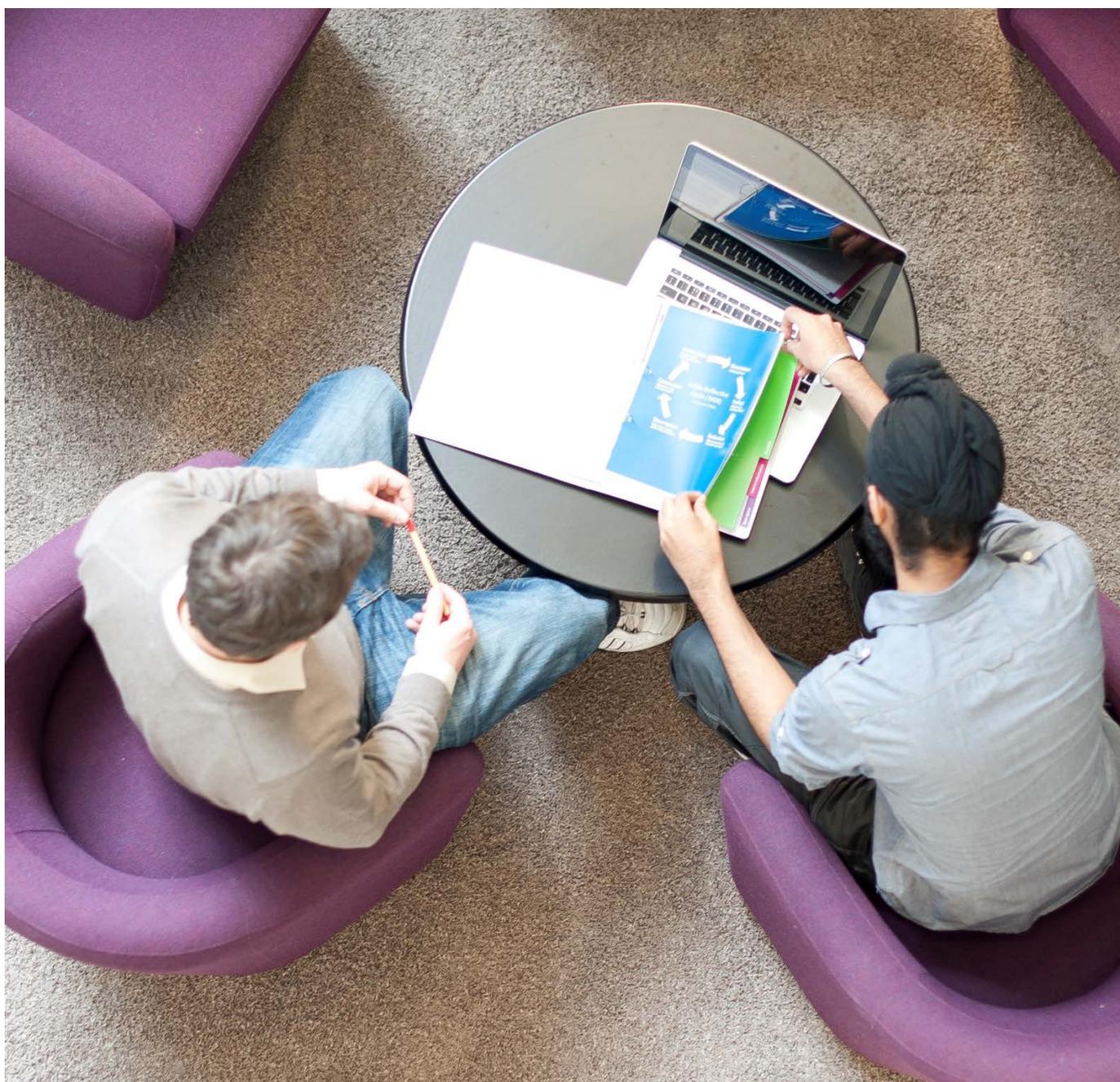


Postgraduate Certificate in Academic Practice 2018–19 Programme Handbook



This handbook was produced in December 2018 for entrants to the Postgraduate Certificate in Academic Practice Programme, January 2019.

The material in this handbook can be provided in alternative formats such as large print, Braille, tape and on disk upon request to Jackie Ward (j.ward@reading.ac.uk).

Aim of Programme Handbooks

The aim of this Programme Handbook is to provide specific information on the Centre for Quality Support and Development (CQSD)/Institute of Education (IoE) and how they support their programmes as well as other sources of important information.

More general information about the University and key academic policies and procedures can be found in the Online Student Handbook, www.reading.ac.uk/internal/student/OnlineStudentHandbook/std-serv-osh-index.aspx, further details of which are provided later in this handbook.

It is the responsibility of students to familiarise themselves with the Programme Handbook and with the content of the online student handbook, and to use them as a reference when required.

It is particularly important that you read (or familiarise yourself with) the key academic policies and procedures listed in the ‘Overview of the Online Student Handbook and Key Academic Policies and Procedures’ later in this handbook, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your programme.

Disclaimer

Formal Ordinances and Regulations are given in:

- [The University Calendar](http://www.reading.ac.uk/calendar/) (<http://www.reading.ac.uk/calendar/>)
- [The Programme Specification](http://www.reading.ac.uk/progspecs/) (<http://www.reading.ac.uk/progspecs/>)
- [Relevant module descriptions](http://www.info.reading.ac.uk/module/) (<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 CQSD/IoE 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 CQSD/IoE 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.

Aim of Programme Handbooks	2
Welcome from the acting Vice-Chancellor	6
Introduction	7
Reading Student Charter	7
Programme information	9
Programme Specification	9
Modular Structure of the Postgraduate Certificate in Academic Practice.....	9
The Academic Practice Programme and the UK Professional Standards Framework.....	10
Additional Costs of Studying.....	10
e-Portfolios and CPD Log.....	11
Eligibility, Exemption and APEL	12
Eligibility	12
Relationship with Probationary Period	13
Exemption from Academic Practice Programme or modules therein.....	13
Assessment of Prior Experiential Learning (APEL).....	13
Eligibility, Exemption and APEL Queries and Requests	13
Recommended reading	14
Books	14
Online resources	14
Developing good learning practices	14
Academic misconduct.....	14
Plagiarism and its detection	15
Avoiding unintentional plagiarism	15
Examples of good and poor practice in using written sources.....	15
Conventions for acknowledging collaborative work	17
Reference and citations.....	17
Submission of coursework	17
Publication of marks and grades	17
Academic Organisation	18
Board of Studies	18
External Examiners	18
Student Contribution to the Evaluation of the programme	18
Student Representation.....	18
How we support students	19

