EMPLOYABILITY

Lorna Froud, Director of Careers and Employability Services, and Lucy Hawkins, Career Consultancy Manager

Since 2014 the Careers team have been designing and delivering an updated strategy for graduate employability to meet the needs of 21st century graduates, based on five key principles:
1. Being very explicit about Reading’s employability aspirations and its importance for our future success
2. Making employability everybody’s business
3. Inspiring and motivating students to think about their career options and employability from the start
4. Increasing visibility of the careers service
5. Removing institutional barriers to coherent operation of a careers strategy

Enhancing our central service offering

We have expanded and re-structured, and have a new visual identity, an expanded employer team and a lively group of student ambassadors taking our services out of the Carrington Building around the campus - ‘Careers on Tour’. We have engaged students from entry with the Reading Experience Day by showcasing the range of opportunities available at University of Reading alongside the curriculum, vital for eventual success in a competitive labour market.

Supporting Schools and Departments

We are providing more targeted support to Schools and Departments, using a business partnership model to provide joined-up support from linked Careers Consultants, Placement Coordinators and Employer Account Managers. These staff join with key stakeholders in the School to create a School Employability Team (SET). SET meetings are used to ensure that the Head of School has strategic oversight of the employability work which aims to drive our KPI to be in the first quartile for graduate prospects for each subject we teach.

Contact Lucy Hawkins l.a.hawkins@reading.ac.uk to set up a meeting or find out more.

Contributing to the Curriculum Framework

We have been working with staff in the Centre for Quality Support and Development and the Teaching and Learning Deans to support the Curriculum Framework, contributing to toolkits and training staff to help Schools develop curricula which enable students to acquire the four Graduate Attributes:

• Mastery of the discipline
• Skills in research and enquiry
• Personal effectiveness and self-awareness
• Global engagement and multi-cultural awareness

These attributes create great students, and simultaneously develop their ability and capacity to gain graduate-level employment and the confidence and resilience to manage what is often a challenging transition from university to work.

Continued on P2...
EMPLOYABILITY, CONTINUED...

Changing career learning at Reading

Our new policy on Career Learning, which applies to programmes from 2017-18, moves away from a requirement to have five-credits within a module for career management skills (although this can still be retained where it works well). Instead, it moves to align with current best practice – embedding employability throughout a programme, with the flexibility to design what works for the cohort, and guided by key principles for integrative employability learning. The new policy can be found in the Guide to Policies and Procedures for Teaching and Learning, section 7 - www.reading.ac.uk/web/files/qualitysupport/Career_learning_policy_2016.pdf. Your Linked Careers Consultant is able to support your programme-level discussions to guide its implementation. To find out more, or to identify who your Career Consultant is, contact the Careers Consultancy team – l.a.hawkins@reading.ac.uk.

Learning more about our students

At the start of this term every undergraduate was asked two additional questions as part of enrolment/re-enrolment process to indicate their behaviour and cognition around their career planning (an enhanced version of what is known as ‘careers registration’ in the sector). As we gather this data year on year, we learn what different cohorts of students need – we can explore correlation with the sector. As we gather this data year on year, we learn what different

Your Careers Consultant will have the first year of data ready to discuss with you as T&L leaders in your School – contact the Careers Consultancy team – l.a.hawkins@reading.ac.uk to learn more about what your students answered, and what we recommend based on their responses.

Rolling our award-winning mentoring scheme

THRIVE is the Highly Inclusive Career Mentoring scheme for undergraduates in their penultimate study year and stretches across all Schools beyond the Henley Business School. It aims to help undergraduates make a successful transition into the world of work through boosting their social capital and exposure to the workplace with the help of a mentor. Academic support to encourage students to apply, to put us in touch with prospective mentors (whether alumni, research staff or other contacts) is essential for its success.

Head to THRIVE to find out more or email: mentoring@reading.ac.uk.

WIKIS AND CULTURAL CHANGE

For the academic year 2015/16, the Department of History offered a brand new Part 1 programme as part of the History Project. This resulted in the development of three new core modules. Dr Mara Oliva transformed common practice by using technology to carry out full electronic assessment for her module. This project included multiple aspects of digital pedagogy, using Blackboard to perform engaging assessment. This was achieved through innovative and effective use of Blackboard Groups in combination with Blackboard Wikis and Turnitin Assignments, in addition to the Grade Centre for administering students’ marks.

What is a wiki?

