

Participant Handbook for D3 Senior Fellowship (SFHEA)

2022/2023



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# Welcome to GOLD

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, knowledge and values. It is aligned to the UK Professional Standards Framework (UKPSF) developed in collaboration with Advance HE (AHE) on behalf of the HE sector.

This SFHEA (D3) Participant Handbook is designed to help to guide and support you as you develop your claim for SFHEA (D3). You can apply for SFHEA recognition through GOLD via two submission routes; written or recorded screencast. You should read this handbook in conjunction with the other SFHEA (D3) information that is available on the GOLD website ([www.gre.ac.uk/learning-teaching/gold](http://www.gre.ac.uk/learning-teaching/gold)), particularly the SFHEA (D3) application form and guidance regarding Supporting Statements from your referees. You should explore the 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@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk).

Good luck!

# 1. What is Fellowship recognition?

The GOLD professional development framework 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. All categories of fellowship are accepted as recognised teaching qualifications by The Higher Education Statistics Agency (HESA). Whatever category of Advance HE fellowship you achieve, you will be entitled to use the relevant post nominal letters to signify your achievement.

D1 AFHEA - Associate Fellow of Advance HE

D2 FHEA - Fellow of Advance HE

D3 SFHEA - Senior Fellow of Advance HE

D4 PFHEA - Principal Fellow of Advance HE

In this case you will be able to use SFHEA once you’ve successfully gained recognition through GOLD. The fellowship award is yours and is something you will have and be able to make reference to, even if you leave Greenwich in the future.

This Participant Handbook is specifically designed for colleagues seeking to gain **D3 Senior Fellowship (SFHEA)**. This aligns with Descriptor 3 (see Figure 1). This requires a thorough understanding of all 15 dimensions of the UKPSF (See Figure 2), as well as successful leadership and influence of teaching and learning practices of staff. You make key contributions to high quality student learning and you can demonstrate sustained impact and experience as a T&L influencer and leader. As part of this you can clearly evidence how you incorporate scholarship and CPD in your practice as a leader and/or teacher.

Sometimes colleagues are not sure what category of fellowship aligns best with their practice. To help you to decide/confirm you are engaging with the best category for you, you should explore and complete the *AHE Fellowship category tool* before reading this handbook. This is available at [www.advancehe.ac.uk/form/fellowship-decision-tool](http://www.advancehe.ac.uk/form/fellowship-decision-tool)

Your application must be based on leading/influencing/teaching and/or supporting learning in higher education (HE). For the most part, this corresponds to UK HE levels 4 to 8 and any professional work you undertake at these levels can be used as evidence in your application for FHEA. Advance HE also recognises three other types of “higher education”:

* 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.

If you are undertaking teaching and/or supporting learning of this kind you can include it in your evidence for SFHEA. 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 claiming for SFHEA. 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.

If you are undertaking teaching and/or supporting learning of this kind you can include it in your evidence for SFHEA. The evidence/experience/practice that you include within your claim should focus on the **last 5 years** of your practice in higher education (HE). Older evidence can potentially be included, but it should only preface more recent or current practice. Currency of your experience and evidence is important to maintain within your claim. Your evidence/experience/practice can be from Greenwich, as well as practice from other HE roles within the last 3-5 years (or a composite). 3-5 years is the timeframe as a key element of SFHEA is around demonstrating a ‘sustained impact’ of practice as a leader/influencer of your colleagues’ teaching and learning practice.

## 1.1 Am I eligible to apply? Will I have to pay a fee?

If you are a member of University of Greenwich staff – permanent or temporary, full-time, fractional, or hourly-paid – then you are eligible to apply for and gain Advance HE D3 recognition through GOLD without paying any fee. This is because Greenwich is a subscribing institution. Being a member of Greenwich staff means you will have a contract of employment with the University of Greenwich at the start of the process and when you are recognised and login to My Advance HE to download your certificate. If this is not the case you may be liable for a fee. Please check with the central GOLD team if you are in any doubt.

If you teach on a Greenwich programme at one of our collaborative partners and if the collaborative partner institution is not a subscribing institution of the Advance HE, you will be charged an additional fee for gaining HEA Fellowship and being added to the Advance HE register. AHE 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: **No fee**

Your employer is not a subscribing institution of the Advance HE: **£330** (correct March 2022)

The Advance HE fees are subject to change and may be checked here: [www.advance-he.ac.uk/fellowship#fees](http://www.advance-he.ac.uk/fellowship#fees)

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 AHE fee (see above), in the form of the GOLD recognition process fee (currently £150 per claimant). This process fee entitles you to one submission for recognition through GOLD, and one further resubmission. Please be aware that this fee is payable whether or not you are eventually recognised at the GOLD fellowship category you apply for.

You are advised to check with the GOLD team if the process fee is being levied *before* you start your claim. If you are unsure of your status, please email or want to query the status of the process fee please email [gold@greenwich.ac.uk](mailto:gold@greenwich.ac.uk) and we can advise.

# 2. Supporting you to achieve recognition - you and your 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 claim for D3 senior fellowship. Your GOLD mentor must be a current member of University of Greenwich staff who holds a category of Fellowship appropriate for mentoring a D3 mentee e.g. they hold at least D3 (SFHEA) themselves and they must have detailed knowledge of the UKPSF and the GOLD framework. Your mentor will be someone who has first-hand knowledge of your current professional practice and is therefore, usually someone from your department or who knows your practice well.

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 (D3) for SFHEA. This is what your fellowship claim will be judged against, so you must make sure you provide clearly mapped evidence in your application to show that you meet all of the UKPSF and D3 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 UKPSF and the descriptor. You are advised to work through the *D3 Mentee Pre-Submission Checklist* and be sure that you are happy with your claim before you submit. You will get a copy of this when you attend the Mentee Development workshop (see Section 4).

You can find a GOLD mentor by speaking with your Head of Department in the first instance. Alternatively, you can contact [gold@greenwich.ac.uk](mailto:gold@greenwich.ac.uk) for assistance. 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 central GOLD team. They will need to do the New GOLD mentor initial training before they can be added to the mentor pool. Note that this process is exactly the same for staff at UK and TNE partners i.e. **only** a Greenwich based, trained GOLD mentor from the current mentor pool can be used to formally support the candidate. You should talk to your Greenwich Link Tutor about finding a GOLD mentor.

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Figure 1. Descriptor 3

Diagram

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Figure 2. The UKPSF

# 3. Supporting Statements

To meet the requirements from Advance HE for D3 Senior Fellowship, your professional practice must be authenticated. Please note that having your teaching observed by your GOLD mentor is not an appropriate or Advance HE approved form of authenticating your practice for SFHEA. This is because the focus of SFHEA is on your teaching and learning influence and leadership role, not on your teacher role per se.