Feedback to students.....	19
Formative assessment	19
PGCAP Tutors	19
Your Mentor	19
Health and well-being	19
CQSD and general academic information	21
Key Dates for EDMAP1 and EDMAP2 compulsory taught sessions	21
Attendance	21
Punctuality	22
Members of Staff	22
Communication	22
The David Malvern APP Prize.....	22
Further Information	23
Data protection.....	23
Safety	23
Overview of the Online Student Handbook and Key Academic Policies and Procedures	24
Appendix 1: The Higher Education Academy UK Professional Standards Framework	26
Dimensions of the framework:	26
Framework Descriptors.....	27
Appendix 2- Members of staff	29
Appendix 3 - Guidelines for the Mentoring of Staff on the PGCAP or modules therein	30
The Guidelines.....	30
The aim of mentoring is to:	30
Notes for Mentors.....	30
Responsibilities of mentors.....	30
Access	30
Induction	31
Teaching.....	31
Research (where applicable)	32
Keeping Records.....	33
Potential Benefits for Mentors	33
Support for Mentors.....	33

Notes for Mentees	33
Responsibilities of Mentees	33
Potential Benefits for Mentees.....	34
Notes for Head of School (or equivalent)	34
Choice of Mentor	34
Mentoring and School workload models	35
Form A: Record of Discussion with Mentor	36

Welcome from the acting Vice-Chancellor

There is no doubt in my mind that the University of Reading will only flourish if it can offer excellence in both teaching & learning and in research. Intrinsicly linked, they are vital to our success and reputation.



The skills needed to teach at a high level of excellence (like the skills needed to undertake research at such a level) require constant updating and innovating, and there is no better way to do this than to take note of the latest pedagogical research on how students learn best. Thus, whether you are new to the University, or you have taught here for many years, critically engaging with your own teaching and learning practice is a key part of being an academic here.

The University's Postgraduate Certificate in Academic Practice (PGCAP) offers a structured means for you to reflect critically on your teaching and learning practice. It is an essential element in our commitment to continuous improvement of the teaching we offer and the learning experience of our students. The programme brings together the latest evidence-based research in pedagogy and draws on recent developments and experiences across the higher education sector. Whilst these are demanding times, not least for new staff, the PGCAP programme will provide an excellent foundation from which to build a varied career.

The PGCAP also provides a route to the Associate Fellowship (AFHEA) and Fellowship (FHEA) of the Higher Education Academy. These qualifications are valued across the UK and, increasingly, around the world as the importance of higher education teaching qualifications are becoming more important.

Already, we have much to be proud of in our approach to teaching and learning. Many colleagues here at the University have gained national recognition for the quality of their work. We have also sought to be innovative in our approaches, ensuring that Reading remains an institution with a great reputation for being at the leading edge of developments. So you will pursue PGCAP in an environment where many people care very much about improving teaching and learning.

Thus, allow me to thank you, on behalf of the University of Reading and all our students, for participating in the PGCAP programme and wish for your successful completion in the near future.

PROFESSOR ROBERT VAN DE NOORT PFHEA

Introduction

Welcome to the Postgraduate Certificate in Academic Practice (PGCAP) programme. The University of Reading is committed to: providing excellence in teaching; to promoting innovative thought and practice in all aspects of teaching; and to identifying and rewarding good teaching practice. The University's commitment to good teaching is reflected in this programme. The programme will give you a sound framework for your future continuing professional development (CPD) activities to enable you to take a holistic approach to your professional development incorporating research, scholarship, teaching and learning.

Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals.

Staff enrolled on the PGCAP and modules therein are 'students', for example for record purposes and University Ordinances and Regulations. However, the ethos of the programme is that you will be treated as a fellow professional engaged in professional development.

Students expect the University

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow you to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students' professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students Union;

- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
- to provide constructive feedback on their time at Reading through the Students Union and directly to the University.

Staff expect students

- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
- to engage fully with all academic commitments;
- to conduct themselves and to engage in their studies with honesty;
- to keep appointments and to communicate with staff in a timely and courteous manner;
- to take ownership of their own health and well-being.

We all expect each other

- to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
- to show responsible stewardship of the university environment, facilities and resources;
- to challenge one another intellectually and to contribute to the advancement of knowledge;
- to work fairly and effectively with one another both inside and outside the academic context;
- to be accountable for our actions and conduct;
- to recognize and value positive contributions from others.

Programme information

Programme Specification

The Programme Specification for the PGCAP, as approved by the University Board for Teaching and Learning, is available at

<http://www.reading.ac.uk/progspecs/specifications.aspx?type=PGS&year=2017&id=IED>

Modular Structure of the Postgraduate Certificate in Academic Practice

The PGCAP consists of three modules totalling 60 credits at Level 7:

Mod Code	Module Title	Credits	Level
EDMAP 1	<i>Introduction to Academic Practice</i>	10	7
EDMAP2	<i>Developing Academic Practice</i>	30	7
EDMAP3	<i>Academic Research and Practice</i>	20	7

EDMAP1 aims to provide you with an overview of teaching and supporting learning in higher education, with an emphasis on developing effective and reflective approaches to your professional practice in your context. It will focus on teaching at the level of the session, and on modules and their assessments that may have been inherited with little freedom over their design.

EDMAP 2 builds on EDMAP1 to provide further and more in-depth theoretical and practical insights into teaching and supporting learning in higher education, and focuses on teaching and assessment at the level of the module, or suite of sessions, providing scope for enhancing your practice through the design or re-design of learning opportunities and by considering them in a more holistic manner.

Together, EDMAP1 and EDMAP2 make up the Academic Practice Programme (APP), a contractual requirement for probationary academic staff and staff at Grade 6 or above who hold substantive teaching and learning responsibilities AND whose contracts are 0.5 FTE or more. The APP is delivered in intensive blocks, designed to be completed over a 19 month period. Part-time staff whose contract of employment is 0.5 FTE or more should expect a commensurate registration period to be agreed with the Head of School (or equivalent) as part of probationary target setting, with advice from the PGCAP Admissions Tutor, [Jackie Ward](#) (CQSD).

For senior academic appointments, where staff have not previously gained a track record (normally 10 years or more) of relevant teaching experience, the expectation is that they will participate in the APP provided their contract is 0.5 FTE or more. Where there is a lack of clarity as to whether or not a new member of senior academic staff should be required to undertake the APP, or equivalent, the Pro-Vice-Chancellor (Teaching and Learning) will arbitrate.

EDMAP 3 is an optional 20-credit module which provides an opportunity for you to advance your knowledge and understanding in a specific area of academic practice through a small-scale research project. Although modules EDMAP1 and EDMAP2 are normally completed concurrently, both modules would need to be successfully completed before you can progress onto EDMAP3. Successful completion of all three modules leads to a stand-alone qualification, the PGCAP. You have fifty five (55) months to complete the entire PGCAP, should you desire to do so. If you do not, then you will still have accumulated (and will have recorded and certified by the University) forty (40) Level 7 credits.

The Academic Practice Programme and the UK Professional Standards Framework

The APP forms the taught pathway within the University of Reading Advance HE accredited Framework, FLAIR – Facilitating L & T Achievement and Individual Recognition. This provides external confirmation that this provision is aligned with the UK Professional Standards Framework ([UKPSF](#)) for Teaching and Learning in higher education.

