Postgraduate Certificate in Academic Practice 2012-13
Programme Handbook

Compiled by the Centre for Staff Training and Development.
Accredited by the Higher Education Academy.

The material in this handbook can be provided in alternative formats upon request to Jackie Ward (internal 7310 or email jward@reading.ac.uk).

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Disclaimer

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in:

The University Calendar
http://www.reading.ac.uk/calendar/

The Programme Specification
http://www.reading.ac.uk/progspecs/

Relevant module descriptions
http://www.info.reading.ac.uk/module/

Should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of Centre for Staff Training and Development (CSTD) practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by CSTD in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

Please keep this handbook in a safe place as you will need to refer to it throughout your programme.
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Introduction

Nationally there is a growing awareness of the need to assure and improve the quality of learning and teaching provision. The Browne Review, published 2010, recommended that it be a condition of receipt of income from the Student Finance Plan for the costs of learning that institutions require all new academics with teaching responsibilities to undertake a teaching training qualification. The government’s White Paper response to this review set out proposals which aim to improve the student experience, expand choices available to students, and make universities more accountable than ever before. Better quality teaching is explicitly referred to as one of the requirements of an ‘improved student experience’, and greater ‘accountability’ is already being demonstrated by Higher Education Statistics Agency (HESA), who from this academic year will be collecting data on the number and type of teaching qualifications which exist within Universities.

The programme is accredited by the HEA and aligned to the UK Professional Standards Framework for Teaching and Learning in Higher Education. The framework was first launched in 2006 by the Higher Education Academy and then revised and re-launched in 2011(see http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf). It is designed to be a flexible framework, in recognition of the diversity of institutions, which uses a descriptor-based approach to professional standards. The framework takes a scholarly approach to pedagogy, helps ensure consistency in standards, provides a useful reference point for institutions and individuals and supports continual professional development (CPD) within the sector. The Postgraduate Certificate in Academic Practice meets the requirements of Descriptor 2 of the framework and is accredited by the Higher Education Academy until August 2015. A full mapping of the programme against the standard is available on the programme Blackboard site.

One of the aims of the University of Reading is to provide excellence in teaching, to promote innovative thought and practice in all aspects of teaching and to identify and reward good teaching practice. The University’s commitment to good teaching is reflected in this programme for new lecturers, and also in the provision of continuing professional development (CPD) activities for all staff, the various University Teaching Awards http://www.reading.ac.uk/internal/cdotl/RewardsandRecognition and in recognising excellence in teaching as a route to promotion.

Central to many of these issues is the growing expectation that staff in higher education will engage in continuing professional development (CPD) throughout their careers. The Certificate programme will give you a sound framework for your future CPD activities to enable a holistic approach to your professional development so that your research and teaching activities are not viewed as separate from each other.

The University of Reading is committed to a comprehensive policy of Equal Opportunities. If you have a disability of which you would like us to be aware, please indicate this on your registration form and/or speak in confidence to the Module Convenors, Dr Nina Brooke and/or Ms Clare McCullagh, the Programme Director Dr Elizabeth McCrum or to the University’s Equal Opportunities and Diversity Officer, Mr Dennis Bartholomew.
The Postgraduate Certificate in Academic Practice

The Certificate is a recognised qualification of the University of Reading. It is administered by the Centre for Staff Training and Development (CSTD) with oversight by the Institute of Education (Faculty of Arts, Humanities and Social Science). The programme has been designed to make maximum use of the teaching and learning support activities that you undertake as a part of your role. We appreciate that you have a heavy workload with many competing demands on your time and the need to establish your research profile. There are workshops as a part of this programme aimed at your research but the emphasis is on teaching and learning support. The programme has been designed to be as flexible as possible and to allow you to work on many aspects of it at your own pace.

Quality management and enhancement

The programme is overseen by the Board of Studies for the Postgraduate Certificate in Academic Practice, which reports to the Board for Teaching and Learning of the Faculty of Arts, Humanities and Social Science. This in turn reports to the University Board for Teaching and Learning. The Certificate programme is also monitored by the Staffing Committee.

In addition to this, the Certificate Programme is also subject to the University’s normal Periodic Review procedures. The last review was conducted in March 2006, with the next review scheduled for summer term 2013.

Recommendations in respect of candidates for the Certificate are scrutinised by the Faculty of Arts, Humanities and Social Science. Results are then formally ratified by the Senate.

Aims of the certificate programme

- To provide participants with the understanding, knowledge and skills necessary to facilitate learning and teaching of their subject at undergraduate and postgraduate level.
- To provide participants with a framework suitable for their continuing professional development and effective performance within the UK higher education system.

Learning outcomes for the certificate programme

Detailed programme and learning outcomes are given in the Programme Specification http://www.info.reading.ac.uk/progspecs/prog-index.asp and Module Descriptions http://www.reading.ac.uk/module/ (Appendix 7).
Certificate programme structure

The Certificate in Academic Practice is a Postgraduate Certificate requiring the attainment of 60 Masters (M) Level Credits. The programme consists of two compulsory modules, each worth 30 M Credits:

EDM068    Developing Academic Practice
EDM066    Teaching and Learning in Practice

Module 1: Developing academic practice (EDM068)

Workshops

Typically the programme will consist of the following core workshops. They are generally three hours in length although they can be a minimum of two and maximum of four hours. Workshops are normally interactive involving discussion groups, practical participation and exercises.

- Introduction to the programme and quality issues in HE
- How students learn
- Learning and teaching for large groups
- Learning outcomes and course design
- Voice skills for presentations
- Presentation skill and feedback
- Learning and teaching for small groups
- Introduction to learning technologies
- Enquiry-based learning: Research – Teaching Synergies
- Examining and assessing
- Giving feedback to students
- Evaluating your teaching
- Portfolios and projects
- Personal Tutor system
- Introduction to writing successful research proposals
- Managing writing for publication
- Supervising research students
- Communication skills for Personal Tutors
- Supporting academic success: approaches and resources

We strongly recommend that you spread out your attendance at the workshops over a two year period. For full details of each workshop and a suggestion on scheduling over two years, see Appendix 1. For ways in which the workshops and other programme content maps onto the UK PSF, see the mapping document provided on the programme Blackboard site.

Assessment

The assessment for this module is through a work-based project on an aspect of teaching and learning. The project should be something that will be of use to you and your School, and the topic must be agreed with your School and the module convenor. The report should be between 4000 and 8000 words in length. In general these projects tend to fall into four categories:

1. Describing and evaluating an example of curriculum development or learning and teaching innovation with reference to relevant literature.
2. The review and assessment of policy. This may be national or University policy and could involve an examination of how the policy has been implemented and an assessment of its impact. This may involve looking at similar subjects within the University or at different universities.
3. The examination of an issue through the analysis of a dataset which may already exist or be generated, perhaps through a survey as a part of the project.
4. An exploration of a particular conceptual framework, methodology or theoretical perspective associated with teaching in your discipline.
Some suggestions on the kinds of project that may be relevant are:
- Developing School uses of e-learning
- Introducing a new method of assessment to a module
- Embedding transferable skills into a module
- Developing a new mechanism for giving feedback to students or gathering feedback from students
- Investigating ways to prevent plagiarism
- Developing a new approach to teaching an aspect of your subject
- Reviewing an aspect of a Programme to inform curriculum design
- Developing induction or study support systems for students

The nature of each project will vary, but each will normally be assessed on the following criteria:
- Clear statement of purpose and objectives relating to pedagogic practice
- Overview of the current situation with an evaluation of strengths and weaknesses
- Consideration of alternative possible approaches to the issues
- Consideration of pedagogic issues
- Evidence of reference to existing relevant pedagogic research and literature
- An argued case for the course of action chosen
- Action plan including review arrangements
- A bibliography

The assessment form used is at Appendix 6.

Please discuss your project idea with Nina Brooke or Clare McCullagh. It is possible to undertake the project at any stage during the programme. Once your project proposal has been agreed, you will need to complete the Project Proposal Form (available from the programme’s Blackboard site or from Jackie Ward, Programme Administrator) and obtain the agreement of your Head of School/Department or School Director of Teaching and Learning.

**Research Ethics**

Please note that your project topic is subject to the University procedures for ethical consideration, see [http://www.reading.ac.uk/internal/res/ResearchEthics/reas-REethicshomepage.aspx](http://www.reading.ac.uk/internal/res/ResearchEthics/reas-REethicshomepage.aspx).

Most PGCAP projects will not be subject to procedures for full ethical approval, as most will fall into the category of work completed as part of the ‘normal and accepted practice of teaching’ and are therefore not considered to be research as defined by the requirements of the ethics committee. Such projects must, however, stay within the boundaries of good ethical practice (e.g. appropriate procedures must be in place for the people involved to give their consent to the activity). You should consult the University Guidelines and if you believe your work may require ethics approval, you should contact the nominated person in your School who deals with Research Ethics (see [http://www.reading.ac.uk/web/FILES/reas/School_Research_Ethics_contacts.pdf](http://www.reading.ac.uk/web/FILES/reas/School_Research_Ethics_contacts.pdf)), who will advise as to whether such approval should be sought and how an application should be made.

The Portfolio and Projects workshop provides further details and examples of the type of activities which may require ethical approval. You must complete a declaration on the Project Proposal Form prior to starting your project, as to whether ethical approval is needed and if so, has been sought. The signed copy of the Project Proposal Form should be attached to the project when handing in.
Module 2: Teaching and learning in practice (EDM066)

Practical teaching activities

Your teaching related work should bring you into regular contact and discussion with your mentor and other colleagues. These discussions plus six peer reviewed teaching activities will make up the contact hours for this part of the programme. The work that you undertake for this should allow you to gain experience of:

- Designing and planning a module or unit
- Teaching and supporting learning
- Assessing and providing feedback on students’ learning and achievements
- Contributing to student support systems and the development of effective learning environments
- Reflecting on and evaluating your teaching

These five contexts reflect the five Areas of Activity within the UK PSF. This module will be assessed by a reflective portfolio which must include reports of your peer review of teaching activities. The portfolio should be between 6000 and 8000 words in length (excluding the evidence).

For guidelines on review of teaching for new lecturers, see Appendix 2.

For further details on the format, content and assessment criteria of the portfolio, see Appendix 3.