Authentication comes from your supporting statements.Your mentor will provide one of the two supporting statements that you will need to include in your submission (irrespective of whether this is a written and or screencast submission). The supporting statements (both from your GOLD mentor and from the other referee you choose) will verify that your D3 application presents a fair and honest reflection of your practice in line with senior fellowship. Your second supporting statement does not have to be from someone at Greenwich (though in practice it usually is). However, they must have current knowledge of your practice. They do not have to hold fellowship themselves, but it is helpful if they do, as they will likely be better placed to write their statement in a way that shows clear connections between it and the UKPSF/Descriptor 3.

You include both supporting statements in with your D3 application form. The supporting statements **must** be written on the GOLD supporting statement template available on the GOLD webpage. We follow Advance HE guidance regarding length i.e. two sides of A4 is normally sufficient for D3 fellowship. The statements should also be mapped to the UKPSF/make reference to the descriptor (D3), and it should fully corroborate your claim. 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.

# 4. Mandatory SFHEA Mentee Guidance

In addition to the mentor, the GOLD team provide mandatory and optional CPD to support you to achieve recognition. Anyone wishing to submit a claim through GOLD (Greenwich, UK and TNE partner staff) must attend the **mandatory** *GOLD Mentee Development Workshop.* No claim will be reviewed unless the mentee has attended this. At the workshop you will be given a copy of the Registration of Intent form (RoI) and the Mentee Pre-Submission Checklist. You must get the RoI signed by your line manager (Link Tutor for partner institution colleagues) before you can submit a claim. This signifies that you have institutional agreement to apply for fellowship through GOLD. Submission of the RoI to the GOLD team confirms that you intend to submit your claim within 12 months. **You can only get the RoI form by attending the workshop.**

You should familiarise yourself with the D3 Mentee Pre-Submission Checklist. You are encouraged to refer to the checklist throughout the thinking and drafting stages, and to talk through the checklist with your mentor. **You can only get the checklist by attending the workshop.**

Before you attend the workshop, you should familiarise yourself with the UK Professional Standards Framework (UKPSF) and the criteria for D3 Senior Fellowship. You are also required to complete the Fellowship category tool available at [www.advance-he.ac.uk/form/fellowship-decision-tool](http://www.advance-he.ac.uk/form/fellowship-decision-tool). The workshop facilitators 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. You can prepare further for attending the workshop by exploring the resources on the Advance HE website [www.advance-he.ac.uk/fellowship/fellowship-resources](https://www.advance-he.ac.uk/fellowship/fellowship-resources).

The *GOLD Mentee Development* workshops run regularly throughout the year. These are usually monthly, and they are delivered online. You can find the dates on the GOLD website ([www.gre.ac.uk/learning-teaching/gold](http://www.gre.ac.uk/learning-teaching/gold)) and book through Horizon.

## 4.1 Optional SFHEA Mentee Support

You are advised to take full advantage of the additional, optional CPD offered by the GOLD team to support you in preparing your D3 claim. This includes a D3 specific introduction workshop, GOLD drop-in’s and GOLD writing retreats.

* **Introduction to SFHEA workshop**. This 1.5 hour online workshop focuses on D3 and D3VII in particular. Case studies and presenting compelling narratives are also included. You are strongly recommended to attend this.
* **GOLD drop-in’s**. These are bookable 15-minute slots with an academic from the central GOLD team. Within these appointments you can get feedback on small draft section e.g. part of your RAPP or 1 case study 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.
* **GOLD writing retreats**. These 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 progress and to give and receive feedback. These retreats are sometimes facilitated jointly with our AdvanceHE fellowship team counterparts from Kent and Canterbury Christ Church universities. These are online to enable flexible delivery and accessibility for our UK and TNE partner colleagues. Full details about booking drop-in’s and retreats can be found on the GOLD website and can be booked through Horizon. Alternatively, you can contact [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) and we can assist you.
* For FES staff at Medway campus, there are 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 introduce GOLD and recognition benefits. Dates are communicated to all FES staff email from the Medway PVCs office.

Please note that UK and TNE partners can engage with all GOLD CPD e.g. the mandatory Mentee Development Workshop and optional GOLD drop-ins and writing retreats without incurring any cost.

## 4.2 Further sources for development to support your D3 senior fellowship claim

You may want or need to update your teaching and learning knowledge through reading or through attending CPD courses or conferences. The GOLD Mentee Development Workshop provides a reading list of useful texts about HE teaching and learning, which might be useful to explore (see Section 19). The optional Introduction to SFHEA workshop includes these teaching and learning texts as well as leadership in education suggested reading.

Similarly, there are a number of Greenwich CPD T&L workshops available throughout the academic year e.g. inclusive assessment, being an effective personal tutor, using Mentimeter etc. available to all staff (including UK and TNE partner staff). These are mapped to the dimensions of the UKPSF and are also likely to be helpful to engage with as part of the GOLD process. If it coincides with preparing your GOLD application, T&L conferences such as SHIFT (University of Greenwich annual T&L conference), the Medway L&T Festival and the FBUS (Business School) L&T Festival can be valuable to participate in, as well as conferences and networks aligned to your subject specialism. There is an explicit expectation that evidence from research and scholarship is integrated into your claim. You are advised to talk to your mentor about this.

# 5. The reviewer panel composition

The GOLD 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. Everyone reviewing D3 claims holds SFHEA or PFHEA. 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 claims 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 a claim to be:

* Recognised – awarded on the basis of a unanimous decision having been made by the 2 reviewers
* Not Yet 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 (see Section 9). Any claim sent that has omissions e.g. missing supporting statements, missing bibliographic reference list, or errors e.g. has exceeded word count, will not be reviewed. In these cases, the candidate will be asked to provide missing/rectified documentation and/or edit the claim before resubmitting for review.

## 5.1 Use of a 3rd Reviewer

In very rare cases where consensus between the 2 reviewers cannot be reached, a 3rd trained, approved GOLD reviewer from the Academic & Learning Enhancement (ALE) team will be used to review and provide a casting vote, with a majority decision being used to determine the final provisional outcome (outcomes are only confirmed after moderation by the External Examiner). This will only be pursued as a last resort option when extensive discussion between the 2 reviewers does not lead to a unanimous decision.