As outlined on the Advance HE website, the UKPSF was developed by the HEA on behalf of the sector as a whole and provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within higher education. Its central purpose is to help those seeking to enhance the learning experience of their students, by improving the quality of their teaching and learning support.

You can use the framework to plan and guide your Continuing Professional Development (CPD) in the area of teaching and learning. There is a natural progression through the Framework as the scope of your teaching/learning support role widens and deepens and the Framework can help you whatever stage you are at and whatever your goals in this field of activity.

There are three Dimensions to the framework (as shown in [Appendix 1](#)) which reflect the complexity and multi-faceted nature of the professional role of staff teaching and supporting learning, and four Descriptors (as shown in [Appendix 1](#)) outlining the **key characteristics** of someone performing four broad categories of typical teaching and learning support roles within higher education.

The APP meets the requirements of Descriptors 1 and 2 of the framework as outlined in the table below. This means that those who successfully complete EDMAP1 are eligible for recognition by the HEA as Associate Fellows, and those who go on to successfully complete EDMAP2 are eligible for recognition as Fellows.

Mod Code	Module Title	UKPSF Descriptor	HEA Recognition
EDMAP1	<i>Introduction to Academic Practice</i>	1	Associate
EDMAP1}	<i>Introduction to Academic Practice</i>		
EDMAP2}	<i>Developing Academic Practice</i>	2	Fellow

Through participation on the APP you will have multiple opportunities to evidence your understanding of and engagement with the Dimensions of the UKPSF.

Additional Costs of Studying

Please note that if you are taking the PGCAP or modules therein on an external basis or your contract with the University ceases prior to ratification of your result, the Advance HE charge a fee for HEA Fellowship for individuals applying for professional recognition via accredited provision who are not employed by a subscribing institution. Advance HE's table of fees is available at <https://www.heacademy.ac.uk/individuals/fellowship/application#section-2>.

Beyond the APP: HEA Accredited FLAIR Framework

One of the University of Reading's aims 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, as outlined in the fourth strand of the University's [Learning and Teaching Strategy](#) 2018-21:

“To continue to recruit, develop and value well qualified, professional staff

Our staff are supported and encouraged in their strong commitment to the enhancement of their teaching practice. We aim to be at the forefront of developing recognised, professional qualifications and improving professional recognition of all staff involved in teaching and learning and we will enhance the reward, recognition and celebration of innovative and inspiring teachers.”

The University's commitment to excellence in teaching and teaching support is reflected in our FLAIR Framework as well as in the various [University Teaching Awards](#), [Teaching Fellowship schemes](#) and in recognising excellence in teaching as a route to promotion (see guidance in [Personal Titles Procedures](#)).

FLAIR is underpinned by the University's expectation that staff at Reading will engage in CPD throughout their careers and we wish to encourage and enable this development. The taught route within the framework, the APP, aims to begin the process of academic career planning and enables you to begin to compile a portfolio of professional development activity, underpinned by the UKPSF, which you may usefully build upon as you move through the various Descriptors (as appropriate for your role). For example, having achieved HEA Fellowship, you may aspire to Senior Fellowship in the future. The FLAIR non-taught CPD route provides a structure and process by which you can gain recognition for this further development in your academic practice.

e-Portfolios and CPD Log

During the course of this programme you will be provided with an e-portfolio template designed to help you compile a portfolio. This portfolio is an evidence-based demonstration of how you have engaged with each of the Dimensions of the UKPSF and forms part of the summative assessment which must be completed in order to pass EDMAP2. In the future this e-portfolio can inform job applications, FLAIR non-taught CPD route applications, and promotion via the Personal Titles Procedure for which candidates may provide optional illustrative evidence (typically related to teaching and learning).

It is also an expectation that you will keep your Personal Learning Account (CPD log) up to date via [Employee Self Service](#) (ESS). You will have many opportunities to engage with staff development events provided by the University (largely coordinated by CQSD and mapped to the UKPSF) and other activities (e.g. [external events organised by the Advance HE](#), peer review of teaching etc.) outside of the taught sessions of the APP. Whilst ESS captures the majority of internal events, you will need to add any external courses or other CPD activities you have undertaken. You will be able to incorporate what you have learnt through your CPD activities into your assessed work, and an up-to-date CPD Log demonstrating a level of sustained engagement is also a core component when applying for professional recognition at all Descriptors via the FLAIR non-taught CPD route.

Eligibility, Exemption and APEL

Eligibility

The institutional requirement to attend the APP or modules therein is determined by your contract of employment, as follows:

1. All full-time probationary academic staff
2. All part-time probationary academic staff whose contract of employment is 0.5 FTE or more; or
3. All staff at Grade 6 or above who hold substantive teaching and learning responsibilities whose contract of employment is 0.5 FTE or more; or
4. All senior academic staff without a track record (normally 10 years or more) of relevant teaching experience whose contract of employment is 0.5 FTE or more.

Length of contract of employment	Institutional attendance requirement
Permanent contract	APP required
Fixed-term contract of two or more years' duration	At least EDMAP1 required, and APP subject to availability*
Fixed-term contract of less than two years' duration**	EDMAP1 subject to availability*

*The compulsory taught sessions of the APP and its modules therein are delivered in intensive blocks only and there is only one entry point per year, with the expectation that participants will progress together as a cohort. EDMAP1 runs from January 2019 - July 2019 and EDMAP2 runs from April 2019– July 2020.

**If your contract of employment is renewed for a further period accumulating to a total of two or more years' employment, completion of the full APP programme is required subject to availability.

All entrants to the PGCAP or modules therein must be teaching and supporting learning in a higher education context, i.e. programmes of study evidenced in your assessments must be equivalent to at least level 4 or above within the [Framework for Higher Education Qualifications \(PDF, 240KB\)](#).

If you are undertaking the APP you will normally be expected to be directly involved in the following:

- design and delivery (i.e. teaching) of individual classes appropriate to the discipline (e.g. lectures, tutorials, seminars, labs, workshops, webinars etc.)
- assessment of student work including the setting of assessments, marking and giving feedback to students
- design of a coherent sequence of teaching/student learning events (e.g. module, unit or equivalent) delivered by you and/or others
- provision of academic and pastoral support to students at different stages of their degree.

If this is not the case then please discuss your role with the Admissions Tutor, [Jackie Ward](#) (CQSD), so that we can assist you in meeting the assessment and accreditation requirements.

Relationship with Probationary Period

The normal expectation is for lecturers with a three-year probationary period to have completed the APP in good time for their probationary review. Probation will not normally be confirmed until the APP has been successfully completed. If you have a shorter probationary period or are part-time then the expectation is that you have made significant progress towards completion of your mandatory modules and/or units by your probationary review. Schools are obliged to provide the conditions necessary to support staff in this.

