# Guidance Notes for Referees

# Applicants for D2 Fellowship

Thank you for agreeing to provide a supporting statement for your colleague’s application for Fellowship in the University of Greenwich Gold Framework. If they are successful they will also be conferred with an Associate Fellowship of Advance HE.

The applicant should provide you with a copy of their application form and, if applying under the verbal application route, an overview of their planned presentation to the panel. They should also indicate when they plan to submit their application to a Recognition Panel.

Your supporting statement will provide one of two independent accounts of the applicant’s professional practice, supplementing and corroborating the information they themselves provide in the application

Your supporting statement should focus on the applicant’s professional role in relation to learning, teaching, assessment and student support against the six Fellowship Criteria below. It should only refer to his/her research activity and outputs insofar as these inform and improve their teaching. Where possible, please provide specific examples to support your comments, not only describing what the applicant did, but how it relates to the knowledge and value dimensions in the [UK Professional Standards Framework,](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf) see page 2.

Please complete your supporting statement on the GOLD supporting statement proforma. This is available as a separate download on the GOLD website at: <https://www.gre.ac.uk/learning-teaching/gold>

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

# Fellowship Criteria

The GOLD Fellowship criteria align with **D2 Fellowship** criteria of the [UK Professional Standards Framework:](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf)

An individual working in this category demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Fellows should be able to provide evidence of:

1. **Successful engagement across all five Areas of Activity**
2. **Appropriate knowledge and understanding across all aspects of Core Knowledge**
3. **A commitment to all the Professional Values**
4. **Successful engagement in appropriate teaching practices related to the Areas of Activity**
5. **Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice**
6. **Successful engagement in continuing professional development activity related to teaching, learning, assessment and, where appropriate, related professional practices.**

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

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

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

**A2** Teach and/or support learning

**A3** Assess and give feedback to learners

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

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

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

**K1** The subject material

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

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

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

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

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

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

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

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

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

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