Continuing professional development activities

This part of the module allows individual flexibility for development. You may wish to attend other workshops, courses or to work with your mentor on a particular issue or arrange extra peer observations or reviews. Activities may also include reading around a topic, research via the web, or external meetings or conferences. The contact time allocated to this part of the programme is 15 hours; this covers contact with people or resources. These activities relate to the whole of your academic role, so they may cover developing your teaching, research, enterprise or administrative abilities. A wide variety of other workshops are offered by the Centre for Staff Training and Development. You may select any that are related to teaching, learning, the support of students or the development of your academic practice including research. Examples include:

- Time management
- Supporting you: MBTI and working under pressure
- Data Protection Act 1998: the basics
- Freedom of Information Act 2000: the basics
- Generation Y – A new type of student
- Assertive communication
- Dyslexia, Dyspraxia and Dyscalculia
- Student placements: work placements, assessment and reflection
- Supporting international students
- T & L Seminars
- The roles and responsibilities of Doctoral examiners
- Research ethics for research staff
- Project management
- Courses run by IT Services
- EndNote for academic staff
- Pronunciation skills for academic staff
- Essential guide for new principal investigators/applicants
- Specialist safety courses

For full details of Staff Training and Development Opportunities please visit www.reading.ac.uk/cstd
There are many external courses which may help to develop areas of particular interest. In particular The Higher Education Academy provide subject-specific events http://www.heacademy.ac.uk/events. Help with identifying suitable events can be provided by CSTD. Within reason, your Head of School will expect to release funds for your attendance costs.

These other development activities should be documented on your Continuing Professional Development Record (see Appendix 4), and where appropriate by a statement from your mentor. Your CPD Record must be included in your teaching portfolio as part of the assessment for this module. An example of a completed record is available on the Blackboard resource which supports this programme. Please note that you may develop this record as part of your Staff Development Review and you may make use of that document instead of developing a separate record.

Assessed work
You will be supported as you complete your assessed work through individual or small group tutorials to discuss your plans and progress.

Feedback
It is the University’s policy that you should receive timely, structured and appropriate feedback on work which has a primarily formative purpose. Whilst feedback may be delivered in a number of ways it will often be written and will contain comments appropriate to the nature of the assignment and how it is assessed. You have one opportunity for formative feedback on each piece of draft work prior to formal submission, and you are recommended to make use of this. These formative feedback comments should provide the basis for you to improve and develop. A deadline date for the submission of draft work for formative feedback in advance of the formal submission deadline may be set. If you fail to submit such work by the feedback deadline you forfeit your right to any feedback; in this case it is entirely at the discretion of the marker whether to provide feedback.

Deadlines for submission of work
Work may be submitted at any time during the year and will go forward to the next examiners’ meeting. Work submitted by 31 March will go to the summer examiners’ meeting. Work submitted by 31 July will go to the autumn examiners’ meeting.

Participants are recommended to submit their work for assessment within two years of the start of their employment. The maximum duration is 4 years from the date of the first workshop taken. Workshops have a ‘shelf-life’ of four years and if you have not submitted within this time limit the workshops will become invalid and will need to be repeated. Should your contract of employment with the University cease and you have completed the core workshop component of the programme, and are in a position to complete the assessed work, you must do so either at the next available submission date, or no later than one year following your occupancy end date.

All assessed work should be accompanied by a Coursework Submission Form, available from the programme’s Blackboard site or from Jackie Ward, Programme Administrator.

Publication of grades and results
Assessment of your work-based project report and reflective portfolio will be carried out by Nina Brooke or Clare McCullagh and/ or Elizabeth McCrum, Programme Director and School Director of Teaching and Learning, Institute of Education, supported by a small team of second markers from within the Centre for the Development of Teaching and Learning.
All pieces of assessed work will be graded on the following scale: Distinction, Merit, Pass, Fail. Results only reach their final form of Pass or Fail after they have been scrutinised and approved by the appropriate Examiners’ Meeting.

**Standard examination and assessment procedures**
Further information on examinations and assessment can be found in the Guide to Assessment for Taught Postgraduate Students
www.reading.ac.uk/internal/exams/student/exa-guidePG.aspx and the Examinations Office website www.reading.ac.uk/exams/

**University code of Practice on the Assessment of Taught Programmes**
The University’s Code of Practice on the Assessment of Taught Programmes can be downloaded from the web at http://www.reading.ac.uk/web/FILES/exams/CPATP.pdf

**Academic misconduct**
Please read carefully the section on academic misconduct. Your attention is particularly drawn to the explanation of plagiarism and its consequences.

**Assessment arrangements for participants with disabilities.**
A number of arrangements can be made for participants with disabilities. These arrangements will be made on an individual basis with the Module Convenors and Programme Director in conjunction with the University Study Advisors.

Where a participant has been assessed as having specific learning difficulty (such as Dyslexia), they should provide a copy of a recent Educational Psychologist’s assessment report to the Module Convenors or Programme Director. The report will be reviewed by the University Study Advisers, who will either make recommendations based upon it, or will ask participants to make an appointment for a new assessment. Participants who think they may have specific learning difficulties, but who have not been formally diagnosed as such, should discuss the issue with the Module Convenors or Programme Director.

**Extenuating Circumstances**
If there are circumstances which you think might affect or have affected your performance in the assessment, or if you wish to request an extension on the grounds of medical or other circumstances, you are required to complete the University’s notification of extenuating circumstances form and inform the Module Convenors. The Extenuating Circumstances Form, together with guidance on the relevant procedures, is available at: http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx. The completed form should be submitted to Jackie Ward, Programme Administrator. If the extenuating circumstances are such that there needs to be an extension to the probationary period (e.g. for maternity leave), then this must be discussed with the relevant Head of School/HR Partner.

**Re-examination and appeals**
In the event of coursework not meeting the required standard, you have the right to re-submit on one further occasion within twelve months (please remember that you are welcome to submit coursework for formative feedback before making a final submission, and you are encouraged to make use of this). Further information on appealing for a review of your result may be found at http://www.reading.ac.uk/internal/exams/Policies/exa-appeal.aspx

**Coursework**
The University reserves the right to retain coursework for the purposes of internal and external programme review. You will also be asked for permission to make your work
available to current and future participants on the programme, and where appropriate more widely to others within the University who are involved in teaching and learning.

**Academic misconduct**

As an award-bearing course of the University, the Certificate Programme is subject to the same rules governing academic misconduct as all other programmes. We are formally required to draw your attention to the University policy on this. The University takes the most serious view of cheating and other forms of academic misconduct, whether in written examinations or coursework. Any such case will be treated as a disciplinary matter.

You should read the University’s definition of academic misconduct, which is given in the Guide to Undergraduate Assessment / Guide to Assessment for Taught Postgraduate Students, and on the Examinations Office website at [www.reading.ac.uk/internal/exams/Policies/exa-misconduct.aspx](http://www.reading.ac.uk/internal/exams/Policies/exa-misconduct.aspx).

**Plagiarism**

For the purposes of the University regulations, plagiarism is defined as the fraudulent representation of another’s work as one’s own. This applies whatever the source of the material (for example, a published source, the web, or the work of another participant), whether the material is copied word for word or paraphrased, and whatever the extent of the material used. Wilful and deliberate disregard for good academic practice in respect of attribution of material will be construed as plagiarism.

**References and citations**

All assessed work must be fully referenced using the British Standard or Harvard convention as used in your own discipline.

**Conventions for acknowledging collaborative work**

If anyone else has collaborated on the assessed work, that person or persons must be named, with a clear indication of the division of responsibility and where appropriate the percentage contribution. Collaborative work must also be acknowledged on the Coursework Submission Form which accompanies each piece of assessed work.

**Participant contribution to the evaluation of the programme**

You will be asked to contribute to the evaluation of the programme at various points through individual questionnaires and group discussions. A summary of evaluation comments will be sent to each workshop leader. An evaluation meeting is held at the end of each year to which everyone with an interest in the programme is invited. You are also encouraged to raise issues if and when they arise with Nina Brooke or Clare McCullagh. Evaluative comments will be used to improve future workshops and where possible, action will be taken to modify issues of concern during the current programme. Participants are also represented by Student Representatives on the Board of Studies.
Your mentor

You will normally be allocated a colleague to act as mentor by your Head of School on or before your arrival at the University. The mentor has a central role to play in supporting you through your early career and indeed the Certificate Programme. Essentially the role is one of guidance - someone who is able to advise, encourage, support and help you to develop in your role. Normally you will meet regularly to discuss issues and seek advice. Your mentor is not expected to be within your direct management line and you should be able to be open and honest about any problems or concerns you have. If for any reason you or your mentor finds that your relationship is not working well, you should discuss a change of mentor with your Head of School.

The aim of mentoring is to:

- provide general induction support
- provide a source of help and advice on all aspects of the professional role including teaching, research and administration
- support the translation of skills, theories and ideas from the Certificate programme into subject-based application
- support the interpretation of the UK PSF and its relevance to professional practice and CPD
- provide constructive feedback on teaching and research activities.
- support School based work on subject related teaching and learning issues as a part of the Certificate programme.
- help in identifying and planning personal development.
- provide a ‘critical friend’ outside the management framework.

For full guidelines on the University mentoring scheme, see Appendix 5.

Eligibility, exemption and AP(E)L

For full-time lecturers on probationary contracts or fixed-term contracts of two or more years’ duration, the Postgraduate Certificate in Academic Practice is compulsory.

For full-time lecturers on a fixed-term contract of between one and two years’ duration, the Teaching and Learning Support Programme is required (Module EDM067, please see separate handbook available from Jackie Ward, Programme Administrator). If the contract of employment is renewed for a further period accumulating to a total of two or more years’ employment, completion of the full Certificate programme is required. The Teaching and Learning Support Programme builds towards the full Certificate programme and no duplication of work is required in moving from one programme to the other.

Part-time lecturers or those on fixed-term contracts of less than one year are not required to take either programme in full, but must attend such workshops as are appropriate, as agreed with the Head of School and Nina Brooke or Clare McCullagh.

Relationship with probationary period

The normal expectation is for lecturers with a three-year probationary period to have completed the Postgraduate Certificate in Academic Practice by the time of their probationary review. Those with shorter probationary periods are expected to have made significant progress towards completion by their probationary review. Probation will not normally be confirmed until the Certificate has been successfully completed. Schools are obliged to provide the conditions necessary to support staff in this.
Full exemption
Lecturers will be exempted from the Certificate programme if they can meet any of the following conditions and have the agreement of their Head of School:

- Documented evidence of having successfully completed an institutional provision in teaching in the higher education sector accredited against the UK Professional Standards Framework and meeting requirements of Descriptor 2
- Current Fellowship of the HEA, Senior Fellow of the HEA or Principal Fellow status of the HEA
- Documented evidence of having successfully passed probation at another UK university with a standard three-year academic probationary period.