Exemption from Academic Practice Programme or modules therein

You will be exempted from the APP or modules therein if you can meet any of the following conditions and have the agreement of your Head of School (or equivalent) and/or Pro-Vice-Chancellor (Teaching and Learning):

- Documented evidence of having successfully completed an institutional provision in teaching in the higher education sector accredited against the UKPSF and meeting the requirements of Descriptor 1 (for EMDAP1 exemption) or Descriptor 2 (for APP exemption).
- Documented evidence that you are an Associate Fellow of the HEA (for EMDAP1 exemption) or Fellow, Senior Fellow, or Principal Fellow of the HEA (for APP exemption).
- Documented evidence of a track record of relevant teaching experience.

Assessment of Prior Experiential Learning (APEL)

If you have previous experience of teaching in higher education within the last 5 years you may be eligible, with the agreement of your Head of School (or equivalent) to apply directly for fellowship status of the HEA via the University's accredited FLAIR non-taught CPD route (for example, applicants for Fellow status would normally be expected to have a minimum of 3 years full-time equivalent of teaching in HE within the last 5 years*). If successful, this would remove the institutional requirement to attend the APP or modules therein as determined by your contract of employment.

* The assessment process for the FLAIR non-taught CPD route is more concerned with the nature of the experience gained than the exact period of service or number of contact hours with learners. Even if you have taught for a number of years you may find that you need to gain more varied experience, or collect additional evidence about that experience, before you could submit an adequate application for recognition. Often the difficulty is with having sufficient evidence to document experience in a way that demonstrates successful engagement with the UKPSF, rather than with the amount of teaching experience.

Eligibility, Exemption and APEL Queries and Requests

All requests for exemption or APEL must be made in writing to the Admissions Tutor, [Jackie Ward](#) (CQSD). Decisions are subject to the School Director of Teaching and Learning for the Institute of Education. Appeals may be made to the Pro-Vice Chancellor (Teaching and Learning).

See the University [Policy and procedure for the Assessment of Prior \(Experiential\) Learning \(AP\(E\)L\)](#).

Recommended reading

These following core textbooks are recommended reading for the programme. They are available in the both the [CQSD lending library](#) and the [University library](#).

Books

*Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University: What the Student does*. 4th Ed. Maidenhead: Society for Research into Higher Education & Open University Press.

*Butcher, C. Davies, C. & Highton M. (2006) *Designing Learning: From Module Outline to Effective Teaching*. London: Routledge.

*Fry, H., Ketteridge, S. & Marshall, S. (eds) (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd Ed. New York; London: Routledge.

*Prosser, M. & Trigwell, K. (1999). *Understanding Learning and Teaching: The Experience in Higher Education*. Buckingham: Society for Research into Higher Education; Open University Press.

Race, P. (2006). *The Lecturer's Toolkit: A Practical Guide to Teaching, Learning and Assessment*. 3rd Ed. London: Routledge.

*Ramsden, P. (2003). *Learning to Teach in Higher Education*. 2nd Ed. London: RoutledgeFalmer.

* Available as an e-book through the Libraries [Enterprise](#) catalogue.

Online resources

The UK Professional Standards Framework for teaching and supporting learning in higher education (2011). Available at www.heacademy.ac.uk/ukpsf [accessed 14/12/2015]

Advance HE has many useful learning and teaching resources: <http://www.heacademy.ac.uk/resources> [accessed 14/12/2015]

Education databases for finding articles: <http://libguides.reading.ac.uk/education/e-resources> [accessed 14/12/2015]

Race, P. (2009). *In at the Deep End: Starting to Teach in Higher Education*. Leeds: Leeds Met Press. <http://phil-race.co.uk/wp-content/uploads/downloads/2013/05/In-at-the-Deep-End.pdf> [accessed 14/12/2015]

Developing good learning practices

Academic misconduct

As an award-bearing programme of the University, the PGCAP and modules therein are 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 Assessment for Taught Postgraduate Students, and on the Examinations Office website at <http://www.reading.ac.uk/exa-misconduct.aspx>

Plagiarism and its detection

The University of Reading subscribes to a Plagiarism Detection Service for comparing work received with that of other sources. By undertaking the PGCAP or modules therein, you are agreeing that all required work will be subject to submission for textual similarity review to this service for the detection of plagiarism. Submitted papers will be included as source documents in the system's reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the plagiarism service shall be subject to such Terms and Conditions of Use as may be agreed between the Service and the University of Reading from time to time and posted on the Service's and University's websites.

Avoiding unintentional plagiarism

For advice on avoiding plagiarism please see the '[Guidance on citing references for students at the University of Reading](#)'.

Examples of good and poor practice in using written sources

Original text:

"Indeed, one may go so far, albeit at risk of overstating the case, to suggest that the paradox of involving students in formulating their own IEP targets is that one is expecting of students deemed to have special educational needs skills and knowledge which might reasonably be developed during a psychology degree course."

Pawley, H., & Tennant, G. D. (2008). Student perceptions of their IEP targets. *Support for Learning*, 23(4), pp. 183-186.

Unacceptable practice

- (1) 'Prototypical' plagiarism: lifting a section of text from another source without any indication of the source, and is unacceptable:

One may argue that the paradox of involving students in formulating their own IEP targets is that one is expecting of students deemed to have special educational needs skills and knowledge which might reasonably be developed during a psychology degree course.

- (2) Changing the order of a few words does not constitute acceptable paraphrasing:

The problem of involving students in having a role in devising their own IEP targets is that, arguably, students are being expected to have skills and knowledge which might well be developed during an undergraduate psychology degree course, when they are supposed to have special educational needs.

- (3) It is best not to use even relatively short phrases without marking them as quotations. While one might pass un-noticed, this can become a matter of habit, so is best avoided in the first place. Again the failure to acknowledge the source is a problem:

Enabling pupils to take ownership of the IEPs is problematic. There a range of reasons for this, including the problem that one is expecting pupils deemed to have special educational needs to have insights into their learning which might well be developed during an undergraduate psychology degree course.

Poor practice

- (4) Mentioning the author's name, but not marking quotations is still barely acceptable, as is still representing other's words as your own. At least you have said where the idea/material comes from, though not using a proper referencing system:

The paradox of involving students in formulating their own IEP targets is that one is expecting of students deemed to have special educational needs skills and knowledge which might reasonably be developed during a psychology degree course, in the view of Pawley and Tennant.

- (5) Better would be at least providing a complete reference, though this still does not make unmarked quotations or slight re-phrasings acceptable:

The paradox of involving students in formulating their own IEP targets is that one is expecting of students deemed to have special educational needs skills and knowledge which might reasonably be developed during a psychology degree course, in the view of Pawley and Tennant (2008: 184).

