

Participant Handbook for D1 Associate Fellowship (AFHEA)

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 AFHEA (D1) Participant Handbook is designed to help to guide and support you as you develop your claim for AFHEA (D1). You can apply for AFHEA recognition through GOLD via two submission routes; written or recorded screencast. You should read this handbook in conjunction with the other AFHEA (D1) 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 AFHEA (D1) 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 AFHEA 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 **D1 Associate Fellowship (AFHEA)**. This aligns with Descriptor 1 (see Figure 1). This requires you to demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. You are required to provide evidence of how you meet with some of the 15 dimensions of the UKPSF (See Figure 2), as well as successful engagement with appropriate teaching practice and incorporation of scholarship and CPD in your practice. For AFHEA you must provide evidence for:

* Successful engagement with at least two of the five Areas of Activity (A1-A5)
* Core Knowledge K1 and K2 (but can be more if appropriate)
* A commitment to appropriate Professional Values in facilitating others’ learning

You can discuss this with your mentor to decide on which Areas of Activity, Core Knowledge and Values would be most appropriate for you to write/talk about. 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 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 AFHEA. 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 AFHEA. 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 AFHEA. All evidence and experience mentioned in an application must relate to higher education (foundation degree/degree etc.) in the terms specified above by Advance HE.

The evidence/experience/practice that you include within your claim should focus on the **last 3 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 years (or a composite).

## 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 D1 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: £150 (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 D1 fellowship. Your GOLD mentor must be a current member of University of Greenwich staff who holds a category of Fellowship appropriate for mentoring a D1 mentee e.g. they hold at least D2 (FHEA) themselves and they must have detailed knowledge of the UKPSF (see Figure 2) 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.

You are encouraged to work closely with your mentor and to get regular feedback on your drafts (written drafts or draft recordings if you intend to submit via screencast). During your drafting stages you will be required to look closely at the Descriptor (D1) for AFHEA (see Figure 1). 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 relevant parts of the UKPSF and D1 in full. Your application must make a case for you to be awarded i.e. you need to think carefully about the evidence to make it clear to reviewers that you have the requisite evidence, and that it aligns with relevant dimensions of the UKPSF and the descriptor. You are advised to work through the *D1/D2* *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 Mandatory AFHEA Mentee Guidance).

You can find a GOLD mentor by speaking with your Head of Department in the first instance. Alternatively, you can ask your supervisor if you are a doctoral student, or 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 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 can be used to formally support the candidate. The mentor is the **only** person who can conduct the teaching observation (an observation this is only required if you are claiming for A2 Teach and/or support learning).

Graphical user interface, text

Description automatically generated

Figure 1. Descriptor 1

Diagram

Description automatically generated with low confidence

Figure 2. The UKPSF

## 2.1 Mentor teaching observation (A2)

If you decide to claim for Area of Activity A2 (Teach and/or support learning) you must have your teaching observed by your mentor. The observation is developmental and is intended to be a vehicle for you to discuss the UKPSF and descriptor within the context of your own practice. The dialogue can be a useful way to reflect and to generate potential evidence for your claim. A wide range of practice may be observed as appropriate to your context. This is not limited to teaching student groups but should reflect genuine practice and not be a simulated session created purely to satisfy the GOLD observation requirement. If you are not claiming for A2 i.e. you are claiming for 2 other Areas of Activity you are not required to have a mandatory teaching observation with your GOLD mentor.

# 3. Supporting Statements

To meet the requirements from Advance HE for D1 fellowship, your professional practice must be authenticated. Formal authentication of practice comes from your two 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). This is another way in which your professional practice is authenticated. The supporting statements (both from your GOLD mentor and from the other referee you choose) will verify that your D1 application presents a fair and honest reflection of your practice in line with the category of fellowship you are applying for. Your 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 1.