Lecturers exempted from the requirement to take the programme are not eligible for the award of the Postgraduate Certificate in Academic Practice without further appropriate study and assessment.

If granted exemption, lecturers are required to attend the CSTD workshop ‘Essential Guide to Teaching and Learning at Reading for New Academic Staff’ to familiarise themselves with the University’s policies and procedures.

Assessment of Prior Learning (APL)
With the agreement of the Head of School, credit transfer will be available under these circumstances:

- Completed and assessed modules of a programme from elsewhere can gain credit towards the Reading Certificate. The exact fit against the Reading qualification will be mapped on an individual basis.
- Other qualifications may count towards the programme. For example, lecturers with a Postgraduate Certificate in Education (pitched beyond Honours level and aligned with the FHEQ qualification descriptor at M (masters) level will only need to take and pass Module 2: Teaching and Learning in Practice to complete the Certificate.

Assessment of Prior Experiential Learning (APEL)
Staff with three or more years of full-time equivalent teaching experience in higher education may be eligible for direct entry to Fellowship status of the Higher Education Academy (The Academy). With the agreement of their Head of School, new lecturers who have this level of experience may decide to apply direct to The Academy and, if successful, remove the requirement for their completion of the Certificate programme. This scheme is known as Professional Recognition. It is normally required that such an application is made within three months of commencing employment. Lecturers who take this route are required to attend the CSTD workshop ‘Essential Guide to Teaching and Learning at Reading for New Academic Staff’ to familiarise themselves with the University’s policies and procedures. The scheme is closely referenced to the UK PSF, therefore applicants will need to evidence ways in which their practice meets the dimensions of the framework. Nina Brooke and Clare McCullagh are able to provide advice and support with such applications.

Participants with particular experience or achievements in the topic areas of selected workshops may wish to apply for advanced standing, such that they are not required to attend certain specified workshops in order to complete the Certificate. Indications of the normal criteria and evidence for such claims are explained in the workshop descriptions given at Appendix 1. Completion of a similar workshop at another institution within the past 2 years would also be considered. Evidence of the achievement of the learning outcomes of the programme related to the workshops not attended will be required in assessed work. A maximum of 20 hours of workshop contact time can be accounted for by this route. The agreement of the Head of School should accompany any requests.
Eligibility, exemption and AP(E)L queries and requests

Any queries on eligibility, exemption, or assessment of prior or experiential learning should be sent to Jackie Ward, Programme Administrator, who will advise on options. All requests for exemption, APL or APEL must be made in writing to Nina Brooke or Clare McCullagh. The case for exemption/credit transfer/advanced standing should be clearly stated and must be supported by your Head of School. Decisions will be sent in writing within three weeks of application and are subject to the agreement of the School Director of Teaching and Learning for Institute of Education and Faculty Co-Director of Teaching and Learning (SS) (Faculty of Arts, Humanities and Social Science). Appeals may be made to the Pro-Vice Chancellor (Teaching and Learning).

Administrative/support arrangements

Communication

In line with University policy, CSTD’s default method of communication is email. Any queries about or changes to workshop bookings should be addressed to cstd@reading.ac.uk and information related to such bookings will be sent to you by email.

Data Protection

Information relating to your participation in this programme, your progress and results will be made available to relevant members of staff in this University for the following purposes:

- Administration
- Teaching and Learning
- Research

Personal Information

Please note that once registered on the programme your personal information will be subject to our Data Protection Policy and guidelines http://www.reading.ac.uk/internal/imps/DataProtection/imps-data-protection.aspx

If you would like to access your personal information please follow the procedure set out here: www.reading.ac.uk/accessing-personal-data

Blackboard

The Certificate Programme is supported by a Blackboard site, which can be accessed by following the Blackboard link from the staff homepage of the University’s website, then entering your normal University username and password. The site includes discussion course documentation, supporting materials, links to relevant websites, example portfolios and abstracts of previous projects. In addition, we have gathered together a range of useful resources such as glossaries, recommended reading lists (linked to workshop topics) and online tools.

Email list

You will be added to a Blackboard email list of new lecturers and other staff participating in the Programme. We use this to alert you to changes, additional dates for sessions or events that may be of interest.
Records of attendance and monitoring progress
A computerised record of your attendance at any training event organised by the Centre for Staff Training and Development, IT Services or Health & Safety Services will be kept. You may view your learning record and add details of other external or School based activities through the employee self service facility available through the Human Resources webpage. An annual report on your attendance will be sent to your Head of School, mentor and Head of Department, if applicable, and you will be sent detailed information on workshops attended, exemptions etc. You will also be asked for updates on your progress. If you are having difficulty meeting the requirements of the programme you should discuss this with your mentor and/or Nina Brooke or Clare McCullagh at the earliest opportunity. You should also be aware that probation is not normally confirmed until the Certificate has been successfully completed.

Further development opportunities
When you successfully complete the Certificate Programme, you will be eligible for Fellowship status of the Higher Education Academy (The Academy). You have a period of up to two years to submit your application after which you must submit an application for recognition on the basis of your experiences in Teaching and Learning instead. The Academy offers many opportunities for development in subject specific or generic aspects of teaching practice.

Additional resources
A recommended reading list is included in this Handbook; all the books may be borrowed from the Centre for Staff Training and Development. CSTD also holds many of the key reference works on teaching and learning which will be referred to during the workshop series. All items may be borrowed for up to three weeks. The Programme’s Blackboard site contains links to additional resources.

Project and portfolio prize
All projects and portfolios which are awarded a grade of Distinction as part of the Postgraduate Certificate in Academic Practice are eligible to be considered for the New Lecturers Project Prize and The David Malvern Portfolio Prize respectively.

Projects are shortlisted by the Examiners and the final decision is taken by the Board of Studies in June each year. The Project Prize will be awarded to the project deemed most likely to influence teaching and learning practice within the candidate’s School/Department and/or discipline. The David Malvern Portfolio Prize is decided by the Internal Examiners and is awarded to the writer who best demonstrates a commitment to continual improvement and development.

Professor David Malvern was Programme Director for the PGCAP from its inception in 2001 and was one of the early proponents of the programme. Professor Malvern passed away in September 2010. Professor Malvern was a remarkable man and the PGCAP programme benefited greatly from his energy, expertise and passion for teaching and learning. Prizes will be paid in to Staff Development Accounts (SDA). Alternative arrangements will be made at the discretion of the Board of Studies, Human Resources and Finance for any prize winner not holding a Staff Development Account.

Points of contact
All questions, queries or concerns about the programme should be directed to: Jackie Ward, Programme Administrator, Room 205 Whiteknights House
Email: j.ward@reading.ac.uk
Recommended reading

These text books are recommended for the programme.

4. Race, P. (2009). In at the Deep End: Starting to Teach in Higher Education. Leeds Met Press*

*may be borrowed from CSTD.

Complaints

Concerns about any course-related matters affecting your progress on the Certificate programme, including issues such as inadequate mentoring support, must be raised during the course. Any complaints about the programme should be raised with Nina Brooke or Clare McCullagh in the first instance. If you are not satisfied, the problem should next be raised with the Programme Director or Faculty Co-Director of Teaching and Learning (Faculty of Arts, Humanities and Social Science). Any matter that still cannot be resolved satisfactorily will be referred to the Pro-Vice Chancellor (Teaching and Learning).
Appendix 1

Workshop programme

NB years indicate the suggested way to spread the workshops over a two year period, adapt this to your particular needs and workload.

**Introduction to New Lecturers’ Programme and Quality Issues in HE** Year 1
An opportunity to meet other new lecturers over lunch and to find out more about:
- the University of Reading Postgraduate Certificate in Academic Practice;
- the main challenges facing HE;
- the support and facilities available for developing and delivering your modules;
- the support and facilities available for developing your research profile.

**How Students Learn** Year 1
A look at some key theories about learning which have influenced higher education and an opportunity to consider what implications this may have for your teaching.

**Learning and Teaching for Small Groups** Year 1
An exploration of how to plan and run tutorials and seminars with an emphasis on student learning. Some of the commonest problems in small group sessions will be explored and a variety of ideas to help address them considered. The session will also provide a chance to share your own experiences and concerns.

**Learning and Teaching for Large Groups** Year 1
Faced with a large group of students, doing anything other than delivering a ‘lecture’ takes imagination and courage. With the help of some tried and tested ideas, you will understand how the learning experience for an individual student in a large group can be made a lot more active.

**Learning Outcomes and Course Design** Year 1
Just what are learning outcomes? How do they relate to course aims and how can you make sure your teaching session delivers them? This workshop will help you to feel confident in your understanding of these issues and will look at the use of assessment in checking the achievement of learning outcomes. You will have a chance to explore how important learning outcomes are in course design.

**Portfolios and Projects** Year 1
This session will explain why you need a portfolio, how to organise it, what material you need to help build it, and the criteria against which it will be assessed. We will also discuss the requirements for the project, refine your own ideas and look at examples of previous projects.

**Presentation Practice and Feedback** Year 1 or 2
It may sound like the ultimate torture, but the experience of seeing a video of yourself giving a presentation is something that stays with you for many years; and not necessarily because it was so awful! In a friendly small group environment, each participant will take turns to give a 10 minute micro-teaching session, operate the video camera and be a member of the audience who provide constructive feedback. You will have a chance to review your video with the facilitator and will be given a personal copy. There is a requirement for some pre-course work. Places are strictly limited.
**Introduction to Writing Successful Research Proposals** Year 1
External research funding is a crucial part of the research profile of Universities and is a major issue for academic staff. This session will provide potential applicants with the key information they need to be able to write a research proposal. It will cover the structure, content and presentation of research proposals, impact plan requirements and how grants are assessed. Key factors in developing successful proposals will be identified through a critique of recent examples of successful research proposals from UK research councils.

**Once you have booked a place on this workshop, staff of Research and Enterprise Services will consider your track record and advise on the appropriateness of this workshop or indicate to the PGCAP team if an exemption may be possible (via formal AP(E)L procedures).**

**Examining and Assessing** Year 1
An opportunity to find out more about the University’s examination system and a consideration of assessment issues including the University’s framework for Degree Classification and how to apply it when assessing examination scripts.