Acceptable practice

- (6) Below the quotation has been clearly acknowledged and referenced. This is good. However, this is not to say that an essay significantly made up of quotations is acceptable, since we are looking for your voice, your ideas, and your interpretations. Quotations should ideally be used sparingly, only where they really succinctly sum up an argument, or where they are vital for the development of an argument:

It can be argued that, "The paradox of involving students in formulating their own IEP targets is that one is expecting of students deemed to have special educational needs skills and knowledge which might reasonably be developed during a psychology degree course" (Pawley and Tennant, 2008: 184).

Better practice

- (7) Paraphrasing other people's ideas is better, it demonstrates you have read their ideas; your mind has worked through them and encapsulated them into words of your own:

It is argued, eg. by Pawley and Tennant (2008:184) that involving pupils who have SEN in devising their own IEP targets necessitates them having insights into their own learning which one would normally associate with having a psychology degree.

Best practice

- (8) However an essay that just comprises paraphrasing of other people's views can still result in a fairly derivative essay. The best practice overall is where you take other people's ideas and you intermesh them, rather than sequentially paraphrasing them. This demonstrates your ability to think comparatively, to be able to directly compare and contrast the work of different academics, and to be able to vocalize your own point of view:

Pawley and Tennant (2008:184) argue, albeit somewhat cautiously, that involving pupils who have SEN in devising their own IEP targets necessitates them having insights into their own learning which one would normally associate with having a psychology

degree. However, clear evidence can be found, eg. in Martin et al. (2006), that with careful support in place, pupils are able to have meaningful input into the writing of their IEPs, resulting in a greater sense of ownership and motivation.

References

Martin, J. E., van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP meetings: establishing the self-directed IEP as an evidence-based practice. *Exceptional Children*, 72(3), pp. 299-316.

Pawley, H., & Tennant, G. D. (2008). Student perceptions of their IEP targets. *Support for Learning*, 23(4), pp. 183-186.

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 Statement of Original Authorship Form, available on Blackboard, which accompanies each piece of assessed work.

Reference and citations

The [Harvard system](#) for citing references and compiling a bibliography must be used for all assessed work.

Submission of coursework

Details of how to submit your assessments can be found on [Blackboard](#). Should your contract of employment with the University cease and you have completed the taught element of the PGCAP or modules therein, and are in a position to complete the assessed work independently, you must do so at the first available submission date.

Publication of marks and grades

You should be aware that marks and grades given to you during your programme are provisional and subject to moderation by the External Examiner, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks therefore only reach their final form after they have been scrutinised and approved by the appropriate Examiners' Meeting, which takes place in the Autumn term each year (following summer assessment deadlines). When we confirm your results we also provide details of the process for claiming your Fellowship certificate from Advance HE.

Academic Organisation

The programme operates within the Quality Assurance framework of the Institute of Education (IoE). The teaching, management and administration is undertaken by the University's Centre for Quality, Support and Development (CQSD).

Board of Studies

The PGCAP and modules therein are monitored by the Staffing Committee and overseen by the PG (non-ITE) Board of Studies (IoE). The Board of Studies reports to the IoE School Board of Studies. This in turn reports to the University Board for Teaching and Learning (UBTL).

External Examiners

The external examining system is a key component of the University's quality assurance and enhancement processes. It plays an important role in ensuring that our awards are maintained at an appropriate standard, that our assessment process measures student achievement rigorously and fairly, and that the academic standards and achievement of students are comparable with those on similar programmes in other UK universities. External Examiners also assist the University in enhancing the quality of teaching, learning and assessment by advising on good practice.

The University's policies and procedures for external examining are set out in the Code of Practice on the External Examining of Taught Programmes (<http://www.reading.ac.uk/exams/staff/exa-EE.aspx>).

The name, position and institution of External Examiners are published, for information only, on the Examinations Office website, following their approval by the University Board for Teaching and Learning in the Spring Term each year. You should note that you are **strictly prohibited** from contacting the PGCAP External Examiner directly.

Student Contribution to the Evaluation of the programme

Opportunities to contribute to the evaluation of the programme occur at various points and a number of levels during the programme. These opportunities include end of module feedback, as well as at the end of each intensive block and the end of the programme. Evaluation will take the form of individual questionnaires and group discussion. Session leaders will receive a summary of evaluation comments.

Evaluative comments will be used to improve future sessions and where possible, action will be taken to modify issues of concern during the current programme. A summary of student evaluation and actions taken will be communicated to students via Blackboard.

Student Representation

Students are represented by Student Representatives on the Board of Studies. You are also encouraged to raise issues if and when they arise with your PGCAP Tutor, the Module Convenors or the Programme Director. An online Staff-Student Liaison meeting is held twice a year, to which all students are invited, where group discussion about the current programme and future direction occurs.

How we support students

Feedback to students

The university policy is that the standard turnaround time for individual feedback on coursework (formative and summative) is a maximum of fifteen working days from the submission date.

www.reading.ac.uk/web/FILES/qualitysupport/Policy_on_Feedback.pdf

It is the University's policy that you should receive timely, structured and appropriate feedback on work which has a primarily formative purpose. Feedback will be delivered in a number of ways and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments should provide the basis for you to improve and develop. The member of staff responsible for setting the work will tell you, at the time when a piece of work is set, if not before, the date on which the work will be returned and feedback given. If you do not receive your feedback by this date you should contact the module convenor.

If you would like feedback on your overall progress, you should contact the module convenor.

Formative assessment

Opportunities for formative feedback are embedded throughout the programme through group discussion, peer evaluation and one-to-one discussions with discipline-specific mentors and PGCAP Tutors.

You will be set coursework as a formative assessment, which allows you to benefit from feedback but does not contribute to the mark for the module. If you fail to submit such work by the deadline for submission, you forfeit your right to any feedback; in this case, it is entirely at the discretion of the marker whether to provide feedback.

PGCAP Tutors

You will be assigned a PGCAP Tutor whose role is to answer questions and provide feedback, where appropriate, for the duration of your time on the PGCAP or modules therein.

Your PGCAP Tutor will be assigned from staff within CQSD. PGCAP Staff contact details are provided in [Appendix 2](#).

Your Mentor

You will normally be allocated a colleague to act as mentor by your Head of School or equivalent 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 PGCAP or modules therein. 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 or equivalent.

For full guidelines on mentoring, see [Appendix 3](#).

Health and well-being

The University has a strong commitment to employee health and wellbeing (read the University's [Employee health and well-being policy](#)). As part of this, the University has introduced a free, confidential,

24 hour Employee Assistance Programme ([EAP](#)) with FirstAssist. The EAP will help employees who are experiencing stress or anxiety caused by issues in their personal or work life, and give them the practical and emotional support they need.

The University also has an arrangement with [Recourse](#) to provide telephone and online support and guidance on a range of issues.

The University's Counselling Service may also be accessed where appropriate and subject to availability. Please contact your HR Partner/Advisor for further information.