You must include both supporting statements in with your application form. The supporting statements **must** be written on the GOLD supporting statement template available on the GOLD website. We follow Advance HE guidance regarding length i.e. a single side of A4 is normally sufficient for D1 fellowship. The statements should also be mapped to relevant dimensions the UKPSF/make reference to the descriptor (D1), 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 AFHEA 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 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 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 D1 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 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 AFHEA 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 D1 claim. This includes GOLD drop-in’s and GOLD writing retreats.

* GOLD drop-in’s are bookable 15 minute slots with an academic from the central GOLD team. Within these appointments you can get feedback on 1 draft section of your Reflective Account of Practice (RAPP) e.g. on A1, or A2 for example. This can be in written or presentation form if you are opting for the screencast submission. Alternatively, you might use the time to discuss potential evidence or to get guidance on specific reading or CPD to engage with.
* GOLD writing retreats are half day and full day opportunities for you to dedicate time to writing. Within the retreats there are spaces for you to write and talk to others about 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 D1 Associate 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 18).

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. 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 8 GOLD Quality Assurance – External Examiner). 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. 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 D1 Associate Fellowship claims

GOLD claims are reviewed against the Descriptor (D1). 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 (D1). 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 you provide 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 AFHEA.

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 a certificate.

# 6. D1 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 D1 Application form and ensure you meet the D1 Descriptor. In both formats there is no live, real-time Q&A with any reviewers; both formats are reviewed and judged solely on the basis of the written or screencast submitted. See section 16 for more information about how to present your evidence.

## 6.1 Written submission

The overwhelming majority of staff submit a written submission for AFHEA recognition. You will need to submit your claim on the D1 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 3 Reflective Account of Professional Practice
* 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 D1 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 3 Reflective Account of Professional Practice (RAPP) 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 D1 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 |
| D1 Associate Fellowship | Total word count: 1,400 words (This is an absolute deadline. You must include a total wordcount)  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) (1400 in total distributed evenly over the x2 Areas of Activity)  Action plan (350 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: 15 minutes (This is an absolute deadline; there is no leeway)  Introduction to your role and context (60-seconds, this is NOT part of the formal review)  2 x reflective commentaries on Activity dimensions (2 x 6-7 min) |

Regardless of which format you choose to submit your claim, you must demonstrate engagement with all parts of the descriptor (D1). You are expected to include mapping of relevant dimensions of the UKPSF e.g Areas of Activity, Core Knowledge and Values within the claim to make it clear to reviewers what you are claiming for. This mapping should be in-situ and not provided at the end of the section with one big bracket claiming for lots of dimensions e.g. (A1-5, K1-6, V1-4). Mapping should demonstrate your ability to align specific evidence with the most appropriate dimensions. You must not include any mapping in the Context Statement (Section 2).

## 6.4 Length of your D1 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 350-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.

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.

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 1
* Attend the mandatory GOLD Mentee Development workshop. In preparation you should complete the AHE Fellowship category tool before attending. This is available at [www.advance-he.ac.uk/form/fellowship-decision-tool](http://www.advance-he.ac.uk/form/fellowship-decision-tool)
* Identify your GOLD mentor from the current pool of trained, approved GOLD mentors within your faculty (talk to your line manager about this in the first instance)
* Obtain your line manager’s signature on the Registration of Intent (RoI) form and submit the RoI to the GOLD team via [GOLD@greenwich.ac.uk](mailto:GOLD@greenwich.ac.uk)

Stage 2- Develop your claim for D1 Associate Fellowship

* Undertake an observation of teaching with your Mentor (only if claiming A2). This should be within 12 months of submitting your RoI to ensure it reflects current practice
* 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 D1 Associate 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, March, April and June) for fellowship
* 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 AFHEA (D1) 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 AFHEA (D1)
* 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

# 8. Resubmission

If your application for **Associate 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 D1 claims are permitted an additional 200 words for the reflective commentary (RAPP).