## 5.2 Review criteria for D3 senior fellowship claims

GOLD claims for SFHEA are reviewed against the Descriptor (D3). The Descriptor is a threshold judgment; as such, it is simply a met or nor met. There is no grading for fellowship. As part of the review process reviewers will look to ensure evidence of:

• Breadth: all dimensions of UKPSF covered in the evidence, including core knowledge and professional values

• Descriptor: the evidence provided is aligned to the appropriate Descriptor (D3). Evidence of appropriate impact and effectiveness is demonstrated, either explicitly or implicitly, in the evidence presented. The Supporting Statements corroborate practice and evidence. The candidate is consistently operating at the desired descriptor

• Evidential clarity and self-awareness: the evidence is aligned to the UKPSF. The applicant demonstrates appropriate awareness of the dimensions and categories of the UKPSF.

Whichever submission option you choose (written or screencast), the decision of the review panel is made in accordance with the review panel schedule (dates on the GOLD webpages). The GOLD team aim to review and publish outcomes within 6 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.

If your application for Fellowship is “Recognised”, the GOLD team will notify AdvanceHE and provide them with your name and e-mail. Advance HE will then send you an e-mail (using the e-mail on your application form) inviting you to set up an account and/or log in to My Advance HE at [https://my.advance-he.ac.uk.](https://my.advance-he.ac.uk/) 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 SFHEA.

For UK/TNE partners, you will be advised by the GOLD team about how to pay the additional fee to Advance HE. The Advance HE fees are subject to change and may be checked here: [www.advance-he.ac.uk/fellowship#fees](http://www.advance-he.ac.uk/fellowship#fees) (see section 1.1 Am I eligible? Will I have to pay a fee?). This must be paid before you will be issued with your certificate.

# 6. D3 GOLD claim submission composition and submission options

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

1. written submission
2. narrated recorded screencast submission

To provide optionality and to adhere to Greenwich principles about inclusive assessment, we offer two submission formats. Some staff prefer submitting a claim that relies much less on providing written evidence. Further, some staff feel more confident and comfortable articulating their practice verbally as a recorded presentation, rather than as a purely written piece. Conversely, some staff 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 D3 Application form and ensure you meet the D3 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.

## 6.1 Written submission

The overwhelming majority of staff submit a written submission for SFHEA recognition. You will need to submit your claim on the D3 application form and ensure you have signed it. The form consists of the following sections and is available on the GOLD website:

* Section 1 Personal Information
* Section 1A Supporting statements
* Section 2 Professional Context (not assessed as part of the claim, but this must be completed)
* Section 3a Reflective Account of Professional Practice (write as one narrative; do not split into the 5 Areas of Activity)
* Section 3b Case Studies (you are required to write two of approximately equal length)
* Section 4 Professional Development Action Plan (not assessed as part of the claim, but this must be completed)
* Section 5 Bibliographic Reference list

You must complete ALL sections. When you are ready to submit, please do so as a PDF (including your x2 supporting statements within the same pdf) and email it to [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk). Please mark the subject header CONFIDENTIAL GOLD APPLICATION. Do not append any other documents or include any links. They will not be read/opened. Your application will be shared only with relevant GOLD administrators, reviewers and potentially the External Examiner.

## 6.2 Narrated recorded screencast

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. The *Guide to submitting your GOLD screencast* is provided in full in this handbook (See Appendix 1).

With a screencast you are still required to submit a GOLD D3 application form. You should sign the application form and complete the following sections in the same way as a written claim:

I Section 1 Personal Information

II Section 1A Supporting statements

III Section 2 Professional Context

IV Section 4 Professional Development Action Plan

V Section 5 Bibliographic reference list

For Section 3a Reflective Account of Professional Practice and Section 3b Case Studies please put “see screencast recording for details” on the pages to make it clear you have a screencast. You must include the URL link within the application form for reviewers to access your screencast. 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).

## 6.3 D3 GOLD claim submission composition

|  |  |  |
| --- | --- | --- |
| **Category of Fellowship** | **Written submission** | **Screencast submission**  Only the content below should be in your recording. Your application form will have your professional context, your action plan, your bibliographic references and your 2 supporting statements |
| **D3 Senior Fellowship** | Total word count: 6,000 words (This is an absolute deadline. You must include a total wordcount. This includes in-text citations and mapping to UKPSF)  Introduction to your role and context (300 words, NOT part of the formal review or included in the wordcount but must be included in the submission)  Reflective Account of Professional Practice (RAPP) (2500-3000 in total distributed evenly over the x5 Areas of Activity)  2 x casestudies (1000-1500 words each)  Action plan (500 words, NOT part of the formal review or included in the wordcount but must be included in the submission)  Bibliographic reference list  2 supporting statements (from Mentor and another referee) | Total length: 45 minutes (This is an absolute deadline; there is no leeway)  Introduction to your role and context (1 minute, this is NOT part of the formal review)  Reflective account of professional practice (c. 20-25 min)  2 x casestudies (2 x c. 10-15 min) |

Regardless of which format you choose to submit your claim, you must demonstrate engagement with all parts of the descriptor (D3). You are expected to include mapping relevant dimensions within the claim to make it clear to reviewers what you are claiming for. You are not required to include any mapping in the Context Statement (Section 2 on the application form).

## 6.4 Length of your D3 claim

Please adhere strictly to the wordcount/time length. For all applications you must complete the word count box at the end of each section on the application form, as well as provide a total for the whole claim (remember the context statement is not included in the word count, but it must be included otherwise your application will not be reviewed and it will be returned. The context statement should focus on current or recent practice. It should not provide supplementary information that would add extra evidence of effective practice; i.e. not be used to extend the word limit for the application. The Context Statement should not be mapped to the UKPSF.

Similarly, the 500-word action plan is not included in the word count or formally reviewed, but it must be included otherwise your application will not be reviewed and it will be returned. The action plan is there for you to demonstrate your intention to remain in good standing and continue your development (see Section 18).

Including quotes from students or colleagues etc. **is** included in the overall word count as is any text you put into tables/charts etc. You are advised only to include quotes that add value to your claim and the evidence you present. A long list of quotes from students or staff saying you are “very good” and “thank you very much for your help” are not likely to be a good way of showing impact of your practice. Please anonymise quotes/do not use names.

Similarly with the screencast, your submission will be returned if it exceeds the word limit/length. Please ensure you time your presentation accordingly. We recommend that use have a timer/stopwatch when you record yourself. In your screencast you may comment on quotations, extracts, data, tables, etc. which will appear on the slides you have prepared. You do not have to include your list of references/bibliography at the end of the claim. For all submission formats please do not append CVs, appendices or have links within your applications (aside from the link to the recording for screencasts). Reviewers will not look at them.

## 6.5 The GOLD reviewing schedule

GOLD claims must be submitted via email to [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) according to the published deadlines on the GOLD website. There are 4 submission points per year for fellowship claims to be reviewed by a panel of 2 reviewers; September, December, March and May. Claims submitted by the deadline will be allocated to a 2-person review team (see Appendix 3).