A wiki is a collaborative tool that allows students to work as a group on one project and write shared content in the form of a website. They can create a series of webpages that can include images, weblinks and videos, collectively responding to a theme. Mara explains how she used Blackboard Wikis as a new tool for summative assessment.

The Culture Wiki

Journeys through History 2 aims to introduce students to major historical ideas, concepts, beliefs and knowledge systems, and to show how these are exemplified in material culture, with reference to artefacts, buildings, paintings and other works of art, literature and media. We wanted the assessment tools we chose to reflect the cultural and visual elements of the module. Therefore we decided to use a group wiki of 2,000 words (50% of the module mark), which we called the Culture Wiki, and an individual 2,000-word essay on one of the historical concepts.

The Culture Wiki allowed students to create and contribute to several webpages of course-related material. They were expected to display their research, analytical and communication skills by building a website meant for public consumption. In small groups, students created their wikis based on a theme discussed during lectures. Lecturers provided themes in the module handbook and on Blackboard. Our aims for using this form of assessment were to teach students the importance of teamwork and how to write in a concise and accessible way in order to develop an understanding of public history, which offers many employability opportunities to history graduates.

Great results

Overall, the exercise was very successful. According to the feedback, both students and staff enjoyed working on the Culture Wiki. Students said it gave them a chance to look at history from a different angle and realise how many flexible and transferable skills they can gain through studying history. They then decided to take this a step further and extend full electronic assessment to the individual essay, using Turnitin Assignments. This was received very enthusiastically by the students, who appreciated the immediate and flexible, 24/7 access technology can offer.

The project, however, would have never taken off without the invaluable support of the TEL team, in particular Shirin Irvine, Lauren McCann and Maria Papaefthimiou. With their help we arranged training and guidance for the department staff on creating and assessing wikis, using Turnitin for e-assessment and using the Grade Centre. To support students we provided a separate handbook with “how to build a wiki” guidelines, which was uploaded on Blackboard. I then dedicated part of the first lecture to introducing the exercise and answering the questions. Overall, students did not need much support and were very quick at learning – their questions were mainly content related.

We are very pleased with the outcome of the project, so we have decided to continue for the foreseeable future!
The University of Reading takes teaching in all of its forms seriously; while we are a research-intensive university, we are equally committed to supporting teaching and developing teaching excellence across the University, in all the different contexts where teaching occurs. It is a fundamental part of our students’ experience of being at University.

Who teaches and where?
Research students who contribute to teaching at Reading play a vital role in enriching the experience of the students they teach. In CQSD we recognise that teaching occurs in a wide variety of contexts, including: taking part/demonstrating in laboratory or computer classes, facilitating problem-solving sessions, leading or supporting tutorial classes and seminars, accompanying academics on fieldtrips and supporting teaching and learning in the field, online teaching and moderating, supervising projects, assisting other less experienced researchers, as well as in other roles such as invigilating, undertaking teaching-related administration, performing assessments and providing feedback.

We recognise that we have a duty of care not only towards our undergraduate students who are taught by doctoral researchers, but also towards the doctoral researchers themselves. And this is where Preparing to Teach fits in.

What is Preparing to Teach?
Preparing to Teach is a short programme which is offered as a selection of stand-alone sessions as part of the Reading Researcher Development Programme, and is designed to support doctoral researchers who contribute to any teaching and learning activities at the University. Angela Buckingham (Academic Developer) and Peter Randall (Academic Development Officer) delivered Preparing to Teach for the first time this November (it was previously delivered by People Development), with plans to run it again in the Spring Term.

We had a large numbers of enthusiastic participants over the three days of delivery. The core sessions comprise: An Introduction to Teaching and Learning at the University of Reading, including a whistle-stop tour of key policy and practice; an Introduction to Marking and Feedback practices, including a hands-on ‘have a go’ marking task; a choice of either Small Group Teaching or Lab Demonstrating and Leading Small Groups, particularly looking at strategies for managing challenging situations – as well as a number of optional sessions, including Large Group Presentation Skills, Project Supervision, Dissertation Support and the use of Turnitin.

Lauren McCann from the TEL team joined Angela and Peter at the end of Day One to give an overview of the key issues around e-assessment and e-marking and the three days overall provided ample opportunity for numerous discussions and activities, ranging from ways to engage learners to time management and avoiding burnout.

The wider application of teaching skills is self-evident, and can be broad, ranging from (for instance) being able to explain their research to others, to delivering effective research proposals, right through to involvement in public engagement and training opportunities.

We look forward to seeing the impact of these workshops on the teaching and learning that occurs across the campus.


