in line with the category of fellowship you are applying for. Your application for Associate Fellowship must be endorsed by a Supporting Statement from one person, which for GOLD must be your **GOLD mentor**.

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 1 for them to award Associate Fellowship.

When your GOLD mentor goes to write your supporting statement, they must use the following resources;

GOLD D1 – Associate Fellow Supporting Statement Proforma
GOLD D1 – Associate Fellow Guidance for Referees

Both of these resources are available on our GOLD webpage.

The supporting statements **must** be written on the *GOLD D1 – Associate Fellow Supporting Statement Proforma PSF 2023*. The *GOLD D1 – Associate Fellow Guidance for Referees PSF 2023* should be used to help your GOLD mentor write their supporting statement.

Your referee supporting statement (in this case it will be your GOLD mentor) 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 1 and should be awarded Associate Fellowship. Your referee 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.

If you are claiming A2 in your application, then your GOLD mentor should also refer to your teaching observation, including the date that it occurred on.

We follow Advance HE guidance regarding length i.e. a single side of A4 is normally sufficient for D1. The statement should also be mapped to relevant dimensions the PSF 2023/make reference to the descriptor (D1), 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 associate 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 D1 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 AFHEA 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 Associate 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 dimensions of 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 Associate 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 PhD student in my third year at a research-intensive university. I have been involved in various teaching and support of learning activities over the last two years.

I lead seminars for groups of between 10-15 undergraduate students studying Spanish in years 1 and 2. Seminar topics cover Spanish culture, history and politics. These normally last between one and two hours and provide the opportunity to discuss particular topics in more detail. Although the seminar schedule and topics are set, I develop my own seminar materials with support from the academic team. I use the University's VLE platform to host resources and activities.

I also teach the module Mandarin for Beginners, which is offered to all second year undergraduate language students; this involves a weekly lecture to around 40 undergraduate students and four tutorials a week to groups of 4-5 students.

Example 2:

I am an experienced, professionally qualified librarian at the University of X with specific responsibility for supporting students in the Faculty of Humanities and Social Sciences, whilst also helping to deliver the library's academic skills agenda. I have worked at the University for three years and am part of a small team of four library staff within the faculty. The University is a large modern university with four faculties and around 20,000 Undergraduate and 8,000 Postgraduate students. My faculty attracts a high proportion of international second-language students.

My main teaching is face-to-face in-class timetabled sessions with groups of 20-30 first year undergraduate students in their first semester. I work closely with academic staff and design my sessions to fit alongside their programme objectives. My sessions are usually up to 1.5 hours in length.

I also design and deliver face to face self-sign-up sessions with small groups of undergraduate and postgraduate students at our main site and students in our two overseas campuses via video link.

I am currently involved in a university-wide project to identify correlation between skills workshop attendance and attainment, especially for traditionally underperforming groups.

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

Your reflective account of professional practice (RAPP) is organised around 2 of the five Areas of Activity (A1–A5) of the PSF 2023 and should also reference the elements of Core Knowledge (K1, K2 and K3) and Professional Values (V1 and V3).

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 Associate 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 1.

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 Associate 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 1400 words, or a screencast recording for no longer than 15 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 D1 Application form and ensure you meet the D1 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. For your associate fellowship application, you are required to write about two of the five Areas of Activity. There are separate sections on the form to write about each one individually.

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 |
|-------------------------|--|--|
| D1 Associate Fellowship | <p>Outlining your professional context – 300 words (Section 2)</p> <p>Reflective Account of Professional Practice – 1400 words in total. 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 1400-word limit of your RAPP. (Section 5)</p> | <p>Outlining your professional context – 300 words (Section 2)</p> <p>Reflective Account of Professional Practice – 15 minutes in total. 1 minute for the Introduction to your role and context, and 7 minutes for the two chosen 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 D1

Regardless of which format you choose to submit your application in, you must demonstrate engagement with Descriptor (D1) 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 some general 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 AFHEA 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 1). You should also read the accompanying *GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions* and familiarise yourself with the *GOLD D1 – Associate Fellowship application form PSF 2023*. These documents are available on the GOLD website.

10.1 Content of your D1 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 1.

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.

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

Your evidence/experience/practice can be from Greenwich, as well as practice from other HE roles within the last 3 years that you’ve 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 your personal meet Descriptor 1. 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).

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 two of the five PSF 2023 Areas of Activity. You should choose to write about the two Areas of Activity that are most appropriate to your own practice.