CQSD and general academic information

Key Dates for EDMAP1 and EDMAP2 compulsory taught sessions

EDMAP1	Date
Day 1	Wednesday 9 th January 2019
Day 2	Thursday 10 th January 2019
Day 3	Tuesday 2 nd April 2019
Day 4	Wednesday 3 rd April 2019
EDMAP2	Date
Day 1	Thursday 4 th April 2019
Day 2	Monday 1 st July 2019
Day 3	Tuesday 2 nd July 2019
Day 4	Tuesday 17 th September 2019
Day 5	Wednesday 18 th September 2019

Attendance

It is important that you attend all taught sessions for the PGCAP and modules therein. All absences other than due to unforeseen illness must be agreed in advance. If you are unable to attend a session for any reason it is important that you notify the Programme Administrator as soon as possible. Acceptable reasons for absence include: illness that would prevent you from teaching or learning effectively or would put the health of other students, tutors, or other staff at risk; emergency relating to close family; attendance at a job interview; religious observance of major holy days and festivals that occur during the working week and for which absence is required. Unacceptable reasons for absence include: holidays; attendance at family and other celebrations; routine medical and dental appointments; conferences and School events.

Where you find that scheduled taught sessions conflict with obligations and responsibilities in your school/department/directorate you should discuss this with your mentor and/or PGCAP Tutor and Head of School (or equivalent) at the earliest opportunity in order that arrangements can be made to release you to attend the taught sessions. Prolonged absence or a series of short absences may jeopardise your chances of obtaining a successful outcome.

An annual report on your attendance will be sent to your Head of School (or equivalent), mentor and Head of Department, if applicable, and you will be sent detailed information on sessions attended. You will also be asked for updates on your progress. If you are having difficulty meeting the requirements of the module you should discuss this with your mentor and/or PGCAP Tutor at the earliest opportunity.

Please be aware that if you are persistently absent from classes or appointments for no reported reason you will be liable to sanctions under the policy and procedures relating to student academic engagement and fitness to study

http://www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnessstudy.pdf

Punctuality

It is imperative that you are always punctual to sessions. You should arrive in good time for the start of all taught sessions.

Members of Staff

All questions, queries or concerns about the programme should be directed to:

[Jackie Ward](#), Programme Administrator (CQSD) in the first instance. All PGCAP Staff contact details are provided in [Appendix 2](#).

Communication

In line with University policy, the default method of communication on the programme is email. You will be added to a Blackboard email list of new lecturers and other staff participating in the Programme with both your staff and student email. We use your staff email (unless you request that we use your student email) as the default mode of communication to alert you to changes, additional dates for sessions or events that may be of interest.

Information is also provided electronically using the Blackboard Learn portal (www.bb.reading.ac.uk); the RISIS web portal (www.risisweb.reading.ac.uk/si/sits.urd/run/siw_lgn), where you can find personal information; and the online student handbook (<http://www.reading.ac.uk/internal/student/OnlineStudentHandbook/std-serv-osh-index.aspx>).

Teaching staff and students are normally expected to check their email accounts, Blackboard Learn portals and other electronic methods of communication on a daily basis during term-time, and respond to messages as appropriate.

The David Malvern APP Prize

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.

The David Malvern APP Prize will be awarded annually to the participant who has achieved the highest standard in their assignments for the APP. The award will be made based on the professional judgement of the PGCAP team. Where there is more than one candidate eligible the PGCAP team will make the decision on the basis of merit and their decision is full and final.

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.

Further Information

Data protection

Please note that once registered on the PGCAP or modules therein, your personal information will be subject to University Data Protection Policy and guidelines

<http://www.reading.ac.uk/internal/imps/DataProtection/imps-data-protection.aspx>

Information relating to your participation on the PGCAP or modules therein, including your progress and results, will be made available to relevant members of staff in this University.

If you would like to access your personal information please follow the procedure set out here:

www.reading.ac.uk/accessing-personal-data

Safety

Please read all Health and Safety notices which are posted in the areas you frequent within the University. Pay special attention to the information on Fire Alarms and Accidents and First Aid. Please note that there is no smoking in or around any building, lecture room, committee meeting room laboratory, studio or workshop. Please do not consume food or drink in teaching rooms. The emergency contact number for the University is 0118 378 6300 or you can contact the police on 999.

Further online information:

Health and Safety Services: www.reading.ac.uk/health-and-safety/

Security Services: www.reading.ac.uk/security-services/

Overview of the Online Student Handbook and Key Academic Policies and Procedures

www.reading.ac.uk/internal/student/OnlineStudentHandbook/std-serv-osh-index.aspx

The online student handbook serves as an online repository of information for students. It provides a wealth of information in relation to:

- The Reading Student Charter;
- Policies, procedures and regulations (including a guide to exams and assessment, academic misconduct, extenuating circumstances, the student maternity policy, and health and safety information);
- academic opportunities and support (including developing effective learning practices and avoiding accidental plagiarism; opportunities for study abroad and placements, and withdrawals/transfers between degree programmes);
- student advice and support (including Counselling and Wellbeing; support for students with disabilities and specific learning difficulties; information for visa national students, and personal development and the Reading Experience and Development Award);
- services and facilities available to students (including Reading University Students' Union; the Library and IT Services, and the Careers, Placement and Experience Centre).

It is the responsibility of students to familiarise themselves with the content of the online student handbook, and to use it as a reference when required. **It is particularly important that you read (or familiarise yourself with) the following academic policies and procedures, which can also be found in the Online Student Handbook, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.**

Guide to postgraduate assessment

<http://www.reading.ac.uk/internal/exams/student/exa-guidePG.aspx>

The Guides to assessment include important information in relation to:

- penalties for late submission of coursework;
- examination arrangements for students with disabilities and specific learning difficulties (see also <http://www.reading.ac.uk/exams/student/exa-special.aspx>);
- extenuating circumstances (see also <http://www.reading.ac.uk/exams/student/exa-circumstances.aspx>);

Completed ECF forms and your supporting evidence (as soon as it is available) should be submitted to [Jackie Ward](#). 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 (or equivalent) /HR Partner.

- academic misconduct;
- feedback to students;
- marking and progression (see also <http://www.reading.ac.uk/exams/Policies/exa-class.aspx>);
- classification of degrees (see also <http://www.reading.ac.uk/exams/Policies/exa-class.aspx>);
- publication of results (see also <http://www.reading.ac.uk/exams/student/exa-publication.aspx>);
- re-examination;
- how to make an appeal (see also <http://www.reading.ac.uk/internal/exams/Policies/exa-appeal.aspx>).

Policy in relation to students' use of editorial and proof-reading services

www.reading.ac.uk/exams/Policies/exa-proofreading.aspx

If you feel you need assistance in writing appropriate English you should, in the first instance, seek guidance from your mentor and/or Head of School (or equivalent). The [Academic English Programme](#) supports international staff at the University of Reading whose first language is not English.