Why is this important?
Where our doctoral researchers take up teaching roles, we need to ensure that they are offered appropriate preparation and support and encouraged to take up training opportunities. This is essential: not only because our doctoral researchers are student-facing, with all the implications this may have in the various TEF-influencing metrics that are collated – but because of the positive impact such support can have on the postgraduate researchers themselves, professionally and personally.

Whether or not they continue into academia or on to work in other sectors, it is evident that the experience of teaching can have a profound impact. The Teaching Lens on the Vitae Researcher Development Framework, which maps the Vitae Researcher Development Framework to the UK Professional Standards Framework, has been developed with this in mind, to demonstrate how the ‘expertise, knowledge and values that are required for teaching in higher education...can contribute to researcher development’.

The T&L Exchange is a resource for sharing the wealth and variety of pedagogic experience that exists within the teaching and learning community at the University of Reading. There is fantastic work done in enhancing teaching and learning at the University, and the T&L Exchange exists to ensure that this can be recognised by the wider community, whose own practice might benefit. The T&L Exchange is at: blogs.reading.ac.uk/t-and-l-exchange/

We welcome submissions to the T&L Exchange from staff at the University of Reading who have recently made a change to their practice, have trialled something innovative, or have designed course content to address a specific teaching and learning need. Submissions can be made to: blogs.reading.ac.uk/t-and-l-exchange/submit-entry/
STUDENT VOICE: A PILOT FOR THE NEW HEFCE QUALITY REVIEW

In October, the University, in conjunction with RUSU, applied and was selected to take part in a pilot programme on student voice mechanisms in the Annual Provider Review—HEFCE’s new quality review process which replaces the QAA’s six-yearly reviews. The pilot is being conducted by The Student Engagement Partnership (TSEP) on behalf of HEFCE. Reading is one of just 16 HE providers participating in the pilot, which is a joint venture between the University and RUSU and runs until summer 2017.

About TSEP

TSEP is a specialist unit hosted within the National Union of Students with a focus on championing and developing student engagement practice in the English HE sector.

Written submission versus structured meetings

TSEP is piloting the following mechanisms as part of the programme:

1. Student-led annual written submissions
2. Structured meetings with students and student representatives

At a workshop led by TSEP in November, attended by the Reading programme team plus a number of academics from different disciplines, the challenges and opportunities posed by the different approaches within our local context were discussed.

At a follow-up meeting, the team reached a consensus to pilot structured meetings, working closely with TSEP to tailor the themes/questions for those within the parameters set by HEFCE. Participation in the pilot allows the University and RUSU to inform the development of HEFCE’s new quality review process, and allows us to gain valuable experience of facilitating the effective contribution of the student voice to this process.

We look forward to updating you on the progress of the pilot as the meetings with students and student reps get underway next term. For further information please contact:

Joy Collier, CQSD (Project Lead): j.collier@reading.ac.uk
Dr Elizabeth McCrum, T&L Dean (Academic Lead): e.m.mccrum@reading.ac.uk
Niall Hamilton, Education Officer (RUSU Lead): educationofficer@rusu.co.uk

The SPLELT meetings with Schools were held over the course of October, with valuable discussions on Schools’ progress and plans for enhancing learning and teaching and how the University can support them in this work. Relevant committees have received reports on the process or will do so shortly.

The Teaching and Learning plans submitted by the Schools, and the subsequent discussions in the meetings, highlighted a number of themes. These issues will be pursued through ongoing project work and submissions to the Planning Group to fund special project activities to explore the issues and find remedies.

Restructuring

The impacts of the restructuring of the University were discussed during the SPLELT meetings. There were two strands to these discussions – impacts as a result of changes to the academic structures, and impacts as a result of changes to support structures. Some of the issues arising from the restructuring of services have been resolved, but there is a need to ensure that Service Level Agreements adequately cover all aspects of University T&L business. New academic structures have led to Schools taking on additional responsibilities for aspects of T&L which previously sat with the Faculties, and a need for additional support for this work has been identified.

Assessment and Feedback

The Assessment and Feedback (A&F) Project has provided successful interventions for a number of Schools/Departments, and the approaches developed during the project will be shared with the broader T&L community.

Schools will take the lead and drive School-level A&F initiatives, supported and facilitated by CQSD, which can provide materials, advice and a supporting framework.

Transnational education

The University has achieved great successes in a limited amount of time with activities in Malaysia and China. These successes have relied, in part, upon considerable effort of the ‘home’ Schools. In order to better support and deliver these activities, the impacts of delivery on ‘home’ Schools need to be better understood and addressed.