As well as covering two Areas of Activity (D1.3), to address D1.1 and D1.2 you also need to make sure that across the two sections of the Reflective Narrative you include evidence that you are effectively using appropriate Professional Values at least V1 and V3; and applying appropriate Core Knowledge at least K1, K2 and K3.

In addition to the mandatory Dimensions required for Descriptor 1, you may also identify other Professional Values that you used and other forms of Core Knowledge that you applied within the examples of practice you are writing about. Where this is the case then make clear why and how you used/ applied these.

Please remember to continue to use the *GOLD D1 – Associate Fellow Mentee Guide to Understanding the PSF 2023 Dimensions* to support you in making links between your practice and the most relevant Dimensions and to choose evidence to include 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 (eg 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 practice, you are going to use for each of the two Areas of Activity, try to use different examples in each Area that best evidence the specific Dimensions required. It is important that you don't rely on the same examples in each of the two Areas of Activity as this is unlikely to provide sufficient evidence that your practice meets all the requirements of Descriptor 1. 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 1.

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 allows 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 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:

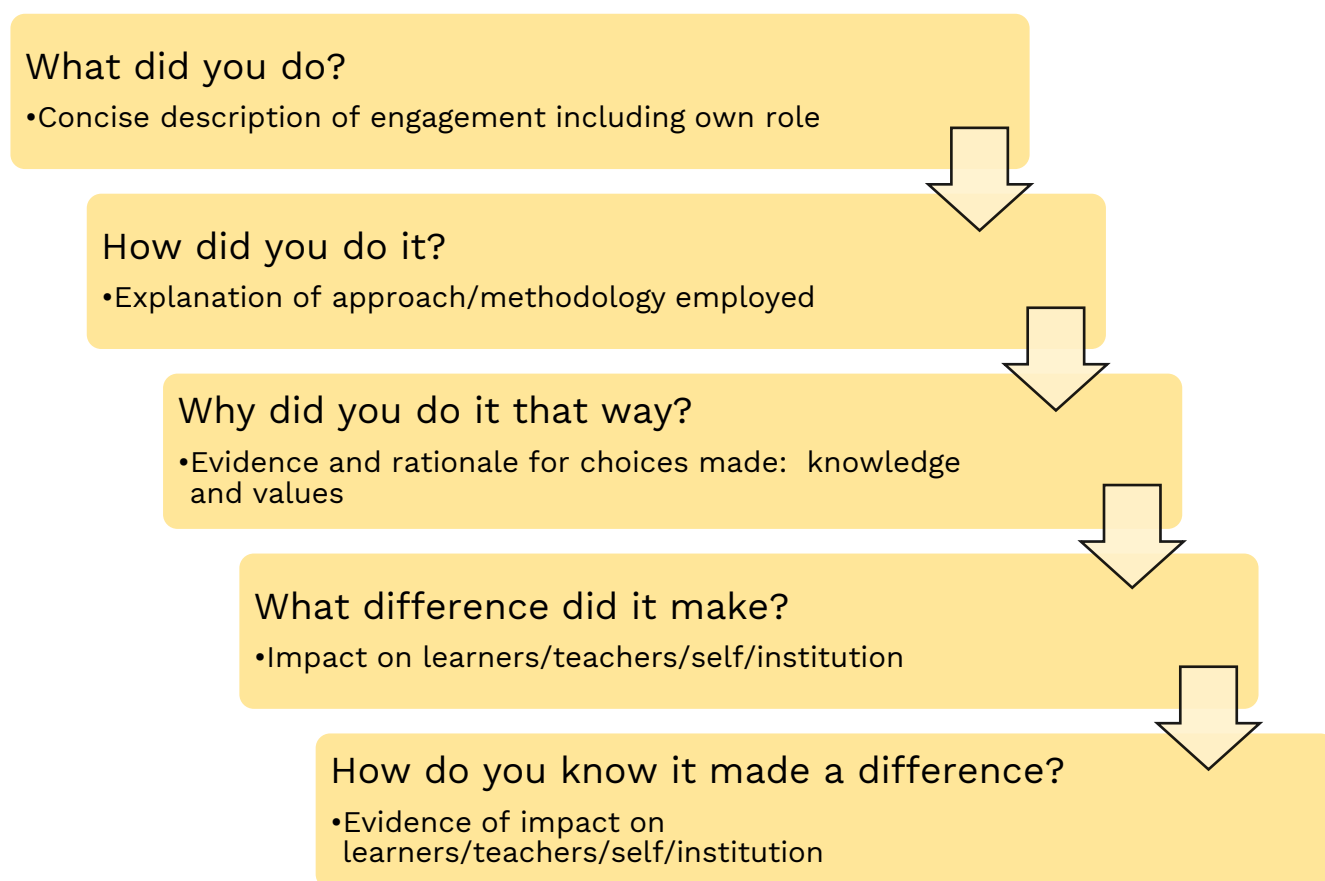


Figure 7: Diagram to show reflective questions to ask when developing your D1 application