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 with a new review 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 (D1) has been met in full. They will not complete a new review of the whole application. A resubmission should make it explicitly clear to reviewers where and how the feedback actions have been addressed within the application. This should be using highlighted/different coloured text to make it explicitly clear which bits 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 all feedback has been addressed and the Descriptor (D1) has been met in full, the resubmission will be awarded subject to moderation. All resubmissions (provisionally awarded/not awarded by reviewers) are moderated by the External Examiner. If the reviewers both agree that the claim has NOT satisfactorily addressed the original feedback, and does not meet the descriptor, the candidate will not be awarded D1 Associate Fellowship. 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 D1. 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 outcomes are communicated to the candidate.

The External Examiner is provided with a sample of 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 GOLD Review Board and Steering Group meets 4-times a year (October, January, April and July).

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. The External Examiner is invited to attend all 4 GOLD Review Board and Steering Group meetings. However, they must attend the July board to provide a summary and overview of their year in office and to provide feedback on the claims sampled throughout this time (or provide a written report in absentia). Minutes of these meetings are shared with all current members of the review team as a mechanism for receiving on-going updates and cpd.

The standing members of the GOLD Review Board and Steering Group are:

* GOLD scheme lead (Chair)
* GOLD 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 a new date will be convened as close to the original 28 working day window as possible.

If the GOLD Framework Appeals Panel does not agree that any process and/or procedural breaches/irregularities have been made, the original decision of the review panel i.e. not to award, will be upheld. This will be recorded as the final decision made by the GOLD Framework Appeals Panel and there is no appeal possible following this final decision.

If the GOLD Framework Appeals Panel finds in favour of the appellant the claim will go through the normal review process. As with any GOLD claim, the subsequent review can be subject to an appeal, but only on the grounds of process and procedure NOT about the decision of the reviewers and the final judgment on a claim.

# 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 screen cast 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 make a decision on your GOLD application and is shared with a small number of GOLD reviewers and administrators. Your application may also be selected for moderation by our external examiner. Our GOLD administrators, reviewers and the external examiner are bound by confidentiality obligations.

If your application is successful, we will share your name and email address with Advance HE for the purposes of registering you as a Fellow of Advance HE. For more information about how Advance HE will collect, generate and use personal information about you please 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 D1 Associate Fellowship right for you?

If you can evidence success and effectiveness in at least some teaching and learning support responsibilities at HE level and have discussed the suitability of going through the GOLD route with your line manager then you may be eligible to apply for AFHEA.

## 13.1 D1 Associate Fellowship description and profile

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

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

1. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers / post-doctoral students etc.)
2. Staff new to teaching (including those with part-time academic responsibilities)
3. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)
4. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities
5. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio.

The Associate Fellowship descriptor D1 is designed to be flexible and reflect the variety of different combinations of activities that HE teaching and learning may include. The typical role/career stage illustrations show that teaching and supporting learning at D1 can take the form of formal and informal approaches as appropriate to the context.

# 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 **some** of these 15 elements within your D1 claim.

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 D1 Fellowship Descriptor

Associate Fellows demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. They should be able to provide evidence of:

1. Successful engagement with TWO of the five Areas of Activity. If these two areas include A2 (Teach and/or support learning), the GOLD mentor will need to undertake a teaching observation
2. Successful engagement in appropriate teaching and practices related to these Areas of Activity
3. Appropriate Core Knowledge and understanding of at least K1 and K2
4. A commitment to appropriate Professional Values in facilitating others’ learning
5. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
6. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

You should talk to your mentor about which 2 Areas of Activity you will cover in your application. You may have good evidence and practice for more than two. You should reflect on your practice and think about which 2 will provide you with the strongest evidence. This might be because of the length of experience you have or because of the scope and range of experience you have for particular Areas of Activity. Or it might be because you have better evidence of impact. Choose carefully and discuss this with your mentor, preferably at your first meeting.