* Wednesday 7th September 2022 (11.59pm)
* Friday 2nd December 2022 (11.59pm)
* Friday 3rd March 2023 (11.59pm)
* Wednesday 31st May 2023 (11.59pm)

# 7. The GOLD Application Process

The GOLD development and application process stages are outlined below.

**Stage 1- Understand the GOLD process**

* Explore GOLD webpages [www.gre.ac.uk/learning-teaching/gold](http://www.gre.ac.uk/learning-teaching/gold) including familiarising yourself with the UKPSF and Descriptor 3
* Attend the mandatory GOLD Mentee Development workshop. In preparation you should complete the AHE Fellowship category tool before attending. This is available at [www.advance-he.ac.uk/form/fellowship-decision-tool](http://www.advance-he.ac.uk/form/fellowship-decision-tool)
* Identify your GOLD mentor from the current pool of trained, approved GOLD mentors within your faculty (talk to your line manager about this in the first instance)
* Obtain your line manager’s signature (Link Tutor for UK/TNE partner colleagues) on the Registration of Intent (RoI) form and submit the RoI to the GOLD team via [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk)

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

* Attend the Introduction to SFHEA workshop (optional but strongly encouraged)
* Prepare your GOLD claim (via the written or via a recorded screencast)
* Take advantage of optional GOLD drop-in and /or a GOLD writing retreats for further feedback and development opportunities
* Draft your claim. Share your GOLD claim with your Mentor for feedback. Go through the pre-submission checklist with your mentor

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

* Share your final version with your mentor and second referee to allow them to see it before they write their supporting statements
* Submit your claim with your 2 supporting statements via [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk)
* There are 4 submission points per year (September, November, March and June)
* Your claim is sent to 2 trained, approved GOLD reviewers for them to review

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

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

Please note that GOLD applicants for D3 are only entitled to receive the category of HEA Fellowship applied for i.e. GOLD cannot award a different category of HEA Fellowship if an application does not meet the requirements of the category applied for.

# 8. Resubmission

If your application for **Senior** **Fellowship** is “not yet recognised”, you will receive detailed feedback and support to assist you with your 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. The letter will include the deadline date for the resubmission to be submitted for review. The word limit is increased to provide more space for you to include additional evidence required in your revised application. Resubmissions for D3 claims are permitted an additional 500 words for the reflective commentary (RAPP) and/or case studies.

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 15-minute online drop-in’s and writing retreats (online half day and full day options) that are offered by the GOLD team. There are published dates for the writing retreats and the bookable drop-in’s on Horizon and the GOLD website. There is some flexibility with the drop-in’s. If you feel a chat with an academic from the GOLD team would be useful, but you cannot attend any of the published dates, you can email [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) to make an appointment to speak to a member of the GOLD team. There is no limit as to how many times you can have a drop-in. All of the GOLD team academics are reviewers and are able to provide some feedback as well as answering any questions or queries you might have.

Unsuccessful applications should be resubmitted for review within **6 weeks** of the original review panel outcome being published. Any resubmission not received by the 6-week deadline will result in the candidate being able submit a new fresh claim at a future time. This will not be deemed to be a resubmission; it will be classed as a new claim and will be reviewed by a new reviewer team. If there are extenuating circumstances and a candidate cannot submit within the 6-week deadline, this should be put in writing in good time to the GOLD scheme lead for consideration of granting a short extension.

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 (D3) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the feedback actions have been addressed within the application. 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. For a screencast you are advised to record a new screencast which specifically addresses the feedback from the reviewers.

If both reviewers agree that the feedback has been addressed and the Descriptor (D3) has been met in full, the resubmission will be awarded subject to moderation. All resubmissions (provisionally awarded/not awarded by reviewers) are moderated by the External Examiner. If the reviewers and the External Examiner agree that the claim has NOT satisfactorily addressed the original feedback, and does not meet the descriptor, the candidate will not be awarded D3 Fellowship. In this case the candidate will be advised to work on developing a new claim for future submission. Part of this might be a recommendation to gain more/different experience to enable the candidate to provide the requisite evidence for D3. This would be treated as a fresh claim and would be reviewed by a new review team. Candidates will need to complete a new RoI form and will ordinarily be required to wait 6 months before resubmitting. This is to give sufficient time for reflection and development of the claim/gathering of evidence.

NB. 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 (see Section 10 Appeals).

# 9. GOLD Quality Assurance - 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 final outcomes are communicated to the candidate.

The External Examiner is provided with a sample of reviewed, provisional claims (successful and unsuccessful) 4 times per year (4 moderation points approximately 1 month after the initial submission of the application). They moderate a sample from each submission point. For resubmissions i.e. those that have 6 weeks to resubmit, 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 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.

## 9.1 Quarterly GOLD Review Board and Steering Group meetings

These meetings take place 4 times per 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 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 present. Should the external have any concerns or recommendations these are discussed, and appropriate actions taken in advance of the next round of reviews. The External Examiner is invited to attend all 4 GOLD Review Board and Steering Group meetings. However, they must attend the July meeting 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 reviewer from the Academic & Learning Enhancement (ALE) team
* GOLD Administrator
* GOLD External Examiner
* Head of Academic & Learning Enhancement (or designate)
* Reviewers of the claims being confirmed and ratified at that Board
* Head of Library Services (ex officio)

# 10. 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 accurately 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.

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@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk). The email subject header should indicate the nature of the correspondence i.e. that it is an appeal. An acknowledgement letter 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.

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 claim, the two supporting statements, the feedback from the review panel, and the reasons for appeal given by the appellant. This is chaired by the Head of Library Services (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 UKPSF 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 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.

# 11. Confidentiality

The application and review process is confidential and only relevant colleagues will have access to your claim. Your application form and supporting statements 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. Your application will be provided to relevant staff using password protection/encryption to ensure its safety and privacy is maintained during transit.

If you are using the recorded screencast option, the same staff access and confidentiality applies as for the written submission option.

# 12. GOLD scheme Privacy statement and EDI monitoring

The retention period for this data is the current annual year+1. Retention periods are based on our retention schedule. This data is used in order to take a decision on your GOLD application and is shared with a small number of GOLD panel reviewers/administrators. Your application may also be selected for annual review by our external examiner. Our GOLD panel reviewers and 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 see [www.advance-he.ac.uk/privacy/my-advance-he](http://www.advance-he.ac.uk/privacy/my-advance-he)

You have rights as a Data Subject. You can see more information about those rights on our website. To contact Peter Garrod, the University of Greenwich Data Protection Officer and University Secretary, email: [compliance@gre.ac.uk](mailto: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.