10.5 Evidence informed approaches as a basis for practice

To address the requirements of D1 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 AFHEA 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 an Associate 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)'

Reference in Bibliography reference list for excerpt:

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 D1

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 GOLD Mentor Supporting Statement. 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 GOLD Mentor Supporting Statement will verify and endorse that what you write about in your Reflective Account of Professional Practice (RAPP) represents your practice in a genuine way.

Deciding which two Areas of Activity to base your Reflective Account of Practice (RAPP) around is an important first stage in planning and developing your application.

You should use the *GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions* to support you to select the two Areas of Activity in one of the following ways:

- consider the guidance and prompt questions for all five Areas of Activity and then make a choice when you have mapped out your likely evidence against each one. You will then be able to decide which two Areas of Activity will make the strongest claim against Descriptor 1; or
- alternatively, it may be very clear to you immediately that your evidence is associated with two specific Areas of Activity because of your context and the nature of your practice; in which case focus your attention on the relevant sections in the guide.

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

Although the RAPP for Associate Fellow applications is structured around two of the five Areas of Activity this does not mean that the Areas of Activity are more important than the Professional Values or Core Knowledge PSF 2023 Dimensions.

As well as using the *GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions* to identify your two Areas of Activity, you should also use the guide to identify how **in your context** you use Professional Values and apply Core Knowledge within your practice.

Across the 1,400 words of your RAPP, as well as evidencing two Areas of Activity, you need to ensure that your evidence includes use of appropriate Professional Values **at least V1 and V3**, and application of Core Knowledge **at least K1, K2 and K3**.

You will probably have evidence of your practice that includes some other Dimensions in addition to those that are required for Descriptor 1; you can include evidence of some of these additional Dimensions in your application **where they are most relevant** (see Section 10.3).

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.

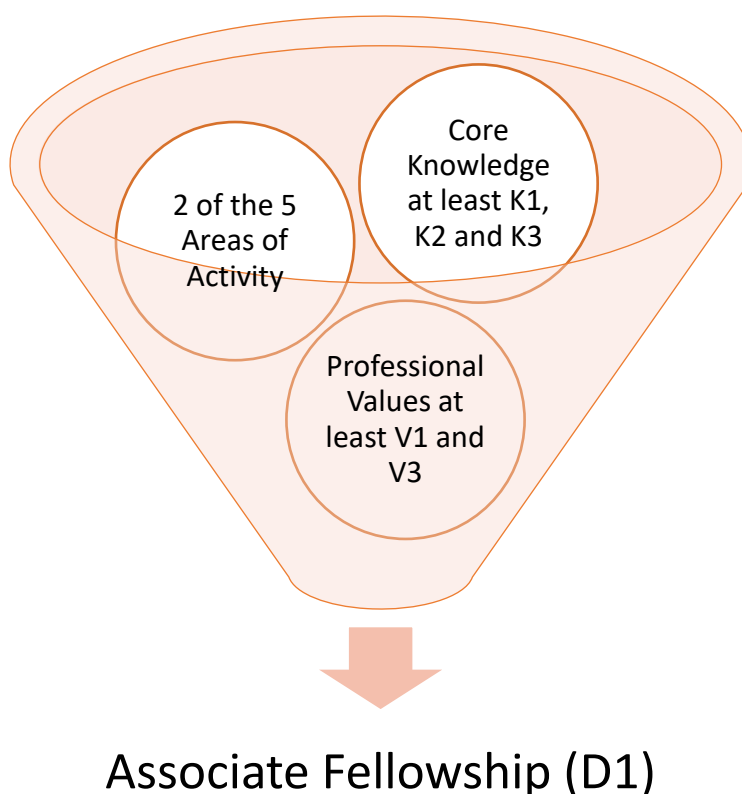


Figure 8: Diagram to show how the dimensions are interdependent and integrated in making up D1

A short example is given below to illustrate how this might happen in your work:

In designing and planning a learning activity (A1) I apply my knowledge of how my learners learn within this subject (K1) and select an appropriate teaching and learning approach (K2). I consider the needs of individuals within my learner group (V1) and plan appropriately to ensure that all learners will be able to fully engage (V2). I develop appropriate resources to use and set up an online quiz to assess the learning that has taken place in this session (K4, A3).