**Giving Feedback to Students** Year 1
This workshop will focus on what makes ‘good’ feedback and will provide staff with opportunities to explore a range of techniques and modes for providing effective feedback to students.

**Introduction to Learning Technologies** Year 1
An overview of the use of information and communication technology (ICT) in higher education for teaching and research. Facilities covered will include Blackboard, EndNote, Student Record System. The emphasis will be on using technology to enhance practice whilst making effective use of time and resources.

**Voice Skills for Presentations** Year 1
University lecturers are professional voice users whose voices must withstand the demands of prolonged use, frequently in difficult acoustic environments. Usually, they have received no training and so are at risk of developing a range of vocal difficulties. The aim of this workshop is to help participants to produce audible, interesting voices without discomfort. The processes of voice production will be explained as well as the myths and facts concerning taking care of your voice. **NB If you have had speech therapy or voice coaching as an adult, you may apply for exemption from this session.**

**Evaluating your Teaching** Year 1 or 2
Evaluation is an integral part of effective personal and module development. This workshop will provide the opportunity to consider a range of practical evaluation techniques. Attention will be given to ways of obtaining useful student feedback other than by the usual questionnaires. We will look at some ideas for self-evaluation and reflection.

**Enquiry Based Learning: Research – Teaching Synergies** Year 2
Putting scholarship and enquiry at the heart of learning within the University is an important element of our Learning and Teaching Strategy. This workshop will consider the benefits of exploiting the synergies between research and teaching and will provide ideas for how you might develop this in your own practices with a particular emphasis on enquiry based learning. Practical case studies from across the University will demonstrate the uses of enquiry based learning and will provide opportunities for you to further explore this mode of teaching and learning.
Personal Tutor System Normally year 2
The University has a strong and supportive personal tutor system and even if you are not yet a personal tutor, it is important that you understand how the system works and are aware of the range of support services available. This workshop will exploit case studies to provide a practical opportunity for you to reflect on the expectations and boundaries of the role of a Personal Tutor.

Supporting Academic Success: Approaches and Resources Year 1
The University's Learning and Teaching strategy aims to provide a supportive learning and teaching community with a partnership between students and staff to support students from a diversity of backgrounds. This session will bring together some of the University services and systems which exist to help students develop their skills and self-awareness. A range of resources to develop academic skills which can be used by lecturers as part of their subject-based teaching will be explored and methods to support the diversity of learners at Reading will be discussed.

Managing Writing for Publication Year 2
This workshop focuses on how to manage productive writing alongside the teaching and administrative demands of a new lectureship. Contents include making time to prioritise writing alongside other commitments; getting started; keeping motivated and finishing the writing you start. The workshop will also help to identify effective working practices whilst writing. **NB If you are already managing to publish regularly in peer reviewed journals, you may apply for exemption from this session, although you may still find it of use, particularly if your teaching or administrative load is due to increase.**

Communication Skills for Personal Tutors Normally year 2
This workshop is intended for those new to tutoring or within their first few years of experience. The focus will be on skills: active listening; exploring; confronting; supporting; action planning and coaching.

Supervising Research Students Normally year 2
A review of the guidelines on higher degree research supervision will be presented, followed by workshop activities designed to share, explore and discuss common problems and potential responses, as well as points of good practice.

Note: if you feel that you have significant previous experience of the topic(s) covered by a particular workshop, you may wish to apply for exemption from that session (see section on APL for details of how to apply). If any topics are irrelevant to your role or discipline you may also request an exemption or substitution of topic.
Vacation blocks of workshops

Some staff prefer to take a number of the workshops in blocks during vacation periods in order to free a number of Wednesday afternoons. Priority will be given to those who book an entire block period but attendance at individual workshops within the blocks is possible if space allows. The following options are available:

Teaching and Learning Issues Part 1 (September)
This intensive block covers the following workshops over 3 consecutive days:
- Introduction to New Lecturers’ Programme and Quality Issues in HE
- How Students Learn
- Learning and Teaching for Small Groups
- Learning and Teaching for Large Groups
- Learning Outcomes and Course Design
- Examining and Assessing
- Portfolios and Projects

Teaching and Learning Issues Part 2 (January)
The second intensive block covers a further 5 workshops over 3 days:
- Personal Tutor System
- Voice Skills for Presentations
- Evaluating your Teaching
- Enquiry Based Learning: Research-Teaching Synergies

Teaching and Learning Issues Part 1 plus (April)
This intensive block covers the following workshops over 3 consecutive days It offers an ideal way of fast tracking on the Programme for those who joined the University part-way through the academic year. Workshops covered are:
- How Students Learn
- Learning and Teaching for Small Groups
- Learning and Teaching for Large Groups
- Learning Outcomes and Course Design
- Examining and Assessing
- Giving Feedback to Students
- Portfolios and Projects
Appendix 2

Guidelines on the Observation/Review of Teaching

Introduction
An important component of the Certificate Programme is the development of your practical skills as a teacher. During the course of the Certificate Programme, you should participate in a peer observation or review of teaching activity on six occasions. Normally at least two of these should be undertaken with your mentor. The remainder may be done with other School colleagues or your Head of School, perhaps as part of your School peer observation scheme or your probationary requirements. You are also encouraged to arrange for one session to be conducted with a fellow new lecturer on the Certificate Programme as an inter-discipline reciprocal exchange.

The precise split of you being the observed or the observer is flexible but you must be observed in at least 3 of the 6 observations. The remaining 3 may be you acting as an observer. Acting as an observer can be a very rewarding process, so we do ask that you try this role at least once.

It is important that as wide a variety of different activities as possible are observed. You should plan a range of lectures, seminars, tutorials, and practical sessions as appropriate. Not all of your records need to be a direct observation of your teaching, they may be a review of materials prepared for teaching or a comparison of assessment judgements with a more experienced colleague.

Purpose
The main purpose of the observations or reviews is to help with your individual development as a part of continuing professional development. However, the Certificate Programme does have an element of assessment and the observation records form a part of this. We will be looking for evidence of your improvement in practical teaching skills over time and to see how you have made use of the feedback on your performance and things you have observed from others.

Recording the Observations
Forms for recording teaching observations follow these notes. Form 1 is for the observer to record the observation notes. Form 2 is for you to reflect on the discussion following your observation and record your action points. Form 3 is for you to reflect on what you learnt from acting as an observer yourself. If you are the observed, use forms 1 and 2 and include both in your portfolio. If you are the observer use forms 1 (or your usual School form) and form 3. Only form 3 should be included in your portfolio unless you have the permission of the colleague you observed to include form 1 as well.
The Observation Process

First agree on a suitable session for observation. Most people like to select a session they feel comfortable and confident with, but the maximum benefit from observation may be to select a session which is new, difficult or in need of a change. Normally an observation should last for about an hour, so a longer practical class may need to be ‘sampled’. Ideally both people should be available for a discussion of about an hour soon after the observation takes place (ideally immediately afterwards).

The process of observation can then be seen in 3 stages:

- Initial briefing
- Observation
- Debriefing

Initial Briefing

This process will establish ground rules, set the scene, focus the observer and decide practical issues.

Examples of items to be discussed include:

- Objectives of the selected session
- Issues that the tutor would particularly like feedback on
- Any new or experimental parts of the session where feedback would be valuable
- Where the observer will sit, or whether it is appropriate to wander around (in a practical session it may be useful for the observer to talk to students)
- How the observation will be explained to students
- How the observer will record information
- When you will meet to debrief after the session
- How you will each provide feedback

Note: Students are likely to notice the presence of another member of staff in the session and observers will inevitably make notes about the students’ involvement as an integral part of the observation. Therefore, it is a good idea for the tutor to introduce the observer to the students and explain about the observation process. Thereafter, the observation should have no impact upon the session.

The Observation

There are four stages in the teaching process which can be identified in any session which is likely to be observed:

- Planning prior to the session
- Introducing the session
- Delivering and developing the plans
- Conclusions

At the pre-session briefing you may have agreed a particular focus for the observation, but within the hour, the observer can also make some useful general observations on these stages. Some possible prompts follow:
Planning the session:
- How does the plan relate to previous sessions?
- Are there clear aims and objectives?
- How does the session fit in with the overall programme for the course?
- Are resources (AVA, handouts, tasks) available at the appropriate points?

Introducing the session to the students:
- Is it clear to the students how this session relates to previous work?
- Does the introduction give the students a clear overview of how the session will develop?

Delivering and developing the plans:
- Is the communication of ideas relevant, clear and coherent?
- Is there opportunity for the students to clarify their understanding? How is this handled?
- What strategies are used to gain attention, to refocus and to ensure attention is maintained?
- Are students motivated?
- Are teaching methods appropriate to the tasks?
- Are there opportunities for the students to think, question and feedback?
- What modes of delivery are used? Is there a reliance on one mode?

Concluding the session:
- Is the session drawn to a satisfactory conclusion?
- Is there a summary of the main ideas or a review of the point reached so far?
- Does the conclusion look forward to the next session or encourage further action?

Observation Methods
There are several methods of making observations, and these can be considered at the initial briefing. The questions above can provide a framework to which other agreed areas can be added. Observation methods could include:
- A chronological record of what happened for the session, this provides a rich if unfocused set of notes
- Focus on a particular issue, perhaps agreed in advance
- A set of random notes made as something of interest occurs
- Observations based around a structured or semi-structured framework (see end)
- A video recording

Remember that you need to include reports on the observations as a part of your portfolio, so asking your observer to use the form and using the additional form for your own reflection is likely to be the best option.
The Debriefing

Obviously detail will be easiest to recall if the de-brief follows on immediately from the session. It is often best to let the observed person have first comment on how they felt the session went. It may then be appropriate to go through the observer's notes. The observer can help the observed by taking the discussion through these stages:

**Description**  
- what happened?

**Feelings**  
- how did you feel?  
- what were your reactions?

**Evaluation**  
- what was effective?  
- what was less effective?  
- what might this mean or imply?

**Analysis**  
- why do you think this happened?  
- what was really going on?  
- what sense can you make of the situation?

**Conclusion**  
- what else might you have done?  
- how might you tackle it next time?

Good feedback should help you lead to an action plan for personal development and an agreement to use another observation as a way of reviewing progress.