# 13. Is D3 Senior Fellowship right for you?

If you can evidence **sustained** experience (over a number of years), success and effectiveness in teaching and learning in higher education, and you can demonstrate that in teaching and learning, you have been successful in influencing, co-ordinating, supporting, supervising, managing and/ or mentoring colleagues, then you could apply for D3 Senior Fellowship. If you are unsure, discuss the suitability of applying for D3 Senior Fellowship through the GOLD route with your line manager. Alternatively contact [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) and arrange to talk to a member of the GOLD team for advice. For D3 you will be engaging in all five of the areas of activity of the UKPSF and you will be required to write 2 HE leadership/influence case studies as well as the RAPP.

## 13.1 D3 Senior Fellowship description and profile

Senior Fellows will normally have a considerable experience and levels of expertise, developed over time, in supporting high quality student learning in all dimensions of the framework. They will have gained relevant experience through the use of a range of approaches including mentoring, coordinating, supervising and managing individuals and groups. Individuals will evidence the depth and sophistication of their understanding and demonstrate a sustained and successful engagement with the UKPSF, indicating specifically how such knowledge, understanding and expertise is used in their approach to influencing, leading and mentoring, as well as in any teaching they might do. Leadership does have to equate to leadership as in line manager/head of school/senior leadership (but it might). It means leadership in terms of influence and coordination of colleagues regarding teaching and learning.

Descriptor D3 recognises **sustained and extended good practice** both in supporting the student learning experience in a wider context. This would include evidence of effective and significant impact on students, on colleagues and on the organisation/institution. Evidence of a wider sphere of influence than just the classroom and the student group (the basic expectation for D2), is essential and is a big difference from D2 (FHEA). A relatively limited experience of programme and/or module management, for example, or in mentoring new staff, will not be sufficient.

One way to view the difference between D2 and D3 is that D2 is primarily concerned with all who teach and is a core expectation, whilst D3 addresses experienced HE staff who demonstrate leadership in their learning and teaching practices and related activities. For instance, colleagues who do not teach but who lead and influence teaching and learning from a quality assurance (QA) or quality enhancement (QE) position, or from a learning technology or an employability position, may well have as much relevant evidence for D3 as a more teaching focussed programme leader.

D3 requires evidence of wider impact, sustained success and influence on colleagues. This would be the case with individuals who, for example, have developed and led substantial programmes of teaching and learning, led cross (and inter-) institutional teaching and learning focused projects, provided leadership for work in discipline-based communities, or those who have led consultancy for major pieces of pedagogic work in subject associations and professional bodies. Descriptor D3 is usually associated with someone who has substantive professional experience, and with someone who has clear evidence of substantial and on-going CPD in pedagogy/teaching and learning. They may also have experience of mentoring colleagues and can demonstrate their expertise, impact and influence in that way.

Senior Fellows are able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and / or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be operating according to the Senior Fellows descriptor (D3) include:

1. Experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
2. Experienced subject mentors and staff who support those new to teaching
3. Experienced staff with departmental and / or wider teaching and learning support advisory responsibilities within an institution, for example, within work-based settings
4. Experienced staff who can demonstrate creating and leading on T&L innovation and enhancement

In conclusion, a SFHEA is an experienced colleague who has demonstrable influence in T&L and community development within their context. It is not about simply being a long serving/experienced and/or great teacher (D2). It is not a ‘right’ to be awarded SFHEA simply on the basis of being a long serving member of staff at Greenwich (or anywhere else). It must be claimed for, and a case must be made to demonstrate how your practice evidences Descriptor 3 in full. The focus of your D3 claim should be on influence and leadership. Advance HE state:

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

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

[www.heacademy.ac.uk/sites/default/files/downloads/What%20are%20the%20UK%20Professional%20Standards%20Framework%20Descriptors.pdf](http://www.heacademy.ac.uk/sites/default/files/downloads/What%20are%20the%20UK%20Professional%20Standards%20Framework%20Descriptors.pdf)

# 14. The Professional Standards Framework (UKPSF)

The UKPSF has three aspects: Dimensions, Description and Criteria.

Dimensions: There are the three Dimensions (Areas of Activity, Core Knowledge and Values), giving the 15 elements which specify WHAT a Higher Education professional does, WHAT they need to know in order to do it, and WHAT values are consistent with professionalism. You will need to provide evidence for meeting all of the 15 elements within your D3 claim. You should look at this in concert with Descriptor 3.

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 you do)
* Core Knowledge (What’s in your head)
* Professional Values (What’s in your heart)

## 14. 1 The Dimensions of the [UK Professional Standards Framework](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf)

**Areas of Activity**

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

A2 Teach and/or support learning

A3 Assess and give feedback to learners

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

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

**Core Knowledge**

K1 The subject material

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

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

K4 The use and value of appropriate learning technologies

K5 Methods of evaluating the effectiveness of teaching

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

**Professional Values**

V1 Respect for individual learners and diverse learning communities

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

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

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

## 14.2 D3 Senior Fellowship Descriptor

Two reviewers independently will review your claim and judge how you have presented your practices in relation to the D3 Descriptor and the 7 criteria:

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

You should ensure that you have provided sufficient evidence within your claim for meeting ALL parts of Descriptor 3, as this is what the reviewers will judge your claim against. **D3VII** is essential to present consistently throughout the application. The D3VII must not be saved for the case studies; it should be part of the RAPP as well. Frame the narratives around influence and leadership of colleagues. D3 is not about being a great teacher and/or being a teacher who has been in the HE sector for a long time.

# 15. Are you ready to apply?

Ask yourself these questions:

* Am I effective at influencing and leading colleagues to support their teaching or supporting learning practices and approaches?

For example, am I familiar with current theories and practices of teaching and learning in Higher Education? Do I have an influencing role which is underpinned by an evidence base? Is this something that I have developed over a sustained period of time? Am I up-to-date in my own 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 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, learning and assessment?

* Do I have enough evidence of sustained and successful engagement with all areas of the UKPSF dimensions? Does this evidence align fully with Descriptor 3?

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 D3 Fellowship yet. If this is the case you are advised to contact [gold@greenwich.ac.uk](mailto:gold@greenwich.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 claim.

# 16. Content of your D3 claim

Your claim 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 use the AdvanceHE Thinking Grids (see Appendix 2) to help you to begin to consider your practice and start to work out where your practice and evidence aligns to the UKPSF and Descriptor 3. You can do this on your own and then think about sharing your initial evidence and mapping ideas with your mentor.