Postgraduate provision

The University has noted that postgraduate programmes are operating in an increasingly competitive market. There is a need to define more clearly the purpose of postgraduate provision at Reading, identify barriers to recruitment and deliver improved numbers where appropriate and possible.

Space

A number of Schools raised issues around the availability and quality of teaching spaces and facilities. The 2026 University Strategy outlines a vision for the delivery of state-of-the-art facilities for the University, but there is also a need to identify and implement small-scale, large-impact projects in the interim.

Richard Sandford, Senior Quality Support Officer, CQSD

A T&L READING SPECIAL...

A T&L Reading special edition ‘Curriculum Framework’ will be available from 25th January to coincide with the conference and to ensure all staff have a succinct guide to the principles and graduate attributes underpinning the process of curriculum review.

Each School will review its undergraduate programmes in light of the Curriculum Framework over a three-year period from 2016-17 to 2018-19.

ENGAGING EVERYONE


The conference will provide a platform to launch the University of Reading ‘Curriculum Framework’ and will focus particularly on the inclusive learning and teaching principles espoused in the framework. We particularly welcome involvement from RUSU’s Part-Time Officers and School Reps and staff involved in curriculum review and enhancement.

The keynote speaker is Professor Gurnam Singh, Principal Lecturer in Social Work at Coventry University.

Visiting Professor of Social Work, Chester University and Visiting Fellow in Race and Education, University of Arts, London. He has considerable experience in higher education teaching, research and development and an international reputation for his work on equality and diversity in higher education.

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To join the conference, please email: cqsd-tandl@reading.ac.uk
T&L Reading | Spring 2017

Achieving the PGCAP

Deb Heighes, Head of Academic Development and Enhancement, CQSD

This year saw the first cohort of the EDMAP3 module start and complete their small-scale pedagogic research projects and end their journey to PGCAP (Postgraduate Certificate in Academic Practice). PGCAP is the academic teaching qualification staff can achieve by adding the EDMAP3 module to the first two modules of the FLAIR Academic Practice Programme (APP), EDMAP1 and EDMAP2. Entitled Academic Research and Practice, this optional 20-credit third module enables participants to build on the knowledge, skills and understanding developed during EDMAP1 and 2 of the APP by exploring a specific area of academic practice through a small-scale research project.

Four staff, Dr Nathaniel Vincent, Takulah Reddertale and Stephanie Sharp from the Institute of Education, Dr Philippa Cranwell from the Department of Chemistry and Dr Starinja Miticheva from the Department of Real Estate and Planning, explored a variety of areas of interest: the impact on their learning for students creating their own statistics picture books; exploring the diversity of ‘reading for pleasure’ books in primary classrooms to stimulate attitudinal change in trainee teachers; promoting student engagement through incorporating a capstone experiment within a practical course; combining gaming, case-studies and social media to create a technology enhanced learning and assessment tool to provide real-world application of lecture material.

Most of the group aim to disseminate their work through publication, sharing case studies through T&L Exchange and also presenting at T&L, Showcases or School T&L events. Interested staff who have recently completed the APP are currently sharing their project proposals with Deb Heighes, EDMAP3 module convenor, and once enrolled will begin further exploration of their academic practice.

If you are interested in knowing more about this module please contact Deb Heighes on: deb.heighes@reading.ac.uk

Some Changes in FLAIR CPD

Dr Eileen Hyder, Academic Developer, CQSD

The Spring Term marks an exciting time for the FLAIR CPD scheme as we see the first round of submissions using new, more user-friendly formats. The new formats were developed in response to feedback from staff and were introduced when the Framework was reaccredited by the Higher Education Academy (HEA).

Applicants for Associate Fellow and Fellow of the HEA are now using a new pro forma which is more structured than the previous version, making it more straightforward for applicants to organise their application. In addition, we will see the first submissions from Senior Fellow applicants choosing the new optional oral route in which SF applicants can engage in a ‘professional conversation’ with a small panel of assessors, instead of submitting written case studies. (We will continue to offer the original written route for Senior Fellows for those who prefer a written submission).

We have now made well over 100 awards through the scheme and look forward to this number growing further as more colleagues gain recognition for the high quality work they do in teaching and supporting learning.