**Further Information and Help**

Assistance to new lecturers and their mentors can be provided by the Centre for Staff Training and Development. This includes briefing sessions for staff on conducting observed sessions and giving and receiving feedback.

The following reference gives more information and ideas on peer observation. It may be borrowed from CSTD:

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**Feelings**
- how did you feel?
- what were your reactions?

**Evaluation**
- what was effective?
- what was less effective?
- what might this mean or imply?

**Analysis**
- why do you think this happened?
- what was really going on?
- what sense can you make of the situation?

**Conclusion**
- what else might you have done?
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Good feedback should help you lead to an action plan for personal development and an agreement to use another observation as a way of reviewing progress.

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## Area 1 Teaching Observation Record

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation date:</th>
<th>Module:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of session:</th>
<th>Length of observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of students:</th>
<th>Number of Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Nature of Session

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Practical session</th>
<th>Studio session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group session</td>
<td>Fieldwork</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

1. **What are the learning outcomes for this session?**

   

2. **Please summarise the session’s overall quality in relation to the learning outcomes:**

   

3. Please comment on strengths and development needs, particularly in relation to the learning outcomes:

<table>
<thead>
<tr>
<th>Prompts</th>
<th>Strengths</th>
<th>Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the session to the students (clarity of objectives; relation to previous work; overview or ‘sign-posting’ of session)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods/approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery and pace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content (currency, accuracy, relevance, use of examples, level, match to students’ needs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of accommodation and learning resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed by observer: ________________________________
## Area 1 Teaching Observation – Self Assessment

<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session:</td>
<td>Date/Time:</td>
</tr>
</tbody>
</table>

Complete this page before your session and use it as the basis of the pre-observation discussion with your observer. Complete page two after the observation and subsequent discussion.

1. **Aims of the session** (what do you intend to do and how does this relate to the rest of the course?)

2. **Objectives/outcomes** (what do you want the students to achieve?)

3. **Rationale** (why are you doing things this way, on what educational basis or previous experience is your practice based?)

Now discuss this with your observer.
Reflection and Action Planning

(Complete this section after the observation and subsequent discussion)

4. From my own reflection and feedback and discussion with my observer, this is my analysis of aspects which worked well and why I think they worked well:

<table>
<thead>
<tr>
<th>Action(s)</th>
<th>How to achieve the action(s)</th>
<th>Timescale or target</th>
<th>How I will know I have succeeded</th>
</tr>
</thead>
</table>

5. Changes I would make and why I would make them:

<table>
<thead>
<tr>
<th>Action(s)</th>
<th>How to achieve the action(s)</th>
<th>Timescale or target</th>
<th>How I will know I have succeeded</th>
</tr>
</thead>
</table>

6. My action plan as a result of this observation and discussion:

<table>
<thead>
<tr>
<th>Action(s)</th>
<th>How to achieve the action(s)</th>
<th>Timescale or target</th>
<th>How I will know I have succeeded</th>
</tr>
</thead>
</table>
Area 1 Teaching Observation – Learning by being the Observer

<table>
<thead>
<tr>
<th>Type of Session:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Complete this form after you have finished your observation of a colleague and the subsequent feedback and discussion.

1. **What did you learn from the overall process of being an observer for your colleague?**
   
2. **What specifically did you learn from the way your colleague conducted their observed session?**
   
3. **Why do you think the issues you have noted in question 2 worked particularly well or alternatively, were not very successful?**
   
4. **Is there anything you will plan to do differently in future as a result of this observation?**
Appendix 3

Guidelines for the Reflective Portfolio

Introduction
A portfolio can have many different uses and there are lots of definitions to describe them, the most commonly seen one is:

‘A teaching portfolio is a document that you create which pulls together evidence about your competence as a teacher. It is used to present an overall picture of your teaching to others in a concise and convincing way.’ Gibbs, 1992

Many people keep their portfolio going for years and will present it in different ways for different purposes. Portfolios can have a role to play when you are applying for a new job, promotion or membership of a professional body. This portfolio will be used to assess your practical teaching activities for the Postgraduate Certificate in Academic Practice. It is your portfolio and what you include in it must inevitably be your decision. These notes offer help on what is expected of you, give guidance on the kinds of things that could be included and the criteria against which your portfolio will be assessed.

Definition
For our purposes, we shall define a portfolio as a reflective statement on teaching experience and development, which is supported by evidence accumulated from your professional role. Teaching here is used in its wider sense and encompasses course development, student support, assessment and evaluation.

Purpose
The portfolio, together with records of observed teaching activities, is the mechanism through which your practical teaching activities are assessed for the Certificate. The purpose of the portfolio is to demonstrate your knowledge, skills and understanding within your subject in each of the following contexts, which map directly onto the five Areas of Activity within the UK PSF:

- The design and planning of a module or unit
- Teaching and supporting students’ learning
- Assessing and giving feedback on students’ learning and achievements
- Contributing to student support systems and the development of effective learning environments
- Evaluating and improving the teaching process

You need to show:

- an overall picture of your teaching activities
- your understanding of, and preferred approach to, teaching in higher education and how you try to promote learning
- how you achieve knowledge, understanding and skills in each of the above contexts
- how you have developed in your professional teaching activities
- a commitment to continual improvement and development
A portfolio will therefore contain reflective, analytical writing which is appropriately referenced to supporting evidence.

**Assessment Criteria**

The portfolio will be assessed on a distinction/merit/pass/fail basis. The following criteria will be used:

**Programme Learning Outcomes**

The learning outcomes for the whole programme are given in Appendix 7 of the Handbook. Many of these will be demonstrated through your portfolio but not all will be appropriate. As a part of assessing your portfolio we will check your attendance on the workshops related to each programme learning outcome.

**Personal Reflective Narrative**

Your reflective account will be assessed against these criteria:

- **Explanation** – of what you have done and how you have used different methods
- **Evaluation** – of how things went and why they were successful or not
- **Development** – your professional development, what have you learnt
- **Disclosure** – honest accounts of how you have done and what you have learnt to show that you know your own strengths and weaknesses
- **Learning** – a commitment to continual learning

In summary, the reflective part of your portfolio will be assessed on your ability to reflect on what you have done, understand why things happen, learn from them and continually develop your practice.

**Supporting evidence**

In assessing the evidence presented, we shall consider if it is:

- **Valid** – evidence must be appropriate to the assessment of practical teaching experience
- **Comprehensive** – evidence should provide convincing support for statements made in the reflective discourse
- **Consistent** – does the evidence match your understanding and approach to teaching in higher education
- **Scholarly** – evidence should show an appropriate level of scholarship for both the subject and more generic aspects of learning and teaching
- **Sufficient** – evidence must cover all the required contexts
- **Authentic** – evidence must be substantially the work of the portfolio owner
- **Current** – does the evidence reflect current practice

In summary, the evidence section of your portfolio will be judged on the basis of quality rather than quantity. Select evidence which fully supports your reflective statements, but do not dilute your evidence with irrelevant paperwork. The assessment pro forma is given at the end of these guidelines. You can use this to self-assess your portfolio.
How to make a start

Collecting Evidence
You can start to collect evidence of your teaching activities almost immediately. One way to organise this might be to open a file for each of the main areas given in the contents section below. Put a copy of anything that might be useful into the appropriate file. You can include anything as evidence, module documentation, handouts, assessments or assignments, copies of feedback to students, summaries of module evaluations, records of discussions with your mentor, emails, letters of thanks, visual aids, computer based resources, minutes of meetings, external examiner’s comments, DVD’s of your teaching etc. Evidence which refers to students or colleagues should be anonymised (please see below regarding Data Protection).

Writing the Portfolio
When you come to write the portfolio, your approach should be selective. The task is not one of collecting as much evidence as you can and then writing a narrative to cover it all. The important thing is for the narrative to be a thoughtful account targeted at illustrating your activities and professional growth in each of the required contexts – it is not an exhaustive blow by blow description of all you have done. You should therefore incorporate only the evidence required to support the narrative. A useful way to organise the reflective narrative is to apply Kolb’s experiential learning cycle to each of the required contexts:

For example, for the context of ‘teaching and supporting students’ learning’, you might consider these issues under each:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing the teaching/learning support activity?</td>
<td>What happened?</td>
</tr>
<tr>
<td></td>
<td>Were the results what you expected?</td>
</tr>
<tr>
<td></td>
<td>How did the students react?</td>
</tr>
<tr>
<td></td>
<td>How did you feel?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan</td>
<td>Conclusions</td>
</tr>
</tbody>
</table>

For example, for the context of ‘teaching and supporting students’ learning’, you might consider these issues under each:
Conclusions

Why did it happen?
How can things be explained in relation to theories of learning?
Why do you feel the way you do?

Action Plan

What improvements can you make?
Plan 3 or 4 points to try next time

For the purposes of the portfolio, you should ideally write about a complete cycle and if possible finish the picture with the ‘experience’ and ‘reflection’ stages of your next attempt. This is a powerful way to illustrate how you have developed your abilities.

Data Protection Act 1998

Please note that when your writing relates to living students/colleagues you will need to observe the principles of the Data Protection Act 1998. Please see http://www.opsi.gov.uk/acts/acts1998/ukpga_19980029_en_9

This is particularly important when the subject matter is sensitive or confidential. One of the clearest ways of achieving compliance with the Data Protection Act is to get the informed consent of the individuals you are referring to, preferably in writing. However we do recognise that this is not always practicable so another way is to effectively anonymise your writing so that identities are not revealed but meaningful information is still retained. Bear in mind that identities can be revealed through either ‘direct’ identifiers, such as information like a name and a data of birth, or by ‘indirect’ identifiers, which is information that when linked to other (publicly available) data sources can reveal a person’s identity, such as a colleague’s occupation or age.

Further advice and guidance on how to achieve effective anonymisation can be found at http://www.data-archive.ac.uk/create-manage/consent-ethics/anonymisation

Content

1. Table of contents
Include an outline of the supporting evidence.

2. Overall picture of your academic activities
A brief statement on the context in which you have been teaching. Give an overview of all your teaching activities, even those which are not used elsewhere in the portfolio. Include any PhD supervisions for which you are responsible. Detail any administrative tasks you are responsible for within the School. Include brief details of your research, publications and external funding.