11.1 Examples of practice for each Area of Activity

The *GOLD D1 – Associate Fellow Mentee Guide to the PSF 2023 Dimensions* is your key source of information about what evidence of your **effective and inclusive practice (D1.3)** you might include in your application for Associate Fellowship.

The 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.

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 the two Areas of Activity also incorporates use of Professional Values and application of Core Knowledge. An example to support thinking about A1: Designing a short series of study skills workshops

Hassan recently ran a short series of study skills workshops for first year undergraduate students and decided to use this as one of his examples of evidence towards A1.

Hassan firstly explains how he used his knowledge of study skills in the design and planning of the workshops (K1). He discusses the particular needs of his first year group of undergraduate students and how he considered the diversity of their previous learning experiences and individual learning needs in planning his approach (V1, K2). He outlines the challenges that other tutors have previously encountered in delivering these workshops and discusses how he plans to overcome some of these challenges. He then explains why he felt this was the best approach to take with this group.

Hassan explains how he designed the learning activities to link with the students' particular discipline (K2), drawing on two articles he read which included research on learning in this field (V3).

Hassan evaluated the sessions by getting the students to give feedback after the final session. He then reflects on what worked well and what didn't, what he learned from the experience and how he plans to change aspects of next year's workshop series as a result (K3).

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

An example to support thinking about A2: Demonstrating in a practical laboratory session

Mia, an early-career researcher, has been demonstrating chemical analysis techniques to a group of second year undergraduate students and supporting them to use these techniques in a series of practical laboratory sessions. Mia uses this as part of her evidence towards A2.

Mia knows that second year students find the theoretical knowledge around her subject challenging and understands how useful practical experiments are in supporting them to develop a greater understanding of the subject. She discusses how she used her discipline knowledge (aligning with her research area in this particular case) which underpins the experiment (K2) and refers to relevant pedagogic literature on how learners develop practical skills in her discipline (V3, K1). As this practical lab series is far more advanced than basic first year lab sessions, Mia discusses how she breaks down the practical sessions into clear stages so that she can support students' engagement and their understanding of the experiment as she works with them, adapting her guidance accordingly (K2).

Mia has considered the diversity of the learning group and discusses how she ensures that all students can participate fully. Some students are mature, some came directly to university at 18, a number of students are from other countries and some of these have difficulties understanding some of the complex language of the discipline. One student has a hearing impairment (V1). Mia provides notes that are available to all students via the VLE about the experiment in advance of the session; these are particularly useful for the students who are working in a second language and the student with a hearing impairment (V2). Mia knows that providing material in advance is important for a variety of students because she attended a CPD workshop on inclusivity, which she found both interesting and useful. As a result of attending this workshop Mia is exploring ways that she can further adapt her teaching practice to ensure that all students are able to engage fully (V2 and V3).

A3 – Assess and give feedback for learning

An example to support thinking about A3: Assessing students in a blended learning context

Anton is a post-doctoral researcher with some teaching responsibilities. He is supporting a group of students on a module that is part of a blended learning programme in Art and Design. One of the key aspects of his role is assessing students' work, particularly formatively, and providing feedback to help them prepare for their summative assessment which ends with a 'show'. Most of the study on the programme is online, with students attending campus for a one block of learning on a termly basis. Anton uses this as part of his evidence towards A3.

Anton sets the context for his assessment practice and explains the approach he takes to providing formative feedback on the students' work, relating this to the requirements of the module and the end of year summative 'show' (K2). In doing this, he refers to pedagogic literature he has read on assessment and providing appropriate feedback (V3). He discusses the importance of his work in providing timely and supportive formative feedback to enable students to develop their work prior to the final summative assessment.

Anton explains how he works with the challenges and advantages of an online environment to provide his students with appropriate support and guidance (K2, K4). He refers to an interesting article he read about online feedback and explains how this has influenced the way that he now works with students at a distance (V3). This flexible approach to study has attracted some part-time mature students and Anton provides some specific examples of how he has supported the needs of part-time mature students, newly back into study (V1).

Anton then discusses his role in the summative assessment at the end of year show and the way in which he works as part of a team to make assessment judgements on the students' work (V5). He has taken part in a team development workshop for all tutors on this programme; he identifies what he learned at this session and explains how he now applies this learning when doing the summative assessment at the end of year show (A5). He also discusses some things he intends to do differently next year, based on student progress and mid-module feedback, and why he thinks these changes will enhance learning on the programme (K3).