More information about the scheme can be found on our website: www.reading.ac.uk/cqsd/StaffTrainingandDevelopment/DevelopingTeachingandLearningPractice/cqsd-FLAIRCPDRoute.aspx

Quality Assurance and Policy

HEFCE Operating Model for Quality Assessment

The new HEFCE operating model for Quality Assessment includes a requirement that the governing body of a provider submit, on an annual basis, assurances about the continuous improvement of the student academic experience and of student outcomes, as well as the reliability of degree standards. The Council has received and considered a report on quality assurance and enhancement and has confirmed its satisfaction with the University’s quality management arrangements and action plan. The Council’s assurances will contribute to HEFCE’s Annual Provider Review. A review is considering how the University’s reporting processes for teaching and learning can best support the Council in fulfilling its governance responsibilities in relation to academic standards and the student academic experience.

Annual Programme Reports

The process for considering Annual Programme Reports has been revised in light of the discontinuation of the Faculties. SBTs will henceforth consider all Reports within their purview and submit them to the DLTs and CQSD, alongside a brief Evaluative Summary. The Faculties Annual Quality Assurance Statement has been replaced by the University Annual Quality Assurance Report, which will be produced by the SBTs and CQSD in light of the Evaluative Summaries and associated Reports for submission to DLT. DLT will consider the Reports and prepare a response, which will be submitted to UBTL alongside the University Annual Quality Assurance Report. The Board will subsequently refer its consideration of the Reports and the University Annual Quality Assurance Report to the Senate.

A Working Group has been established to review the articulation between the processes for producing Annual Programme Reports and the SFLP2M process in future years. The Working Group will reflect, in particular, upon the provision and availability of the various datasets required in the APP and SFLP2M processes, as well as how to ensure an evaluative approach by Schools and how to disseminate examples of good practices.

Periodic Review

The Requirements for the Periodic Review of Programmes policy has been revised to include the new Self-Evaluation Document (SED) for Periodic Review: Guidance notes and template and revised Questions for the School/Department and Periodic Review Panel, effective for Periodic Reviews taking place from the Spring Term 2017 onwards. The SED template and accompanying questions have been devised to ensure consistency with the Curriculum Framework, as well as with current external requirements, and to emphasise the importance of Schools/Departments carefully considering relevant datasets when preparing their SED.

Programme Lifecycle Policies

The new Programme Lifecycle Policies ‘replace the previous policies on programme approval, changes to programmes and programme withdrawal. The new policies clarify the processes for major and minor amendments to programmes, refer to the new Student Contract and Curriculum Framework and reflect the new academic structures in place from 2016-17 onwards. The new Guidelines on the structure of undergraduate and taught postgraduate programmes have also been revised to reflect the new academic structures and changes to other existing policies and practices.'
The Policy on providing feedback to students on their performance has been revised to ensure sufficient clarity in a number of areas and to provide additional information in respect of monitoring of, and compliance with, the 15-day turnaround time, and electronic submission, assessment and feedback. The policy confirms the normal expectation that the definition of ‘working day’ refers to the country where the module is delivered.

Turnitin guidelines

Guidelines for staff to follow upon receipt of an email request from Turnitin to allow a person from another institution to view a student’s paper held in the Turnitin paper repository are available at: wp.me/P6kHTL-yz. The guidelines are intended to provide a consistent approach to handling requests at a local level and to ensure compliance with UK data protection and copyright legislation.

ASSESSMENT AND FEEDBACK

Policy on providing feedback to students on their performance

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...AND SOME OTHER WORK UNDER WAY OR COMPLETE

• A review of the policies and procedures relating to extenuating circumstances began in the Autumn Term 2016.
• A Teaching Excellence Framework (TEF) briefing page with FAQs has been published on the Discover Reading web site and reflects the details of the final Year Two Specification published on 29 September 2016: www.reading.ac.uk/ready-to-study/study/fees-and-funding/fees-and-funding-home-eu-undergraduate-students-fees/tef-and-future-tuition-fees.aspx.
• The University will have submitted, or be on the point of submitting its TEF application by the time T&L Reading is published.
• The Learning Gain Project is in its second year and will continue to pilot measures of Learning Gain, including student grades, self-reporting surveys, standardised tests and other qualitative measures.
• Revised guidance on the Academic Practice Programme is available on the CQSD website.