## 16.1 Using a reflective voice – First person and being personal

Your application is a personal account. Therefore, it is appropriate for you use the first-person form of writing/speaking throughout. 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 your teaching. Explain what you do, how you do it, and why you do it that way. Also explain how you know it is effective. Impact is very important to be able to demonstrate. This may involve quoting other stakeholders – students, colleagues, external examiners – so module evaluations, student feedback, KPIs, and external examiner reports 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 V1–V4.

## 16.2 Suggested writing frame

For written and screencast options you are encouraged to follow the suggested frame to help you to go beyond description in your narratives.

*What did you do?*

Concise description of engagement including own role

*How did you do it?*

Explanation of approach/methodology employed

*Why did you do it that way?*

Evidence and rationale for choices made: knowledge + values

*What difference did it make?*

Impact on learners/teachers/self/institution

*How do you know?*

Evidence of impact on learners/teachers/self/institution

## 16.3 Scholarship

You should address the requirements of D3 Senior Fellowship, so you will demonstrate a solid understanding of effective approaches to teaching and learning. For GOLD, this means you will employ some citation of the literature around teaching, learning and assessing to demonstrate your scholarly approach. Arguably you cannot lead or influence the teaching and learning practices and approaches of staff if you do not have a solid grasp of key ideas yourself. You need to demonstrate how you embed scholarship (pedagogic, discipline, leadership related) into your own practice and how you use this to influence and lead others.

If you have no in-citations or reference list in your application, your claim for recognition will not be accepted. There are some suggestions of reputable literature to draw upon in Section 19. You are also encouraged to think about if literature concerning leadership/mentoring/coaching is appropriate to draw on as part of your rationale for the ways in which you seek to influence and lead colleagues.

# 17. Presenting your evidence

## 17.1 Summary of GOLD evidential requirements D3 Senior Fellowship

It is a good idea to have a copy of the UKPSF and Descriptor 3 to hand while you write your RAPP and your two leadership case studies.

*Section 1 and 1a – Personal details, details of your Mentor and second Referee*

This section requires you to provide identification, contact information and qualifications relevant to your application. This section should be completed on the application form irrespective of which route you are following (written or recorded screencast). See Section 3 for information about supporting statements.

*Section 2 - Professional Context (300 words)*

Please note this is NOT assessed by the reviewers and does not need to be mapped to the UKPSF. It is not included in the overall word count. It is there purely to provide relevant background and context to your claim. This section should be completed on the application form irrespective of which route you are following (written or recorded screencast). Your application will be returned if this section has not been completed. This section “sets the scene” for your Reflective Account of Professional Practice in Section 3a and your two case studies in Section 3b, and is likely to include some of the following:

* Your management and administrative responsibilities, such as Head of Department, or Deputy Head, or Link Tutor, or Work Experience Co-ordinator (please give dates)
* Your role in leading or co-ordinating colleagues or teams
* Your role in coaching colleagues or teams
* The courses and/or programmes you lead or are involved with, and how you contribute – lectures, tutorials, laboratory sessions, assessment and/or marking, either face-to-face or over the web (please give dates, student numbers and the size of the teaching team)
* Leadership or participation in planning, redesign, revalidation and/or reaccreditation of programmes and/or courses (please give dates)
* Departmental leadership roles e.g. employability, inclusion, assessment, personal tutor, work based learning
* Liaising with external examiners and professional bodies
* Involvement in university-wide committees and strategy groups (please give dates)
* Acting as Personal tutor, or Year tutor, or Link tutor or as a mentor to other staff (please give dates and student numbers)
* Professional development of yourself and others through mentor or peer dialogue, through developmental sessions, or through scholarship of teaching and learning (please give dates and numbers)

Anything else that relates to Areas of Activity A1 to A5. Your Mentor and your other referee may well refer to them in their supporting statements.

*Section 3a: Your Reflective Account of Professional Practice (RAPP)*

The RAPP is one of the two key sections in your application for SFHEA (the case studies being the other), where you present your reflections on, and explanation of, your leadership and professional practice in your various roles, linked to scholarship of teaching and learning, and including evidence of your sustained effectiveness from third parties (students, colleagues, externals).

Please do NOT use bullet or numbered points. You should share what you do, how you do it, why you do it that way, and how you know it is effective. It is a personal account but should include short quotations from third parties, evidence e.g. evasys, external examiner feedback and citations from authors on learning and teaching/leadership/your discipline, as appropriate. Remember your RAPP is an explanation of how you go about your work as a leader/influencer. Because it is a personal account, it should be original and unique to you, and the GOLD scheme reserves the right to make checks that this is so.

In preparing your RAPP, you will likely refer to experience mentioned in Your Professional Context (section 2 of the application form). 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. In the RAPP you need to explain the how and the why of your practice and influence and leadership, rather than emphasise the extent of your practice.

Your reflective account of professional practice (RAPP) should provide a **holistic commentary** of how you address some/all of the five Areas of Activity (A1-5) of the UKPSF, the Core Knowledge (K1-6) and Professional Values (V1- 4). This will include how your roles and experiences have contributed to your professional development as a leader/influencer, a teacher, a mentor, a facilitator of learning within an HE academic setting. This could, for example, discuss your involvement in teaching and learning initiatives, collaboration on educational interventions or enhancements, staff development activity or specific leadership, management and/or organisation roles within Greenwich or wider HE context (up to 5 years to ensure currency).

You should talk about the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefited from the continuous learning and development process involved. Your application should talk about your CPD, including appropriate pedagogic research and scholarly activity and the leadership, management and administration of academic provision and support. This CPD may include informal undertakings - individual, collaborative or team-based - that have had a significant impact on your academic practice, as well as on the practice of colleagues. You should draw on the relevant literature and your own CPD activities, in order to present your rationale for the approaches that you have taken as a leader/influencer. There should also be discussion of the strategies employed for evaluation and analysis of the effectiveness of your practice and reference to impact of this on others and on student/educational outcomes.

You should **not** present this as 5 separate sections according to the Areas of Activity; it should be one account which shows how the dimensions of the UKPSF are embedded and interlinked into your practice. Advance HE do not stipulate that every dimension (Area of Activity, Core Knowledge and Values) should be mapped within the RAPP. However, in practice most/many of them are and you should definitely make sure there is a strong theme of D3VII running throughout it. However, there is no requirement to systematically write/talk about them all in the RAPP, because they can be written/talked about in the case studies as well. From the point of view of Advance HE and GOLD, as long as the entire SFHEA claim provides clear and appropriate evidence that ALL of the dimensions have been covered at the right level i.e. Descriptor 3, this is fine.