3. Your understanding of and approach to teaching in higher education and how you promote learning
Explain the approach that you take to your teaching, particularly with respect to how to try to promote and encourage learning. What principles guide you in what you do? What particular challenges do you face in your discipline and how do you try to overcome them?
The principles or values that particularly apply will vary depending on you and your subject matter but would normally cover:

- A concern for students’ development
- A commitment to scholarship
- A commitment to work with and learn from others
- A commitment to equality of opportunity
- A continual reflection on professional practice

Your portfolio should show an integration of, and link to, your personal approach to teaching and promoting learning and the values or principles which it embodies. The UK PSF provides a useful checklist of areas to consider when summarising your own teaching and learning philosophy. See the programme Blackboard site for a document which maps the PGCAP programme onto the PSF.

4. Personal Reflective Narrative

You are asked to reflect upon your activities, learning, personal development, achievements, strengths and areas for development in each of the following contexts. You should be sure to draw out examples which show how you have developed and to demonstrate your commitment to continuing your development.

Throughout the narrative you need to make reference to how your work relates to helping students to learn. To do this you will need to refer to some of the theories of learning we have considered in the workshop programme and show how they relate to your practice. Remember to check the assessment criteria explained in this guide. As outlined above, remember also to use the different dimensions of the UK PSF (Areas of Activity, Core Knowledge and Professional Values) as a useful prompt and guide regarding contents, so that you provide the fullest possible picture of your development and practice.

The illustrations given for each context are examples of what may be relevant to you. In some cases all will apply, in others only a few, you may well have things of your own to include. Try to use these to give a rounded picture of what you have done, but at the same time, keep the examples you use focused and relevant to the context. If there are issues that you would like to know more about or feel that you could develop, include these in each section.

The design and planning of a module or unit

This may include issues such as: defining learning outcomes; planning a programme of content and learning activities/teaching strategies appropriate to the student group and module aims and objectives; planning separate learning activities or teaching sessions which make up the module and designing associated student work assignments; design or selection of learning resources; deciding appropriate ways to inform students of the outcomes and standards expected of them. You may also talk about redesigning or improving the design of a module or lecture series.

Teaching and supporting students’ learning

This could include the range and type of different teaching or learning support activities you have delivered; ways that you have encouraged active learning; use of teaching resources; development of students’ transferable skills; innovations in teaching; supervising a PhD student.
Assessing and giving feedback on students' learning and achievements
Examples here would be the development of an assessment strategy for a module; devising assessment criteria, questions and marking schemes for a range of student tasks; implementing an assessment programme – marking, recording, interpreting results with agreed criteria and marking schemes; introducing other forms of assessment; using assessed work formatively to help students improve. Include providing feedback to students in this section.

Contribute to student support systems and the development of effective learning environments
Perhaps involvement as a Personal Tutor, or more informal tutoring of some students or a project supervisor. Maybe you have encouraged your students to get acquainted with the Careers Advisory Service, or enlisted the help of the study adviser, Disability Office or Student Advice Centre. Maybe you encouraged international students to join a support group or society. Are you involved in any staff-student committees or clubs? Do you have any administrative responsibilities which contribute to the student experience either directly or indirectly? Have you helped students make better use of IT facilities or helped to develop their information management skills?

Evaluating and improving the teaching process
Included in this section should be the reports of 6 occasions when you have participated in teaching observation or review. In your personal reflective narrative explain what you learnt from these and what changes you made as a result. Also include in here details of how you have involved students and others in the evaluation of your teaching, what you have learnt from this and what changes you have made. You may wish to discuss external examiners’ reports, involvement in Periodic Review, feedback at your Staff Development Review or anything else that has helped you to reflect.

A conclusion
Draw your portfolio to an end by reflecting on your development in your role and suggesting how you will continue your development in the future. Include within this section your Continuing Professional Development (CPD) Record (Appendix 4) of the other development activities you have done. This should total about 15 hours of contact time and may include other CSTD workshops apart from the core programme, safety or IT courses, external courses or conferences, work with your mentor or researching aspects of your role. These activities may relate to any aspect of your academic role.

You also need to include a CPD Plan (Appendix 4) for the coming 1-3 years of your own personal development areas. If in your narrative, you have identified things you want to know more about or areas for your development, it is reasonable to pull these together to make your CPD plan. The point is that you are able to plan your own development needs in a structured way. Examples of both the CPD record and Plan are available on the BB resource area. If you have produced these documents as part of your Staff Development Review (appraisal), you may make use of them in the portfolio and do not need to duplicate your effort.

A reference list of learning theories
Your narrative should refer to theories of learning, teaching and assessment related to your own practice. A reference list of these must be included at the end of the narrative.
5. File of evidence
Ordered so that it relates to each of the contexts above. Only include evidence which is cross-referenced to the personal reflective narrative.

With respect to all submitted work, please ensure that references to any individuals are anonymised.

The assessors do understand that it is sometimes difficult to capture evidence for all aspects of your role, especially the pastoral support of students. In cases where evidence cannot be provided, describe in some detail what you did and why and explain why evidence cannot be presented.

Style
The following guidelines should be followed:
- The personal reflective narrative should be word processed and conform to normal standards of academic presentation
- Write the reflective narrative in the first person e.g. ‘I’, ‘my’
- Organise the portfolio in a structured folder so that it can be read easily with the reflective narrative cross referenced to the supporting evidence

Administrative Arrangements
Portfolios should normally be submitted by 31 July of the second year after the start of your date of employment as a lecturer, or by 31 March of the following year. You may submit your portfolio for formative feedback twice before your final submission. Portfolios should be delivered to CSTD, Room 205, Whiteknights House.

Additional Support
Individual and small group tutorials are available on an appointment basis. They are particularly helpful to decide on the structure and organisation of your portfolio and also to assist in developing the reflective style of writing about your practice, drawing on the UK PSF and making links to the literature.

References
PGCAP Portfolio Assessment Form

Candidate:

Assessor:

Checklist of required components

- Contents page or guide
- Statement of understanding of and approach to teaching in higher education
- Continuing Professional Development record
- Evidence of 6 peer observation of teaching activities
- Narrative and supporting evidence of the 5 learning contexts
- CPD plan

<table>
<thead>
<tr>
<th>Evidence of achievement of programme learning outcomes</th>
<th>Very well met</th>
<th>Well met</th>
<th>Met</th>
<th>Not met</th>
<th>Comment on narrative and supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how students learn and make use of this in your own teaching practice</td>
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<td></td>
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<tr>
<td>Design a course or teaching programme</td>
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<tr>
<td>Use a variety of different teaching methods and approaches and implement effectively a teaching strategy appropriate to your subject</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of achievement of programme learning outcomes</td>
<td>Very well met</td>
<td>Well met</td>
<td>Met</td>
<td>Not met</td>
<td>Comment on narrative and supporting evidence</td>
</tr>
<tr>
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<tr>
<td>Implement an effective formative and/or summative assessment scheme and work within the University's examination procedures where appropriate</td>
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<tr>
<td>Evaluate your teaching with a range of self, peer and student evaluation techniques</td>
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<tr>
<td>Provide professional support to students including feedback on academic and pastoral issues and appropriate use of the student support structures</td>
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<tr>
<td>Reflect on your own personal and professional practice and development</td>
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</tbody>
</table>
### How are these values demonstrated? | Comments
---|---
A concern for students’ development |  
A commitment to scholarship |  
A commitment to work with and learn from others |  
A commitment to equality of opportunity |  
A continual reflection on professional practice |  

**Overall Comment:**

**Overall Recommendation**

- Distinction [ ]
- Merit [ ]
- Pass [ ]
- Fail [ ]

Signature:  
Date:
### Appendix 4

**Continuing Professional Development Record**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Period covered</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>What did you do?</th>
<th>Why?</th>
<th>What did you learn?</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>
Continuing Professional Development Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Period covered</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>What will I do to achieve it?</th>
<th>What resources or support do I need?</th>
<th>How will I know I have succeeded?</th>
<th>Target date</th>
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Guidelines for the Mentoring of New Academic Staff

Background
Senate agreed on 3 July 1996 that all new members of academic staff, regardless of seniority, should have an appointed mentor to assist in the induction process. The rationale behind this is that even experienced academics need guidance on the procedures of both the School and University. For new lecturers the need for ongoing support on all aspects of academic practice is particularly important.

The Guidelines
The best way to operate a mentoring system will vary from School to School and with each individual new member of staff. This document provides ‘minimum’ guidelines for those Schools that do not have effective research and teaching mentoring in place. Schools that do have such mentoring in place should ensure that their practices meet or exceed these minimum guidelines. The guidelines are built on the experiences of other universities and from feedback from current mentors and new lecturers here.

Mentoring for New Lecturers
The mentor has a central role to play in supporting the new lecturer through the university’s compulsory Postgraduate Certificate in Academic Practice and in developing a research profile. Essentially the role is one of guidance - someone who is able to advise, encourage, support and help to develop an individual’s ability to think for themselves and take responsibility for their own professional development. Ideally teaching and research mentoring should be provided by the same individual. However, in some circumstances (for example, where the primary mentor is not research active) appropriate research mentoring might be better provided by a different individual in the School (or occasionally from a different School). Research only mentors should move to page 3 of these guidelines. Wherever possible, new staff should be informed of their mentor(s) within a month of their start date. A mentor would not normally act as the Reviewer under the University’s Staff Development Review scheme. However, either the new lecturer or the Head of School may ask for input from the mentor at Staff Development or probation reviews.

Aims of Mentoring New Lecturers
- To provide general induction support.
- To provide a source of help and advice on all aspects of the professional role including teaching, research and administration.
- To support the translation of skills, theories and ideas from the Certificate programme into subject-based application.
- To provide constructive feedback on teaching and research activities.
- To support School based work on subject related teaching and learning issues as a part of the Certificate programme.
- To help in identifying and planning personal development.
- To provide a ‘critical friend’ outside the management framework.
Notes for Mentors

Access
The new lecturer will need to be able to communicate with the mentor and not feel that they are a nuisance or a distraction. A mentor cannot be available every day, but someone who is about to be overseas for an extended period or is on a research term is not likely to be able to give sufficient time. An agreement to have short regular meetings, perhaps fortnightly initially will provide a good framework. The use of email can help to provide a practical mechanism for between meeting queries or ideas. The early agreement of some ground rules or basic expectations on both sides may be helpful.