A4 – Support and guide learners

An example to support thinking about A4: Work-place mentoring

Chen is in a professional role in a clinical setting but is also employed by a university to provide mentoring for undergraduate students in practice. She decides to choose A4 as one of her two Areas of Activity for her application, focussing on her support for a small number of students in a placement setting to translate the learning from their coursework into practice with clients/patients.

Chen discusses her role in mentoring students. She refers to literature on evidence-based practice that underpins both her own clinical work and the students' work-based learning (V3). She also discusses the training for mentors she attends at the university and explains how she is using some of the examples from those training sessions (V3, A5) to help her provide guidance for some final year students in the clinical setting. Chen discusses the guidance she has created and how this has helped students to apply the learning from their coursework and timely support to prepare for their placement (V2).

Chen demonstrates her understanding of the learning outcomes students are required to fulfil to pass this particular placement (K1) and explains how she and other placement mentors have worked with the module tutor at the university to align the academic elements with the practice context (V5). She provides examples of the kinds of prompt questions she uses with the students to help them think critically about their clinical practice (K1, K2). Chen also encourages students to take histories from patients and then present these so that she can give them some verbal feedback on how they could improve on this and make it more effective (A3).

Chen also considers the particular learning needs of this group of students in comparison to first year students she has mentored in a different setting previously (K1). She discusses the relevance of this particular experience to the students' future employability and how she ensures that they are clear about how the Professional Body requirements apply to their work in this clinical context (V4).

A5 – enhance practice through own continuing professional development

An example to support thinking about A5: part-time tutor working within industry and as part of a programme team

Alex is a part time tutor on a postgraduate programme in Film Production. She also works within the industry. She discusses the impact of both her (i) industry-related and (ii) teaching-related professional development on the learning experience she provides for her students.

Industry-related example:

Alex discusses how her continuing professional development in industry supports her role as a tutor on the programme; she remains up to date with current trends in equipment and software through reading professional journals, attending professional development events and working with other professionals. As well as being expert on her own specialist area, Alex explains how her work on film sets across the world enables her to collaborate with other professionals and how she uses the knowledge and insight gained to help her teach from a wider industry-based perspective (K2, V3). She discusses how this impacts on her students' learning experience and their readiness to work in the global industry (V4).

Teaching-related example:

Alex discusses her commitment to teaching and learning-related continuing professional development. All members of the programme team actively engage in peer-review of teaching and Alex provides several examples of how observing her colleagues and being observed by experienced peers has influenced her approach to her own teaching practice (V3). As a result of these experiences, she has also started to read more about how students learn in her discipline and is drawing on this new knowledge in her teaching practice (K1, K2).

The programme team hold regular meetings and Alex explains how these help her to understand where her sessions fit into the rest of the module and programme (K1). Alex explains what she has learnt about the effectiveness of different methods of teaching from her colleagues' discussions at the meetings. Together with feedback provided by the student representatives who attend the meetings, and the responses from her module evaluations, Alex has changed some approaches to her teaching and learning practice to enhance some elements of the module (K3).

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 D1 – Associate 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 |
| First selected Area of Activity | 7 minutes |
| Second selected Area of Activity | 7 minutes |

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 1. 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’ve 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. **Remember that for D1 applications you are required to provide evidence for 2 of the 5 Areas of Activity, at least K1, K2 and K3, and at least V1 and V3.**

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 statement from your GOLD mentor 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 so that they can write their Supporting Statement. Please direct your GOLD mentor to the *GOLD D1 – Associate Fellow Guidance for Referees PSF 2023* for more information on writing a Supporting Statement. They must use the *GOLD D1 – Associate 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 statement from your approved GOLD mentor. 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 D1, AFHEA)
- PSF 2023
- Your First name and Surname
- Date you are submitting your application

Example:

GOLD D1 Application PSF 2023 – Muhammad Omar 14-09-23

Your application and supporting statement must be sent to our GOLD team via email (gold@gre.ac.uk). Please clearly indicate in the email subject field that this is your GOLD application submission.

The GOLD team inbox is only monitored 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 taken place – only if claiming A2 (date stated in section 1 of the application form, and corresponding date is referenced in supporting statement)
- Your ROI is still valid
- You have been supported by an approved GOLD mentor
- Your supporting statement has been written by your GOLD mentor and has 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.