*Section 3b: Case studies*

TWO Case studies showing leadership and/or influence in teaching and learning. These should have a title and a clear focus. For each case study, you should discuss, in a reflective way, two contributions or roles which have had a significant impact on the co-ordination, support, supervision, management and/or mentoring of others (individuals or teams) in relation to teaching and learning (D3VII), demonstrating your **sustained effectiveness** in relation to teaching and learning. The word limit is 1000 to 1500 words each or 10-15 minutes each if you do a screencast. You are advised to have a roughly equal word count for each one. If one is significantly longer, the shorter one might struggle to be a strong enough example to showcase your experience and the case you are making for D3 recognition.

**Case studies should:**

**Elicit depth.** The focus on a single project/initiative allows you to go into more depth in terms of rationale (particularly your evidence base and relevant scholarship), and evaluation (both in terms of impact but also reflectively – what did you learn? How did your practice change/evolve?)  
  
**Distinguish your practice**. While many activities undertaken by academics are similar e.g. teaching, assessing, researching, the case study allows you to give a real flavour of your own individual practice. Your teaching philosophy, your disciplinary interests and your personal style are more in evidence.  
  
**Demonstrate the Dimensions of Practice (UKPSF).**Focus on indicating how you understand and ‘live’ the dimensions as a leader and influencer. Each dimension should be signposted individually and explicitly within the text and should provide a clear example.

**Demonstrate the descriptor (D3).**The case studies should reflect the descriptor to reflect D3:  
  
**Scope** e.g. own practice; practice of others; policy/strategy

**Scale and Reach** e.g. colleagues in your faculty/institution

**Impact** e.g. improve individual student learning/experience; improve module or programme outcomes; improve subject or professional outcomes either.

*Section 4 - Professional Development Action Plan*

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 500 words), but it must be included. Your application will be returned if this section has not been completed. We encourage you to look upon this demonstrating your intention to remain in good standing (see Section 18). Please include some publicly shared professional development in the form of CPD or conferences you plan to attend/engage with. University of Greenwich has a range of teaching and learning related CPD available on Horizon. There is also the COMPASS Journal of Learning and Teaching which you can access online here: <https://journals.gre.ac.uk/index.php/compass/index>

*Section 5 – Bibliographic reference list*

Please collate all academic references that you have cited in your application and list them in Section 5 irrespective of which route you are following (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.

## 17.2 Evidencing the 5 Areas of Activity

In either written or the recorded screencast format your RAPP should clearly illustrate your practice as a leader/teacher/influencer/coordinator etc. with regard to the five Areas of Activity. You must make clear what you are claiming for within your narratives/slides e.g. which As, Ks and Vs.

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

The better the preparation, the better the performance. Here you have the opportunity to explain how you go about designing, planning, and preparing for teaching and supporting learning. The kind of activities you discuss or explain could include:

* designing and planning a new suite of modules and/or a new programme to successful validation/approval
* redesigning and planning new suite of modules and/or a new programme to successful validation/approval
* the redesign of an existing curriculum to incorporate new initiatives e.g. employability, sustainability, decolonising the curriculum
* designing new materials/resources to embed into a programme
* designing staff CPD materials/resources/workshops to support staff T&L development

You need to evidence what informs what you do and how, as a leader/influencer of T&L practice in others, you have supported and taken staff with you as you’ve designed new programmes/initiatives

**A2 Teach and/or support learning**

Teaching/supporting includes any situation where you are with a student or students, and they are learning under your guidance. This ranges from one-to-one supervision session to small scale tutorials or seminars through to large scale lectures to groups of more than 100. Teaching may be face-to-face or online. Again, focus on how you, as a leader/influencer of T&L practice in others, model good practice and/or support colleagues in them developing their own practice. Remember D3 is not D2; therefore, focus on your practice more from the perspective of being an experienced teacher/supporter/staff developer etc. and how you disseminate and share your practice with others to help them develop. This could be framed around mentoring and coaching.

**A3 Assess and give feedback to learners**

This includes both summative and formative assessment, both formal and informal. Focus on you as an influencer/leader. You might talk about this from the perspective of reviewing and refreshing practice in your programme/department. However you frame it think about what you do and why; what informs your approach and how you disseminate this to others. This can include talking about challenges of bringing people with you; reluctant colleagues etc. It would be about new assessment types. What and why and how you’ve trained and supported colleagues to adopt and work confidently with new ways of assessing, for example.

Some ideas around assessment:

* designing new feedback and feed-forward approaches to improve learning and develop learner autonomy; sharing with teams, training teams etc.
* the implications of quality assurance and a commitment to quality enhancement. This might be about approaches used within the context of a new/revised module or programme where subject benchmarking and/or professional standards are integral, or in a service-learning support activity where timeframes or other restrictions influence the approaches you are able to use.
* improving the use of formative feedback.
* introducing authentic assessment – why, how and challenges to embed in a programme

Again, you should think about your own practice and how you share and disseminate this to colleagues as part of your leadership and influencing role.

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

Again, you should think about your own practice and how you share and disseminate this to colleagues as part of your leadership and influencing role. Consider your sphere of influence and talk about your own practice through the lens of influence and leadership, not solely from the view of you an individual practitioner (this is what one would do for a D2 claim; you need to be thinking D3 and wider influence). Possible examples:

* personal tutoring – your role as a lead tutor and how you support new tutors? leadership/senior tutor roles; coordinating other personal tutors; developing a personal tutor curriculum etc.
* academic integrity – your role in developing new processes and rolling out to a programme/within a department?
* led initiatives to develop online learning environments to enhance student learning and community engagement. How have you trained and led staff to adopt new practices?
* involvement in quality oversight through committees or exam boards; how have you led and enhanced practice/process as a result of engaging with this work?

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

You should review your engagement in professional development around teaching and learning. You should discuss some publicly shared professional development in the form of CPD or conferences attended, participation in workshops, peer observation of teaching, but include your private professional development in the form of reading, online research, one-to-one on-the-job learning and advancement. Remember to explain more than just “what you did”; share the reasons you did it, why it influenced you, what benefits it brought to your professional practice. Share learnings you’ve gained from CPD from a personal perspective and from your leadership perspective. How has engaging in CPD been used to develop you and inform your practice as a leader and influencer? How have you disseminated this to wider audiences/teams etc.? This should be prominent; how your CPD has informed you as a leader/influencer and how you’ve shared this with your colleagues.

# 18. Good Standing

All Fellows of Advance HE and Fellows (Associate, Fellow and Senior Fellow) of the GOLD scheme are required to maintain their good standing in accordance with the 2021 AHE Fellowship Code of Practice. Upon successful achievement of gaining SFHEA recognition, GOLD participants agree to adhere to the Fellowship code:

*In our professional practice, as Fellows we will:*

1. Act with respect, integrity and honesty.
2. Monitor and review regularly our work in order to maintain good standing.
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 considering 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 and impartial in our engagement with learners.
3. Encourage the free exchange of ideas between ourselves and learners.