NATIONAL INITIATIVES

Colleagues are asked to note that the QAA has published revised subject benchmark statements in the following: Paramedics; Landscape Architecture; Sociology; Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Science; Area Studies; Health Studies; Psychology; Social Work; Music; Communication, Media, Film and Cultural Studies; and Land, Construction, Real Estate and Surveying.
### T&L EVENTS CONTINUED

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<thead>
<tr>
<th>Event</th>
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<th>Time</th>
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<tbody>
<tr>
<td>Directors Of Teaching And Learning Termly Meeting</td>
<td>01/03/2017</td>
<td>12:15 – 13:45</td>
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<tr>
<td>Demystifying IELTS – What English Language Entry Levels Really Mean For You And Your Students</td>
<td>01/03/2017</td>
<td>14:30 – 16:30</td>
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<tr>
<td>ASD/Asperger Syndrome - Learning From Experience</td>
<td>02/03/2017</td>
<td>09:30 – 12:30</td>
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<td>FLAIR CPD Scheme - Briefing Event</td>
<td>03/03/2017</td>
<td>13:00 – 14:00</td>
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<td>TEL Practitioner Forum Meeting</td>
<td>06/03/2017</td>
<td>12:15 – 13:45</td>
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<tr>
<td>T&amp;L Policy: Student Support And Engagement 2 (Policies)</td>
<td>06/03/2017</td>
<td>14:30 – 16:00</td>
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<td>The Roles And Responsibilities Of Doctoral Examiners</td>
<td>07/03/2017</td>
<td>11:30 – 15:00</td>
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<tr>
<td>Effective Classroom Management Strategies: Introductory Workshop</td>
<td>08/03/2017</td>
<td>09:30 – 12:00</td>
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<td>Developing Your Students’ Critical Thinking Skills: Workshop</td>
<td>08/03/2017</td>
<td>14:00 – 16:00</td>
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<tr>
<td>TEL: BB4 Groups: Creating &amp; Managing Groups In Blackboard</td>
<td>08/03/2017</td>
<td>15:00 – 16:30</td>
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<tr>
<td>TEL: BB Assignment: How To Use The Blackboard Assignment Tool For E-Assessment</td>
<td>10/03/2017</td>
<td>10:00 – 11:30</td>
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<tr>
<td>TEL: Surgery</td>
<td>14/03/2017</td>
<td>15:00 –15:30</td>
</tr>
<tr>
<td>TEL: Surgery</td>
<td>14/03/2017</td>
<td>15:30 –16:00</td>
</tr>
<tr>
<td>UTFS Fellows Lunch</td>
<td>15/03/2017</td>
<td>12:15 –13:45</td>
</tr>
<tr>
<td>Designing Assignments With Assessable Learning Outcomes</td>
<td>15/03/2017</td>
<td>14:30 –16:00</td>
</tr>
<tr>
<td>TEL: Turnitin: Using Turnitin For E-Assessment</td>
<td>15/03/2017</td>
<td>15:00 –16:30</td>
</tr>
<tr>
<td>T&amp;L Showcase: University Teaching Fellowship, Palmer 107 (NO BOOKING REQUIRED)</td>
<td>16/03/2017</td>
<td>13:00 –14:00</td>
</tr>
<tr>
<td>TEL: BB Originality: How To Interpret A Turnitin Originality Report</td>
<td>17/03/2017</td>
<td>15:00 –16:30</td>
</tr>
<tr>
<td>Fostering A Student Sense Of Belonging At UOR</td>
<td>20/03/2017</td>
<td>09:30 –11:30</td>
</tr>
<tr>
<td>PGT School Directors Community Of Practice Lunch</td>
<td>20/03/2017</td>
<td>12:15 –13:45</td>
</tr>
<tr>
<td>FLAIR CPD Scheme - Briefing Event</td>
<td>21/03/2017</td>
<td>13:00 –14:00</td>
</tr>
<tr>
<td>TEL: APP’etite: Using Apps In Teaching And Learning</td>
<td>22/03/2017</td>
<td>13:00 –14:00</td>
</tr>
<tr>
<td>Meeting The Challenge Of Assessment At Programme Level</td>
<td>22/03/2017</td>
<td>14:30 –16:00</td>
</tr>
<tr>
<td>TEL: Surgery</td>
<td>29/03/2017</td>
<td>15:00 –15:30</td>
</tr>
<tr>
<td>TEL: Surgery</td>
<td>29/03/2017</td>
<td>15:30 –16:00</td>
</tr>
<tr>
<td>University Teaching Fellowship Scheme: Writing Your Application</td>
<td>30/03/2017</td>
<td>13:00 –14:30</td>
</tr>
<tr>
<td>Tel: Using APPs To Facilitate Student Engagement: Active Learning In The Classroom</td>
<td>05/04/2017</td>
<td>14:00 –15:00</td>
</tr>
</tbody>
</table>

*Please book through Employee Self Service (venue details will be sent after booking).*