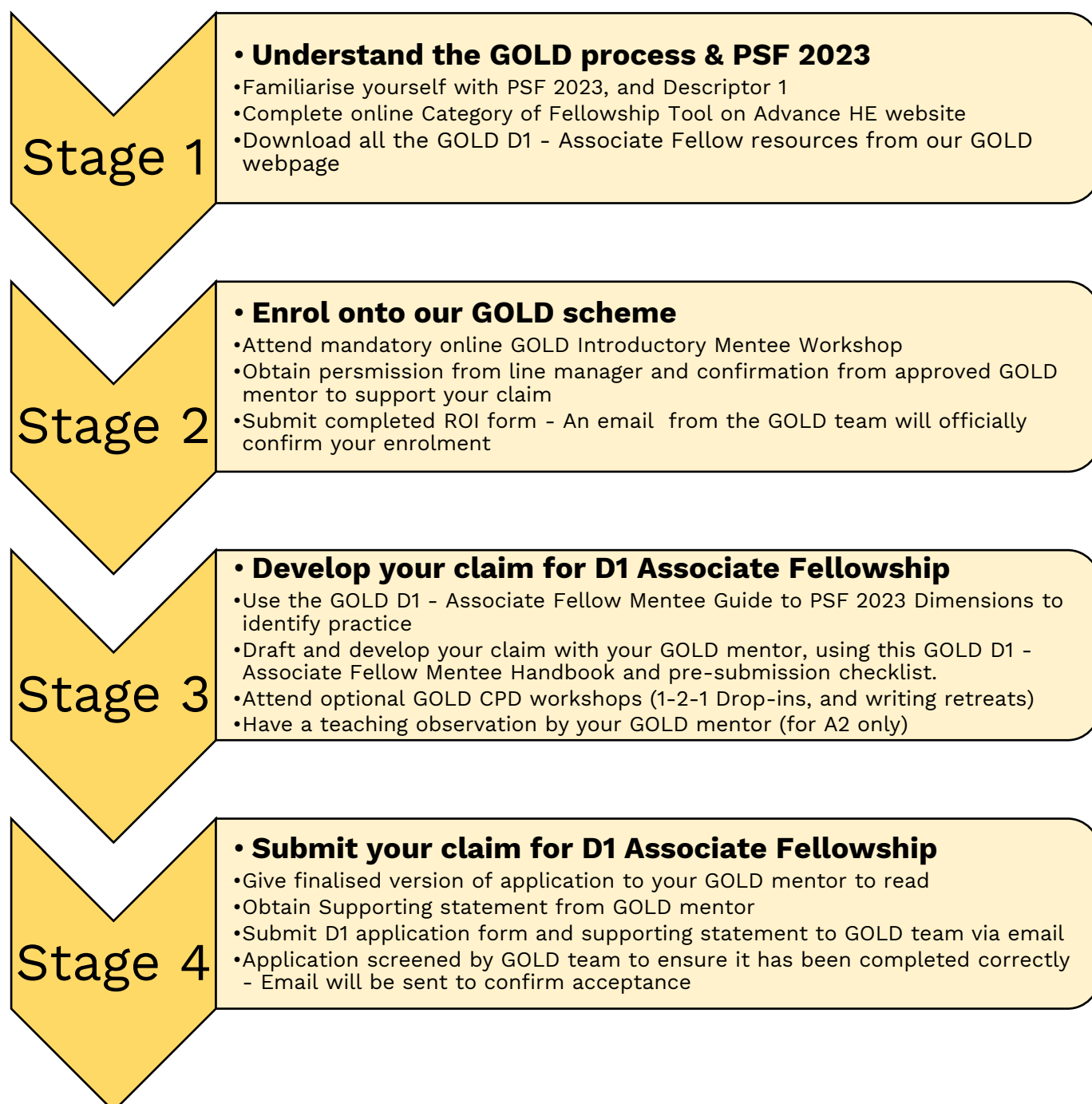


Figure 10: The 4 stages of the enrolment and application process for our GOLD scheme

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 D1 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 D1

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 1 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 D1 Associate Fellowship applications

GOLD applications are reviewed against the Descriptor (D1). The Descriptor is a threshold judgment; as such, it is simply a met or not met. There is no grading for Associate 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 (D1). 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 1 must be met for the recommendation of an award to be made by the reviewer panel. If any parts of Descriptor 1 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 D1 have been fully met
- **Not Awarded** – All the dimensions to D1 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 AFHEA.