Induction
There is a centrally provided one day induction course twice each term. Mentors should encourage new lecturers to attend the session closest to their start date. Details are available from the Centre for Staff Training and Development (email: cstd@reading.ac.uk). This session does not replace the need for an introduction to the School. A checklist of items which may be relevant is appended. Mentors should take responsibility for ensuring that a reasonable induction to the School is provided.

Being personally involved in this will help to create an early relationship between the mentor and the new lecturer. However the framework provided by an induction programme can also be a useful way for the new lecturer to meet and get to know other key members of the School. The best induction programme would probably be one with a written structure giving full names and job titles of all involved and using a mix of mentor and other staff.

In the early days the new lecturer will have lots of minor questions and queries, many of these will be administrative and a mentor may be able to minimise these by spending time on an initial School induction. Administrative and secretarial staff can be invaluable in dealing with many initial queries if the new lecturer is introduced to them promptly. The new lecturer may well feel more comfortable having contacts with the secretarial staff of whom they can ask more functional questions.

The mentor should have the ongoing induction role of explaining how different systems work in theory (and practice) and how the new lecturer relates to any changes in progress. The mentor should act as a point of referral, recommending who to approach in the School or elsewhere for specialist information.

Teaching
The majority of new lecturers will attend the Certificate programme. Mentors play a vital role in helping new staff to get started on their teaching activities and to continually develop and improve. New lecturers will need to discuss issues such as teaching methods, course design, teaching materials, assessment, student support and the compiling of a teaching portfolio which is a component of the Certificate programme. New lecturers may need to experiment with ideas discovered during the Certificate sessions within the specific subject area and adapt them accordingly. Mentors can usefully act as a sounding-board, provide ideas on alternative sources of subject-specific information or suggest other colleagues who may already have experience in the area concerned.
Mentors will also contribute to the structured observation of a variety of teaching activities by the new lecturer. For the Certificate, six observed sessions are required over a two year period. Some of these may be conducted as a part of any School peer observation scheme. Normally the mentor will conduct at least three of the six observation sessions. New lecturers often find the chance to observe their mentor's teaching activities valuable and wherever possible this should be included in plans.

The Certificate programme is based around a range of experiences which can normally be expected in the work of a new lecturer. Mentors will need to check with new lecturers that their remit covers a suitable range of activities and may occasionally need to arrange for the opportunity for additional experience to be acquired.

Feedback from Schools who currently have a new lecturer on the Certificate programme suggests that the early inclusion of new staff in any regular team or School teaching meetings is very beneficial to the new lecturer. Often the ideas and fresh perspective of the new member of staff are of reciprocal value to the School.

Sometimes new lecturers find managing their time and various commitments problematic and may start to miss Certificate sessions. This is inevitable on some occasions when major School events take priority or conference or sick leave is unavoidable. Mentors have a role to play in asking about any problems with attendance and if an overloaded schedule is the cause, helping new lecturers with their organisational skills or negotiating a reduction in workload with the Head of School. The Centre for Staff Training and Development maintains computerised records of Certificate programme attendance and will alert mentors and Heads to any pattern of absence.

**Research**

The Head of School, with advice from the School Director of Research, is responsible for selection of the research mentor. It is not sensible to prescribe the length of time over which mentoring should be provided, as this will depend on the progress of the particular member of staff. In general, however, appropriate research mentoring should be provided for at least two or three years (i.e. until the end of the probationary period where this applies), or until the new member of staff shows that they are capable of acting as an independent researcher within the University.

Research mentors need to be experienced active researchers. It is not necessary for them to carry out research in the same specific field as the new appointee, although it is helpful if their own research is in the same general area, so that they will be aware of the national and international context and structures. They should have, and be willing to make available, appropriate time to meet with their 'mentee' (at least four times per year in the first year and twice yearly thereafter), and to read draft written work or grant proposals, as appropriate, and to be able to connect the mentee to other colleagues who might help. They should also display the characteristics outlined below as part of the general guidelines.

Carrying out research can be a very lonely process. A primary role of a research mentor is therefore to provide encouragement for, and show an interest in, their mentee’s research plans and activities. It is very easy for new lecturers to spend all, or the vast majority, of their time carrying out teaching (and sometimes administration) related activities, which often involve tight deadlines and prompt feedback. Research often tends to take second place. It is therefore important for research mentors to help new staff members with appropriate time planning and management; suggesting time deadlines for achieving agreed targets and checking that these are met. All new staff should have been set explicit research targets that should be achieved within their first two years in post (e.g. gaining an
externally funded research award, publishing two articles, etc). For those undertaking a probationary review, these will have been set as a requirement of the probationary period. In many instances, it may be helpful to break these higher level targets into a number of sub-targets, with agreed deadlines.

Many aspects of mentoring will depend on the particular School and the area of research of the new staff member. However, typical aspects might include:

- helping them to focus on a manageable research agenda
- advising on their publication strategy and suitable outlets for research outputs
- helping to transform research ideas into projects that could attract external research funding, and advising on funding sources
- helping them to plan a longer term research career (i.e. thinking beyond their first grant)
- ensuring new staff members are aware of internal support (both within the School and the wider University) for making grant applications (particularly RES)
- suggesting other appropriate internal and external contacts/potential collaborators
- encouragement to attend key conferences etc in order to gain new research ideas and make new contacts

**Keeping Records**

A mentor may decide, or a Head of School may request, that brief records of key mentoring meetings be kept. Becoming too worried about paper keeping can detract from the main purposes of mentoring, but an example record (Form A) is provided at the end of these notes for those who wish to use or adapt it. New lecturers are advised that some written notes of key discussions with their mentors can make good evidence for their portfolios and the onus is on them to make useful records. Mentors may wish to take a copy of these.

**Potential Benefits for Mentors**

These will vary with individuals, someone acting as a mentor for the first time is likely to find most opportunities for personal development, whilst a more experienced mentor will perhaps find personal satisfaction in seeing a colleague develop and flourish at the start of their career. Most people find that some of these aspects result from mentoring:

- Access to fresh ideas and perspectives
- Having the opportunity to discuss professional issues that there would not normally be time or chance to do
- Intellectual stimulation from a challenging relationship
- Gaining additional insights into the processes of teaching and learning
- Reflection on own management and teaching styles
- Enhanced organisational reputation
- Add to personal development
- Satisfaction through involvement in professional development of colleagues
- Career progression
- Opportunity for an active contribution to the development and quality of the School

**Support for Mentors**

The Centre for Staff Training and Development organises briefing sessions for mentors and will provide advice to Heads of School, mentors and new lecturers on mentoring issues. As a part of the Certificate programme, CSTD will explain to new lecturers the importance of the mentoring system and will encourage them to be proactive in the working relationship.
Notes for New Lecturers

Responsibilities of New Lecturers
You share a major part of the responsibility for making this relationship a productive and rewarding one. As a general point you should always try to be open and honest with your mentor and respect any trust that they show you, just as you would try to do in any professional relationship. Other areas of responsibility are:

- Keeping the mentor informed of progress and any problems
- Asking for help or advice
- Preparing for and participating in meetings with the mentor
- Taking maximum advantage of opportunities to work with the mentor or observe their teaching activities
- Participating in the Certificate programme
- Managing your own development
- Wherever possible, achieving targets and deadlines agreed with the mentor

You will often find that some of your discussions with your mentor will make useful evidence of your development in your teaching role for your portfolio. You may like to use Form A at the end of these notes to write up brief notes on the key points of some of your discussions with your mentor.

Potential Benefits for New Lecturers
Benefits will vary for individuals but it is likely that mentoring will help to achieve at least some of these issues:

- Settling in and developing networks more quickly
- Overcoming feeling of isolation
- Receiving advice and encouragement
- Having access to an informed second opinion
- Help with problem-solving
- Encouragement and support in your research
- Adding a subject-specific and School dimension to the Certificate programme
- Gaining insight into own performance through a ‘critical friend’
- Identifying development needs and opportunities
- Learning from the practices and strategies of the mentor
- Reflection on and examination of principles informing practice

Notes for Head of School

Choice of Mentor
Normally a mentor should not be the Head of School. It is a good idea for the mentor to be outside the direct management line of the new lecturer. A mentor can have a significant role to play before a new member of staff even begins employment. Therefore there needs to be an element of allocating a mentor before the new lecturer arrives in the School. The Head of School would normally make this decision. The final choice will need to attempt to match personalities, research interests, experience and personal style. It might be helpful to consider the following questions about the proposed mentor:

- Are they already so over-burdened that they will not be able to support the new member of staff?
- Do they actually want to do the role?
The Postgraduate Certificate in Academic Practice

- Do they have the right kind of approach to their own development to appreciate the importance of development for the new member of staff?
- Are they likely to have some empathy with the problems faced by new members of staff?
- Do they have a balanced view of the importance of each facet of academic practice?
- Do you want them as a role model for your newest member of staff?
- Are there any gender or cultural issues that should be taken into account?

In general terms, a mentor should be able to:
- Listen actively to another’s views
- Ask open questions
- Reflect back feelings
- Make suggestions but avoid being prescriptive
- Summarise the main points of a discussion
- Give constructive, positive and precise feedback

Someone who has been mentored themselves in the recent past will often make a very good mentor. The most careful planning of mentoring pairs cannot take into account clashes of personality. Good practice would be for the Head to review the partnership with both sides after an agreed trial period of say 2 months. If either the new lecturer or mentor feels that the relationship is not productive, they should discuss the matter with the Head of School and if appropriate the new lecturer should be asked to consider which member of the School would be a suitable replacement mentor.

Sometimes a small School may not have one person who is suited to being a mentor for both teaching and research and it may be in the best interests of the new lecturer to have two mentors, one for each area.

Mentoring and School workload models

It is important that School workload models make allowance for the time new staff need to establish their research careers and undertake the Postgraduate Certificate in Academic Practice. In addition, models should also make allowance for the time taken to provide effective research and teaching mentoring.
A Framework for Local Induction of New Staff

A list of recommended actions for managers for the induction of new staff into Schools and Departments

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>School Issues for New Staff Induction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-employment</td>
<td>Induction issues that are specific to School or Department can be inserted below for the appropriate period</td>
</tr>
</tbody>
</table>

**Pre-employment**

- Agreement of start date and time, where to come to and who to ask for.
- Send details of local induction programme.
- Send some advance information about the School.
- Organise workspace, computer, telephone access, and stationery.
- Allocate mentor for academic staff (recommended but optional for others).