Student complaints procedure

[https://www.reading.ac.uk/web/files/stdserv/Master copy - Student Complaints Procedure.pdf](https://www.reading.ac.uk/web/files/stdserv/Master_copy_-_Student_Complaints_Procedure.pdf)

Any complaints about the programme should be raised with your PGCAP Tutor or the Programme Director in the first instance. If you are not satisfied, the problem should next be raised with your Head of School (or equivalent). Any matter that still cannot be resolved satisfactorily will be referred to the Chief Strategy Officer and University Secretary, and the Pro-Vice Chancellor (Teaching and Learning).

Policy on and procedures for the determination of ‘fitness to practice’

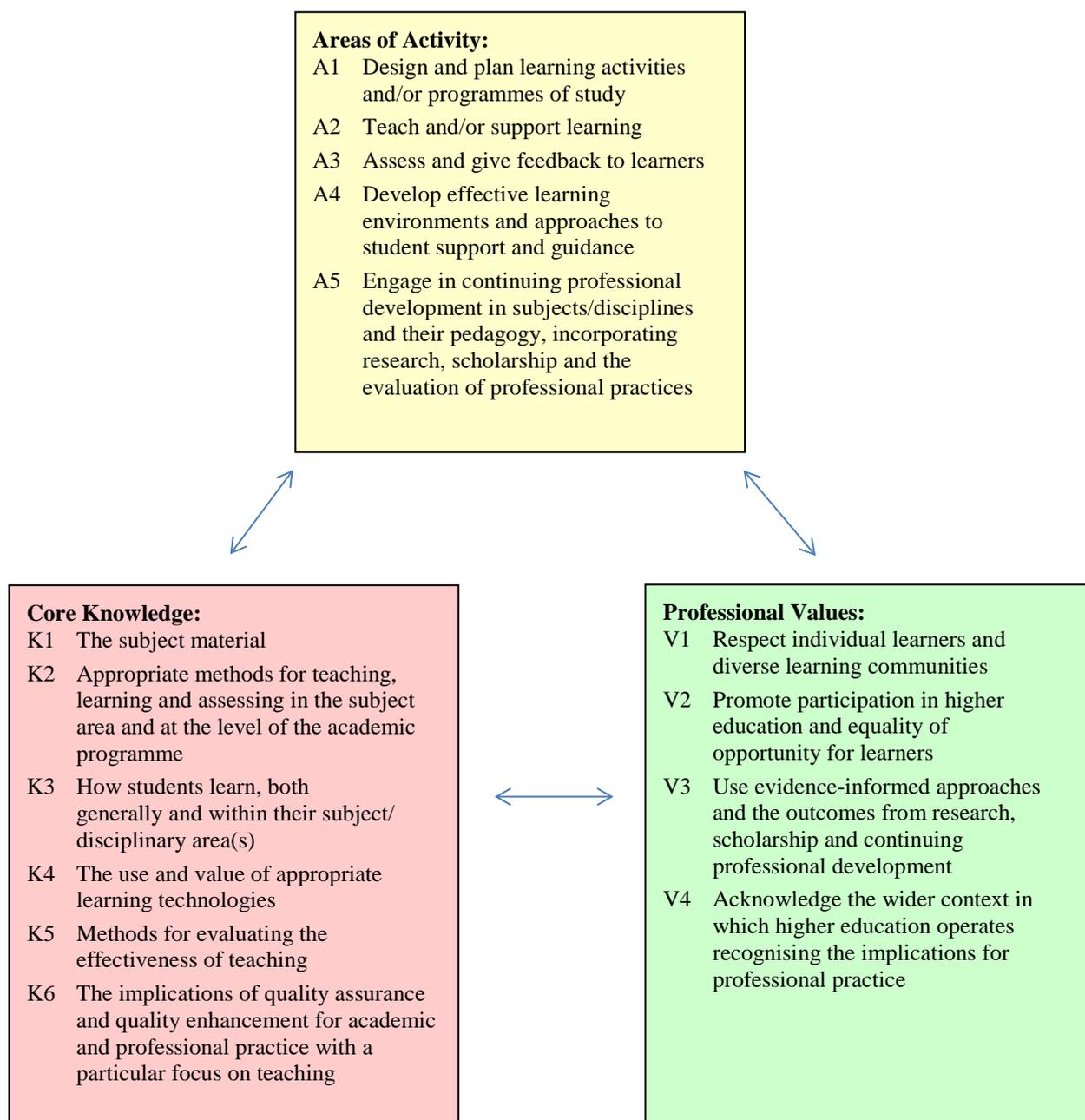
<https://www.reading.ac.uk/web/files/qualitysupport/FitnesstoPractise.pdf>

Policy on and procedures relating to academic engagement and fitness to study

http://www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnessstudy.pdf

Appendix 1: The Higher Education Academy UK Professional Standards Framework

Dimensions of the framework:



Framework Descriptors:

- D1 Associate
- D2 Fellow
- D3 Senior Fellow
- D4 Principal Fellow

Framework Descriptors

Descriptor 1: Associate Fellow	Typical individual role/career stage	Descriptor 2: Fellow	Typical individual role/career stage
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Successful engagement with at least two of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities 	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:</p> <ol style="list-style-type: none"> a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio 	<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices 	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:</p> <ol style="list-style-type: none"> a. Early career academics b. Academic-related and/or support staff holding substantive teaching and learning responsibilities c. Experienced academics relatively new to UK higher education d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

Descriptor 3: Senior Fellow	Typical individual role/career stage	Descriptor 4: Principal Fellow	Typical individual role/career stage
<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning 	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</p> <ol style="list-style-type: none"> a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas b. Experienced subject mentors and staff who support those new to teaching c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution 	<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices 	<p>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</p> <ol style="list-style-type: none"> a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

The UKPSF, this material and its content is developed by The Higher Education Academy and on behalf of the UK higher education sector, Guild HE and Universities UK. The copyright in this material and content is jointly owned by The Higher Education Academy, Guild HE and Universities UK.

© The Higher Education Academy, Guild HE, Universities UK 2011. All Rights Reserved.

Any redistribution or reproduction of part of or all of the contents in any form is prohibited other than in accordance with the UKPSF Terms of Use Policy which can be accessed here (www.heacademy.ac.uk/ukpsf).