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. The GOLD Reviewing Process

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

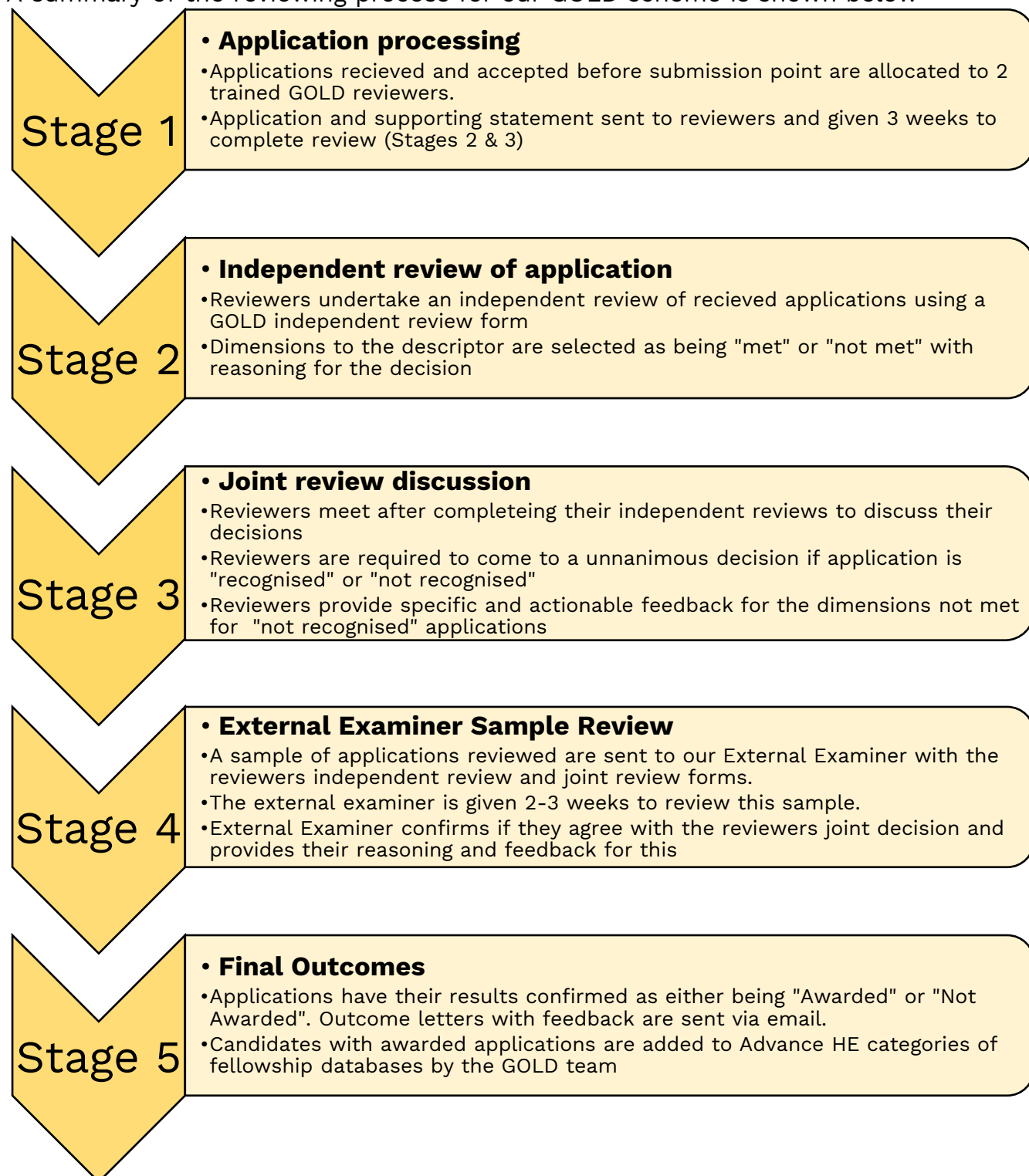


Figure 11: The 5 stages of reviewing applications in our GOLD scheme

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 1-1-2 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 D1 claims are permitted an additional 200 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 2-3 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 (D1) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the feedback actions have been addressed within the application. This should be using highlighted/different coloured text to make it explicitly clear which parts are new. A covering letter (email) indicating these changes should also accompany the resubmission to indicate where/how changes have been made.

If both reviewers agree that all feedback has been addressed and the Descriptor (D1) has been met in full, the resubmission will be awarded subject to moderation. All resubmissions (provisionally recognised/not recognised by reviewers) are moderated by the External Examiner. If the reviewers both agree that the claim has not satisfactorily addressed the original feedback, and does not meet the descriptor, the candidate will not be awarded D1 Associate Fellowship.