# 15. Are you ready to apply?

Ask yourself these questions:

* Am I effective at teaching or supporting learning? For example, am I familiar with current theories and practices of teaching and learning in Higher Education? Am I up-to-date in my approach to teaching practice? Can I support learning using contemporary approaches and back this up with scholarship about my teaching subject? Am I conversant with the current university/collaborative partner policies and strategies, and infrastructure (VLE, student management systems, etc)?
* Am I professionally self-critical? Do I reflect upon how I could do better, and how the things I am involved with could be more effective? Am I someone who changes things for the better?
* Am I active in pursuing continuing professional development 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 engagement with required/relevant areas of the UKPSF dimensions? Does this evidence align fully with Descriptor 1?

The GOLD framework expects you to be able to answer “Yes!” to all these questions – and give a reasoned evidential account of why your answer is “Yes!.” If your answer to any questions is “No?,” then you may not be ready to embark on gaining D1 Associate Fellowship yet. If this is the case you are advised to contact [gold@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 D1 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 about where your practice and evidence align to the UKPSF and Descriptor 1. 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 and colleagues, so module evaluations and student feedback are likely to provide useful material for you. You should share something of your personal teaching philosophy – your own values and how they align with UKPSF values.

## 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 D1 Fellowship, so you will demonstrate some 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. If you have no citations in your application, your claim for recognition will not be accepted. You will be provided with a list of suggestions of reputable HE teaching and learning literature at the Mentee Development workshop. Your mentor can also advise.

# 17. Presenting your evidence

## 17.1 Summary of GOLD evidential requirements D1 Associate Fellowship

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

This section requires to 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). Any application form without this section being completed will be returned to the candidate. This section “sets the scene” for your Reflective Account of Professional Practice in Section 3, and is likely to include some of the following:

Laboratory technician. Checking equipment and taking responsibility for health and safety issues in the laboratory environment. The courses and/or programmes you are involved with, and how you contribute – lectures, tutorials, laboratory sessions, assessment and/or marking – either face-to-face or online

Subject librarian. Liaising with course leaders in my disciplinary area to ensure that the library has up-to-date texts

Librarian. Undertaking training of staff and students in web searches

Lecturing assistant. Undertaking tutorial teaching on particular modules and contributing to marking, feedback and assessment...

Webinar-based learning support. Helping manage the learning interface during

online tutorials.

Representing your department at Open Days, or in Outreach Activities.

• Anything else that relates to Areas of Activity A1 to A5

You are not required to map the Professional context section to the UKPSF, but be as specific as possible and include dates. Your experience should be from within the last 3 years. Your Mentor and your other referee may well refer to them in their supporting statements.

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

Your reflective account of professional practice (RAPP) is organised around 2 of the five Areas of Activity (A1–A5) of the UKPSF and should also reference the elements of Core Knowledge (K1 and K2) and relevant Professional Values (V1–V4). You should make claims for the elements which you have evidenced. It is a good idea to have a copy of the UKPSF and descriptor 1 to hand while you write your RAPP.

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

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 350 words), but it must be included. Any application form without this section being completed will be returned to the candidate.

We encourage you to look upon this action plan as something you will do every year, to remain in good standing (see section 17). 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). This is part of the overall word count. 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 Areas of Activity

In either written or the recorded screencast format your RAPP should be organised around the TWO 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 session with learners in a particular setting, such as a seminar, laboratory, library activities, learning support, online support or fieldwork;

* developing learning support, individual study skills materials, student support or professional development materials, learner induction;
* contributing to the development and improvement of courses/programmes as part of a team, making clear what your role was;

You need to show that you understand that what you have planned is appropriate for learners at the level you are working. You may mention (intended) Learning Outcomes, Constructive Alignment, planning for inclusivity and diversity, time constraints, planning methods of assessment, connecting with other modules/programmes, or the requirements of your professional body.

A2 Teach and/or support learning

Teaching 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.