Appendix 2- Members of staff

Pete Andrews MA (Hons), RSA DipTEFLA, MSc	EDMAP2 Module Convenor & APP tutor	p.t.andrews@reading.ac.uk	0118 373 6954
Dr Nina Brooke BSc, PhD, PGCE, PGCAP, FHEA	APP Tutor	n.m.brooke@reading.ac.uk	0118 378 6804
Angela Buckingham BA (Hons), RSA Dip TEFLA, PGCE (DTLLS), MA, FHEA	EDMAP 1 Module Convenor & APP Tutor	a.s.buckingham@reading.ac.uk	0118 378 6354
Joy Collier BSc, PGCE, PGCAP, MEd, SFHEA	APP Tutor	j.collier@reading.ac.uk	0118 378 4329
Dr Aaron Cooper BSc, PGCE PCET, PhD, FHEA	APP Tutor	aaron.cooper@reading.ac.uk	0118 378 8342
Dr Jo Cordy MSci, PhD FHEA	APP Tutor	j.cordy@reading.ac.uk	0118 378 4230
Dr Eileen Hyder BA, MA, PhD, PGCE, PGCAP, SFHEA	APP Tutor	e.m.hyder@reading.ac.uk	0118 378 6098
Dr Kamilah Jooganah BSc, MRes, PhD	APP Tutor	k.jooganah@reading.ac.uk	0118 378 5684
Clare McCullagh BA, RSA Dip TEFLA, MA, SFHEA	Programme Director APP Tutor	c.e.mccullagh@reading.ac.uk	0118 378 4482
Jackie Ward	Programme Administrator	j.ward@reading.ac.uk	0118 378 7310

Appendix 3 - Guidelines for the Mentoring of Staff on the PGCAP or modules therein

The Guidelines

The best way to operate a mentoring system will vary from School to School (or equivalent) and with each individual member of staff. Please adapt the guidelines to make best use of them for your own situation. The role of a mentor is particularly crucial for this group of staff. The mentor has a central role to play in supporting the member of staff through the PGCAP or modules therein (and in developing a research profile if applicable). 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.

Where applicable, teaching and research mentoring should ideally 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). 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 Annual Performance Development Review scheme. However, either the member of staff or the Head of School (or equivalent) may ask for input from the mentor at Annual Performance Development or probation reviews.

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 PGCAP or modules therein into subject-based application
- support the interpretation of the UKPSF 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 PGCAP or modules therein
- help in identifying and planning personal development
- provide a ‘critical friend’ outside the management framework

Mentors are not required to formally assess coursework for the PGCAP or modules therein, but it is hoped that they will provide informal, formative feedback on drafts of assignments as part of the “critical friend role”.

Notes for Mentors

Responsibilities of mentors

Access

The staff member 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 sabbatical leave 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 early agreement of some ground rules or basic expectations on both sides may be helpful.

Induction

There are several centrally provided one day induction courses each term. Mentors should encourage staff to attend the session closest to their start date. Details are available from the Centre for Quality, Support and Development (email: peopledevelopment@reading.ac.uk). This session does not replace the need for local induction to the school, department or directorate. A checklist of items which may be relevant may be found at <http://www.reading.ac.uk/internal/humanresources/PeopleDevelopment/newstaff/humres-induction-support.aspx>. Mentors should take responsibility for ensuring that a reasonable local induction is provided.

Being personally involved in induction will help to create an early relationship between the mentor and new member of staff. However the framework provided by an induction programme can also be a useful way for the new member of staff to meet and get to know other key members of the school, department or directorate. 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 member of staff 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 local induction. Support staff can be invaluable in dealing with many initial queries if the new member of staff is introduced to them promptly. The new member of staff may well feel more comfortable having contacts with support 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 member of staff relates to any changes in progress. The mentor should act as a point of referral, recommending who to approach in the school, department or directorate or elsewhere for specialist information.

Teaching

Mentors play a vital role in helping staff to get started on their teaching activities and to continually develop and improve. Staff may need to discuss issues such as teaching methods, module or lesson design, teaching materials, assessment, student support and the interpretation of the UKPSF and its relevance to professional practice and CPD. They may need to experiment with ideas discovered during the taught 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 peer review of a variety of teaching activities by the new member of staff. For example, an integral component of the assessment for EDMAP1 is a discussion and reflection upon an observation of the mentee's teaching by their mentor. In addition, EDMAP 2 requires staff to undertake at least three peer reviews of teaching, with at least one as reviewer and one as observed reviewee. Some of these may be conducted as a part of any School peer observation scheme but the expectation is that mentors will conduct at least one of the three peer reviews. Staff often find the chance to observe their mentor's teaching activities valuable and wherever possible this should be included in plans.

Whilst mentors are not required to formally assess coursework for the PGCAP or modules therein, it is hoped that they will provide informal, formative feedback on drafts of assignments as part of the "critical friend role".

The PGCAP and modules therein is based around a range of teaching and supporting learning experiences within the HE environment. Mentors will need to check with staff undertaking the PGCAP or modules therein that their remit covers a suitable range of activities to enable them to successfully complete the assessed work and demonstrate achievement and success in the relevant Dimensions and Descriptors of the

UKPSF. Therefore mentors may occasionally need to arrange for the opportunity for additional experience to be acquired.

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

Sometimes new staff find managing their time and various commitments problematic. It is important that those participating on the programme attend all taught sessions for the PGCAP and modules therein, as prolonged absence or a series of short absences may jeopardise their chances of obtaining a successful outcome. Missing sessions is inevitable on some occasions, such as unforeseen illness. However mentors have a role to play in asking about any problems with attendance, and if scheduled taught sessions conflict with obligations and responsibilities in the mentees school/department/directorate or an overloaded schedule is the cause, helping new staff with their organisational skills or negotiating a reduction in workload with the Head of School (or equivalent), in order that arrangements can be made to release mentees to attend the taught sessions. The programme administrator, Jackie Ward, maintains computerised records of attendance and will alert mentors and Heads to any pattern of absence.

Research (where applicable)

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 (or equivalent) 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. Mentees are advised that some written notes of key discussions with their mentors can make good evidence for their e-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
- Continuing personal and professional development, for example, successful mentoring of staff new to teaching may provide evidence for those applying for Senior Fellowship via the FLAIR non-taught CPD route
- Satisfaction through involvement in professional development of colleagues
- Career progression
- Opportunity for an active contribution to the development and quality of the School/Service

Support for Mentors

The Centre for Quality, Support and Staff Development organises briefing sessions for mentors (including a section on unpacking the UKPSF which mentors are expected to draw on to support their work with participants) and will provide advice to Heads, mentors and new staff on mentoring issues. As a part of the PGCAP or modules therein, CQSD will explain to new staff the importance of the mentoring system and will encourage them to be proactive in the working relationship.

Notes for Mentees

Responsibilities of Mentees

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 PGCAP or modules therein
- 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 e-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 Mentees

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 teaching and research (if applicable)
- Adding a subject-specific and School/Service dimension to the PGCAP or modules therein
- 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 (or equivalent)

Choice of Mentor

Normally a mentor should not be the Head of School/Service. It is a good idea for the mentor to be outside the direct management line of the new member of staff. 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 member of staff arrives in the School/Service. The Head of School (or equivalent) would normally make this decision. The final choice will need to attempt to match personalities, research interests (if applicable), 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?
- 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 and completed their PGCAP and/or gained Fellowship status of the HEA 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 mentee or mentor feels that the relationship is not productive, they should discuss the matter with the Head of School (or

equivalent) and if appropriate the mentee should be asked to consider which member of the School/Service 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 PGCAP or modules therein. In addition, models should also make allowance for the time taken to provide effective research and teaching mentoring.

Form A: Record of Discussion with Mentor

This record should be completed by the mentee 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 e-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

Mentee signature _____ Mentor signature _____