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

If there are extenuating circumstances and 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

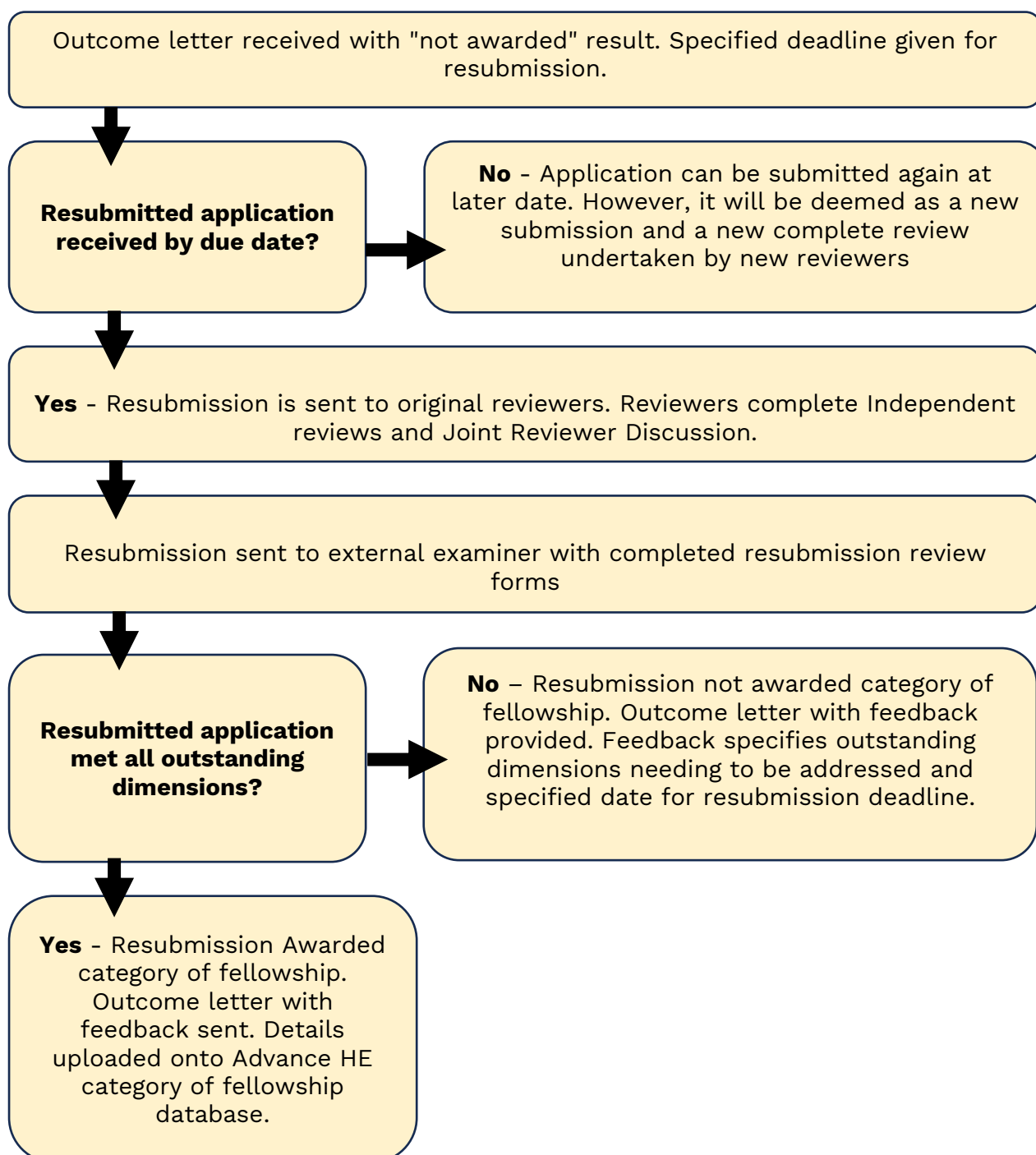


Figure 12: The Resubmission processes for our GOLD scheme

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 D1 Associate 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 £150 (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 process fee entitles you to; unlimited access to our workshops and resources, personal mentor support, one submission for recognition through GOLD, and one further resubmission if initially unsuccessful. 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.

Please contact our GOLD team for more information about our fees by emailing gold@gre.ac.uk.

23. Confidentiality

The application and review process is 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 AFHEA 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 D1 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.

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 D1 - Associate Fellowship Application form 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).