<p>| | |</p>
<table>
<thead>
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</tbody>
</table>

**First Day**

- Welcome - Head of School/Head of Department, principal investigator/line manager (if appropriate) and mentor

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</tbody>
</table>

**School & Department Information**

- Entrances to site and building.
- Location of toilets.
- Location of common room/tea and coffee, restaurants.
- How to address people.
- Main duties of new member of staff.
- Lunch and other breaks.
Health and Safety
Complete Health and Safety Induction Checklist

First Week
Information
School and Department’s functions.
Key colleagues and contacts.
Standards of work/conduct (Staff Rules*).
Ensure they are booked on Central Induction Day.
Complete Data Protection training module (20mins)
http://www.icr.ac.uk/icre8/org/Courses/demo/dpa/ec/html/
Complete Freedom of Information training module (20 mins)
http://www.icr.ac.uk/icre8/org/Courses/demo/foi/ec/html/
If Researcher on short term contract ensure they have received copy of local concordat and are booked on Induction for New Research Staff.
Formal/informal rules e.g. use of phones etc.
Telephone directory.
Computing information (e.g. email, School software).
Explanation of any dress code.
Web page.
School handbooks, course information etc.
Obtain from employee: emergency contact, name address and telephone no.
Shopping and bank facilities **.

Notice boards.

**Procedure:**
To obtain a vehicle entry permit *.

In case of illness or inability to get to work.

In case of problems with salary/tax etc **.

To conduct relevant financial procedures.

**First month Information**
Ordering equipment.

Getting more stationery.

Support services.

Holiday entitlements, authorization and other leave.

Bulletin and other newsletters.

Sports and social facilities **.

Library **.

Staff training **
(If staff are to have financial responsibilities ensure they are booked on relevant courses)

Medical facilities **.

**Procedure**
To claim expenses.

To find out about trade unions **.

To make queries about pension arrangements **.

**Longer Term** (within 3 months of arrival)
Procedures for probation or review.
(It may be advisable to set dates for a monthly review for the first three months with manager).
Disciplinary and grievance procedures.

Opportunities for promotion.

Staff Development Review process **.

Conventions about earning money outside the University.

Research and teaching details.

**New Senior Academic Staff
Pre-employment**

Invitations to attend: major School meetings, examination meetings, informal discussions with staff.

Discussion with Head about personal research and teaching plans.

Shadowing staff members for a day.

Provide key School and University documentation.

Tour of School.

**On appointment**

Appropriate selection from general checklist.

*check received in staff welcome pack.

**covered in central induction programme, but ask if they have any further questions.
Record of Discussion with Mentor

This record should be completed by the lecturer after a significant discussion with the mentor. Ideally the mentor should comment and sign it. This record may be referred to as evidence in the portfolio.

1. Background / what triggered the discussion?

2. Key Points of the discussion:

3. Action plan as a result of discussion:

4. Your Reflections

5. Comments from mentor

Lecturer signature ________________  Mentor signature ________________
Appendix 6

PGCAP Subject-based Teaching Project Assessment Form

Candidate:

Assessor:

Date of assessment:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Very well met</th>
<th>Well met</th>
<th>Met</th>
<th>Not met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and sound statement of purpose and objectives relating to pedagogic practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview of the current situation with an evaluation of strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of alternative possible approaches to the issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of pedagogic issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of reference to existing relevant pedagogic research and literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An argued case for the course of action chosen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action plan including review arrangements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Comment:

Overall Recommendation

- Distinction
- Merit
- Pass
- Fail

Signature:
Module Descriptions

Module title: Developing Academic Practice

<table>
<thead>
<tr>
<th>Module code</th>
<th>EDM068</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Providing School</td>
<td>IoE</td>
</tr>
<tr>
<td>Number of credit</td>
<td>30</td>
</tr>
<tr>
<td>Number of ECTS credits</td>
<td>15</td>
</tr>
<tr>
<td>Terms in which taught</td>
<td>Autumn/Spring/Summer</td>
</tr>
<tr>
<td>Module convenor</td>
<td>Nina Brooke and Clare McCullagh</td>
</tr>
<tr>
<td>Other teaching staff</td>
<td>Various internal and external facilitators</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Modules excluded</td>
<td>None</td>
</tr>
<tr>
<td>Module type</td>
<td>for new academic staff or others with a teaching role within the University (normally taken in first year)</td>
</tr>
<tr>
<td>Maximum number of students</td>
<td>n/a</td>
</tr>
<tr>
<td>Current from</td>
<td>2012-13</td>
</tr>
</tbody>
</table>

Summary module description

The module provides a framework for the development of academic practice with a particular focus on teaching, learning and assessment in Higher Education. Issues of good practice, quality assurance and pedagogy are considered through a series of interactive workshop sessions. An independent project on an area of teaching and learning in the particular discipline area allows the opportunity to explore areas of interest in depth.

Aims

- To explore current good practice in the main aspects of teaching, supporting learning and assessment in Higher Education.
- To provide a conceptual framework for the development of academic practice reflecting the dimensions of the UK PSF.
- To consider national and University quality assurance and enhancement policies.
- To put theory into practice within the academic discipline.

Intended learning outcomes

Assessable outcomes
To successfully complete this module, you should be able to:

- Design and conduct a project into an aspect of teaching and learning relevant to your discipline area making the purpose and objectives of the project clear and related to an overview of the current situation with an evaluation of strengths and weaknesses and the case for change.
• Report on your project showing evidence of consideration of a range of possible approaches to the central issue and making reference to existing research and literature.

• In writing your report, argue a case for the course of action chosen taking particular account of relevant pedagogic issues and indicating your action plan and review arrangements.

**Additional outcomes**
Through the module you will develop a number of non-assessed transferable skills such as presentation skills, participating in discussion groups and disseminating good practice.

**Outline content**
Topics covered in the module focus on these areas:
- Quality assurance and university policies
- Teaching in different situations using different techniques, promoting learning, course design, assessment and evaluation
- The Personal Tutor System and other students support services
- Establishing your research profile and supervising research students

**Brief description of teaching and learning methods**
Contact time will be through interactive workshops of between two and four hours duration. Further work will be expected through discussion with colleagues and in particular the academic mentor. An independent project into an aspect of teaching and learning will form an integral part of the module.

**Contact hours***

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Tutorials (optional)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other contact (e.g. mentor)</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total hours</td>
<td>31</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Other (e.g. major seminar paper)</td>
<td>0</td>
<td>0</td>
<td>1 (project of at least 4000 words)</td>
</tr>
</tbody>
</table>

*The exact spread of contact hours will depend on how you decide to take the programme. It has been designed to offer flexibility around other work commitments and demands. The table shows an even distribution throughout the year, but it could be loaded towards the Autumn and/or Spring.

**Assessment**

**Coursework**
The assessment is through a work-based project on an aspect of teaching and learning. The project must be agreed with your Head of School and the module convenor. The report should be a minimum of 4000 and maximum of 8000 words in length.

<table>
<thead>
<tr>
<th>Relative percentage of coursework</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Requirements for a pass</td>
<td>Pass/fail</td>
</tr>
<tr>
<td>Reassessment arrangements</td>
<td>Re-submit project report</td>
</tr>
</tbody>
</table>
Module title: Teaching and Learning in Practice

Module code EDM066
Level 7
Providing School IoE
Number of credit 30
Number of ECTS credits 15
Terms in which taught Autumn/Spring/Summer
Module convenor Nina Brooke and Clare McCullagh
Other teaching staff Various depending on choices
Pre-requisites None
Co-requisites None
Modules excluded None
Module type for new academic staff or others with a teaching role within the University (normally taken in second year)
Maximum number of students n/a
Current from 2012-13

Summary module description
This module provides practical experience of teaching, learning, student support and assessment in Higher Education. Issues involved in discipline specific teaching are considered through your normal teaching activities and supported by your mentor and other colleagues. Your choice of other continuing professional development activities, totalling 15 hours contact time, enable you to focus your learning on areas of particular interest or need. Six peer observations of teaching activities and a portfolio to describe and reflect on your development form an integral part of the module. Individual or small group tutorials to support the writing of the portfolio are available throughout the module.

Aims
- To provide participants with the understanding, knowledge and skills necessary to facilitate learning and teaching of their subject at undergraduate and/or postgraduate level
- To encourage the development of reflective practice leading to continuing professional development and improvement.

Intended learning outcomes:

Assessable outcomes
To successfully complete this module, you should be able to:
- Demonstrate how students learn and make use of this in your own teaching
- Design a module or part of a teaching programme
- Use a variety of different teaching methods and approaches and implement effectively a teaching strategy appropriate to your subject
- Implement an effective assessment scheme and work within the University’s examination procedures
- Evaluate your own teaching with a range of self, peer and student feedback
• Provide professional support to students including feedback on academic and pastoral issues
• Assess your own development needs and plan how to meet them.

Additional outcomes
Through this module you will develop skills in peer observation and feedback.

Outline content
Topics covered in the module complement the Areas of Activity within the UK PSF and encourage participants to take a holistic approach to professional development. Topics covered in the module will be:
• The design (or re-design) of a module, lecture series or other learning activity
• Practical teaching and supporting learning
• Assessing and providing feedback to students
• Supporting students and creating effective learning environments
• Evaluating your teaching
• Planning your continuing professional development

Brief description of teaching and learning methods
Contact time will primarily be through work and discussion with colleagues and in particular the academic mentor. Depending on your choice of personal development activities, contact time may be through interactive workshops, courses or external seminars. Six engagements with peer observation of teaching are required. These will primarily be with your mentor or other colleagues but you may also work with other module participants from similar or differing disciplines.

Contact hours*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact with mentor/colleagues for teaching developments</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Peer observation</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other development activities (e.g. workshops)</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total hours</td>
<td>31</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Other (e.g. major seminar paper)</td>
<td>0</td>
<td>0</td>
<td>Teaching portfolio</td>
</tr>
</tbody>
</table>

*The exact spread of contact hours will depend on how you decide to take the programme. It has been designed to offer flexibility around other work commitments and demands. The table shows an even distribution throughout the year, but it could be loaded towards any Term.

Assessment

Coursework
The assessment is through a work-based teaching portfolio, consisting of a narrative to demonstrate your development in your teaching role, supported by evidence from your academic practice. The portfolio should be between 6000 and 8000 words (excluding the evidence).

Relative percentage of coursework 100%

Examinations None

Requirements for a pass Pass/fail

Reassessment arrangements Re-submit portfolio