*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 the maintenance and enhancement of good practice and to protect learners from poor practice.
3. Be aware and take account of, the educational goals, policies, standards and regulations of our employing institution and beyond.

Source: [www.advance-he.ac.uk/knowledge-hub/fellowship-code-practice](http://www.advance-he.ac.uk/knowledge-hub/fellowship-code-practice)

To help to enable you to think about how you will do this, the GOLD Fellowship Application form asks you to profile outline 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).

# 19. Recommended reading to support your GOLD D3 claim

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

Brockbank, A and McGill, I (1998) *Facilitating Reflective Learning in Higher Education*. Buckingham:SRHE and Open University Press

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

Brookfield, S (2006) *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 2nd edn. San Francisco: Jossey-Bass

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

Dweck, C (2012) *Mindset: how you can fulfil your potential*. Constable & Robinson, London

Felten, P, Bauman, H, Kheriaty, A and Taylor, E. (2013) *Transformative conversations: A guide to mentoring communities among colleagues in higher education*. San Francisco, CA: John Wiley & Sons

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

# Jarrett, K and Newton, S (2021) *The practice of leadership in higher education : real-world perspectives on becoming, being and leaving.* Abingdon, Oxon; New York, NY: Routledge

Knight, P (2002) *Being a Teacher in Higher Education*, Open University Press

Laurillard, D (2002) Rethinking University Teaching: a Conversational Framework for the Effective Use of Learning Technologies. London: Routledge

Lave, J. and Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Education

Lea, J (2015) *Enhancing Learning and Teaching In Higher Education: Engaging With The Dimensions Of Practice*. Maidenhead: Open University Press

Meyer J and Land R (2006) *Overcoming barriers to student understanding: Threshold Concepts and Troublesome Knowledge*. London: Routledge

Mortiboys, A (2005) *Teaching with Emotional Intelligence: a step by step guide for further and higher educational professionals*, 2nd Edition. Abingdon: 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

These texts are available in the University of Greenwich library. There are also excellent online resources at the Advance HE website [www.advance-he.ac.uk/fellowship/fellowship-resources](https://www.advance-he.ac.uk/fellowship/fellowship-resources)

# Appendix 1 Guide to submitting your GOLD screencast

**Guide to submitting your GOLD screencast**

**What should my GOLD screencast include?**

The structure and content of your claim submitted in screencast format should correspond with the guidance/information in the Participant Handbooks (D1, D2 and D3 versions) and the GOLD application form (D1, D2 and D3 versions). If you opt for the screencast route you should talk it through with your GOLD mentor and be clear and confident about what to do.

Please follow the correct guidance (below) for the category of fellowship you are claiming for. Please do not exceed/deviate from these requirements and limits. Screencasts in excess of the published length (see below) will be returned for you to edit before review.

|  |  |
| --- | --- |
| **Fellowship**  **Category** | **Screencast/narrated PowerPoint submission** |
| Associate D1 | * Total length: 15 minutes maximum * Introduction to role and context (1 min) (verbal in the recording, include Context Statement text in the application form, not in the screencast) * 2 x reflective commentaries on chosen Area of Activity (2 x 6-7 min) * Bibliography/list of references (include in the application form, not in the screencast) * 2 Supporting Statements (include in the application form, not in the screencast) |
| Fellowship D2 | * Total length: 26 minutes maximum * Introduction to role and context (1 min) (verbal in the recording, include Context Statement text in the application form, not in the screencast) * 5 x reflective commentaries on Activity dimensions (5 x 5 min) * Bibliography/list of references (include in the application form, not in the screencast) * 2 Supporting Statements (include in the application form, not in the screencast) |
| Senior Fellowship D3 | * Total length: 45 min maximum * Introduction to role and context (1 min) (verbal in the recording, include Context Statement text in the application form, not in the screencast) * Reflective account of professional practice (c. 20-25 min) * 2 x case studies (2 x c. 10-15 min) * Bibliography/list of references (include in the application form, not in the screencast) * 2 Supporting Statements (include in the application form, not in the screencast) |

You need to ensure that each section broadly corresponds to the required length required (see table). You are at risk of not meeting the UKPSF if you spend too long on one dimension/element of your claim. For example, for SFHEA, ensure each case study is around 10 minutes. You are advised not to have one case study of 15 minutes and the other of 5 minutes.

The bibliographic reference lists and the two supporting statement from your referees must be submitted in writing, using the GOLD application form used for written applications. Please use the right form for the category of fellowship you are claiming for. You should include the URL and password to allow reviewers to access the recording.

For the claim itself, you should make the best use of your narrative and the slides to show that you meet the relevant descriptor category. 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.

**Slides**

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. 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 claim as you speak. Slide headings should state clearly which section of the claim you are at, e.g. “Case Study 1.1, 1.2” for SFHEA, or “Section A2” for AFHEA or FHEA. Please do not leave the reviewers in any doubt what you are 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 assessors a chance to consider the evidence provided.
* You can insert images, screenshots, etc., but do remember that assessors 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.
* At the end of your reflection on an element of your claim, you need to insert, on the slide, which **Dimensions of the UKPSF** have been achieved. 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. An example for SFHEA could be: if you have organised sessions to standardise the marking criteria and marking practices of your team to avoid unconscious bias, you could put “A3-V2”
* Please avoid overmapping e.g. including long lists of Dimensions on the same slide i.e. A-5, K1-6, V1-4. Reviewers want to see that you can effectively and selectively align evidence with the most appropriate dimensions
* Do not insert videos, even if they are your own recordings of your teaching practice. Reviewers want to hear your narratives about your practices and your reflections about what you do and why
* Do not insert weblinks/URLs or other hyperlinks. Reviewers will not open them. This is the same for written submissions.

**Narration**

You are advised to rehearse your 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. Make sure you share the final version with the mentor and your second referee. They cannot write their supporting statements 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. 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 do use the video option, think about what it really adds to your presentation. 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.

**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 intranet.

[www.gre.ac.uk/it-and-library/teach/panopto/staff](https://www.gre.ac.uk/it-and-library/teach/panopto/staff) . 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](mailto:itservicedesk@gre.ac.uk)).

GOLD 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 [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk) know in advance. We can advise on alternative screencast recording options. Whatever you use you must ensure you provide a working link to the recording in your claim 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.

# Appendix 2 Advance HE Thinking Grids

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# Appendix 3 Submission and review process

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