Some ideas of the contexts you could explain or reflect on:

• specific approaches you use in your teaching or support of learning. These might be in the range of contexts mentioned above (lectures, seminars, tutorials, practical sessions, library sessions, field trips etc).

• working with learners on a one-to-one basis, including student research, supervisions sessions;

• developing research and information support on a one-to-one basis or in groups;

• creative studio work, drama or dance workshops;

• contributing to skills or language support for degree level programmes;

• developing services, tools and technologies to support a VLE;

• Running seminars or tutorials with individuals or groups of learners to support their learning in lectures;

• teaching as part of a programme/module teaching team;

• working with learners on learning technologies and blended learning;

You may mention adapting to academic level, harnessing student creativity, student attention span, changing mode of teaching, teacher-centred and student-centred strategies, enquiry-based learning, and using learning technologies to enhance the impact of your teaching.

A3 Assess and give feedback to learners

This includes both summative and formative assessment, both formal and informal. Explain the assessment methods you use on the modules and programmes you teach and why they are appropriate. Explain how you give feedback that improves their understanding of the subject matter and is positively motivating towards further learning and development. Timing is very important to assessment, so you should describe when your assessments occur and explain your thinking around this. In some discipline areas, the relevant professional body will check the assessment pattern and level. Explain how you quality assure the assessment process.

Some ideas around assessment:

* using feedback and feed-forward approaches to improve learning and develop learner autonomy.
* how assessment and feedback contributes to students’ and/or others’ learning; this might be about approaches developed or used to enhance the learning of specific attributes or skills
* how you contribute to the marking of written assignments or exams;
* how you assist in assessment of presentations or with lab work;
* feedback and assessment related to diagnostic activities such as informal assessment of learning,

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

Here you have the chance to explain some of the diverse ways in which you contribute to the enhancement of your students’ experience and the effectiveness of the university. This might include:

• how you have improved the learning environment on your modules following feedback from students or colleagues; Using virtual learning environments to supplement or replace face-to-face teaching;

• your awareness of the impact of classroom set up or online spaces; the importance of the right “atmosphere” for learning;

• involvement in recruitment and selection of student, open days, and outreach;

• a critical incident in student support that demonstrates your effectiveness in the student support role;

• involvement in quality oversight through committees or exam boards;

• There may be special elements of your modules, such as laboratory sessions, site visits, work experience, or practical demonstrations which will have health and safety implications

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 over the last three years. 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.

Some ideas:

• How experience of peer observation of teaching helped you reflect upon and change aspects of your own teaching;

• reading and making use of the published pedagogic literature to inform your practice;

• conducting a piece of action research and disseminating the findings at a teaching and learning conference;

• writing a research paper on the approaches to supporting learners with learning difficulties;

• contributing to staff development/staff research events;

• engagement with your professional update and development.

# 18. Good Standing

All Fellows of Advance HE and 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 AFHEA 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 D1 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.

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

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

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

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

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.

All of 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**  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 |
| Associate D1 | * Total length: 15 minutes maximum * Introduction to role and context (1 min) * 2 x reflective commentaries on chosen Area of Activity (2 x 6-7 min) |
| Fellowship D2 | * Total length: 25 minutes maximum * Introduction to role and context (1 min) * 5 x reflective commentaries on Activity dimensions (6 x 4 min) |
| Senior Fellowship D3 | * Total length: 45 minutes maximum * Introduction to role and context (1 min) * Reflective account of professional practice (c. 20-25 min) * 2 x case studies (2 x c. 10-15 min) |

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 statements 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 of what dimensions you are claiming for
* Slides should present the **evidence** of your impact, e.g. quotations from students/colleagues/stakeholders, data and metrics presented in the form of graphs, tables, etc. If you decide not to read the full quotes or explain fully the tables/graphs, do pause for a few moments to give 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 AdvanceHE Thinking Grids

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# Appendix 3 Submission and review process

Diagram

Description automatically generated