Postgraduate Certificate in Academic Practice 2022–23
Programme Handbook

Disclaimer

The University's Ordinances and Regulations are available in the Governance zone on the website, and programme information can be found in the relevant Programme Specification and module descriptions. Should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specification or module descriptions, the latter documents shall prevail.

Governance zone

University of Reading Programme Specifications

University of Reading Module Descriptions

Please keep this handbook available as you will need to refer to it.

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Introduction and welcome

Welcome from the 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. Intrinsically 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 Advance HE's 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 from the programme team

We would like to warmly welcome you 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 and we will do our very best to support you during your studies. The programme will provide you with 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.

We look forward to working with you.

Angela Buckingham, Programme Director and EDMAP2 Module Convenor
Dr Alexandra Savage, EDMAP1 and EDMAP3 Module Convenor
Dr Clare McCullagh, Dr Jo Cordy and other members of the Academic Development and Enhancement Team – APP tutors and EDMAP3 supervisors
Sarah Ainsworth-Peddie, Support and Development Administrator

Your Programme Handbook

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 Essentials student webpages and the 'Important Stuff' webpage on Essentials.

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

The material in this handbook can be provided in alternative media. Please discuss your requirements with Sarah Ainsworth-Peddie at flair-app@reading.ac.uk.

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

CQSD and general academic information

Key Dates for EDMAP1 and EDMAP2 compulsory taught sessions

EDMAP1	Date
Day 1	Thursday 5th January 2023 (Face to face)
Day 2	Friday 6th January 2023 (online)
Day 3	Tuesday 28th March 2023 (online)
EDMAP2	Date
Day 1	Wednesday 29th March 2023 (Face to face)
Day 2	Thursday 29th June 2023 (online)
Day 3	Friday 30th June 2023 (online)
Day 4	Wednesday 13th September 2023 (in person)
Day 5	Thursday 14th September 2023 (in person)

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 www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/academicengagement-fitnesstostudy.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.

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.

Partnership
The foundation of our University community

The following principles underpin the approach that students and staff take to working in partnership at Reading.

Partnership:
- Is based on values of trust and respect
- Is empowering and inclusive
- Enables the collaborative development of meaningful change
- Creates a sense of belonging to an academic community.

You can find out more about the Principles of Partnership, including further resources to support student-staff partnerships and collaborative working, on the Student-Staff Partnerships webpage.

🖥 Student-Staff Partnerships

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/pdf22/PPTZFPSAPPHC22.pdf

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	Introduction to Academic Practice	10	7
EDMAP2	Developing Academic Practice	30	7
EDMAP3	Academic Research and Practice	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 14 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 Support and Development Administrator, Sarah Ainsworth-Peddie (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 (Education and Student Experience) 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 UKPSF

The APP forms the taught pathway within the University of Reading Advance HE accredited Framework, FLAIR – **F**acilitating **L** & T **A**chievement and **I**ndividual **R**ecognition. 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	*Introduction to Academic Practice*	1	Associate
EDMAP1} EDMAP2}	*Introduction to Academic Practice* *Developing Academic Practice*	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.advance-he.ac.uk/fellowship/your-routes-fellowship#fees.

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. The University Strategy 2020-26 makes clear that teaching is not only regarded to be as much of a priority as research is, but the two are viewed as interlinked.

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 to help you target appropriate future CPD. 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 UoRLearn. 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 Advance HE, peer review of teaching etc.) outside of the taught sessions of the APP. Whilst UoRLearn 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 RPL

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 2023 – March 2023 and EDMAP2 runs from March 2023– March 2024.

**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 should usually be equivalent to at least level 4 or above within the [Framework for Higher Education Qualifications (PDF, 240KB)](). Some programmes and activity outside of level 4 also meet the criteria for a higher education context, for example higher education foundation programmes and open online courses designed within higher education contexts. The programme team will be able to advise if there are any queries about this.

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 Support and Development Officer, Sarah Ainsworth-Peddie, (CQSD), via flair-app@reading.ac.uk, 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 (Education and Student Experience):

- 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 EDMAP1 exemption) or Fellow, Senior Fellow, or Principal Fellow of the HEA (for APP exemption).

- Documented evidence of a track record of relevant teaching experience.

Recognition of Prior Learning (RPL)

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 Support and Development Administrator, Sarah Ainsworth-Peddie (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 Recognition of Prior Learning (RPL).

Recommended reading

Detailed TALIS reading lists for all three modules are available from the Blackboard courses for the modules. A few key texts are listed below, all of which are available as e-books in the University library, but please refer to the TALIS reading lists in Blackboard for the full range of recommended reading.

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.

Online resources

The UK Professional Standards Framework for teaching and supporting learning in higher education (2011). Available at https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf [accessed 10/11/2021]

Advance HE has many useful learning and teaching resources: https://www.advance-he.ac.uk/knowledge-hub [accessed 10/11/2021]

Education databases for finding articles: http://libguides.reading.ac.uk/education/e-resources [accessed 10/11/2021]

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 10/11/2021]

Blackboard

Blackboard is our online Virtual Learning Environment (VLE) and gives you flexible access on any device to your online learning materials, resources and activities. These may include timely announcements, lecture notes, reading lists, screencasts and recordings. You can use the option in your courses to automatically convert module documents into an alternative format that helps you use them, for example: audio, ePub or PDF. You will also use Blackboard to submit your coursework electronically and to receive all of your initial marks and feedback.

Further information can be found using the links below:

⌨ Information on Blackboard

⌨ Online assessment and feedback

⌨ Choose accessible alternative document formats

Support for you and your studies

Inclusivity

The University is committed to inclusivity, which includes ensuring our teaching and learning practices are accessible to all, as set out in the Curriculum Framework. Our Policy on Inclusive Practice in Teaching & Learning provides greater clarity and emphasis to our commitment to an inclusive approach. Find out more on Essentials - Accessible teaching and learning materials.

Disability Advisory Service

The University of Reading welcomes disabled students and has a dedicated Disability Advisory Service. The service offers information, advice and guidance to students with any disability, long term medical or mental health diagnosis, or specific learning difference (SpLD) such as dyslexia. We can work with you to make reasonable adjustments to enable you to participate fully in academic life.

The team can offer advice on applying for extra support through Disabled Students' Allowances (DSA) and, with your permission, liaise with your Department, the Examinations Office and Support Centre to agree reasonable adjustments for teaching and learning and exams.

If you have not yet told the University about your disability or your learning difference, or have not disclosed it on your application, you can discuss the implications of a disclosure in complete confidence with one of our Disability Advisers.

If you think you might require support, but are not sure if you are eligible, please get in contact with us via phone on 0118 378 4202 or email at disability@reading.ac.uk, so that we can discuss your needs.

More information on the wide range of disability support offered to assist you through your studies and how to register with the Disability Advisory Service can be found here.

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/cqsd/-/media/project/functions/cqsd/documents/qap/feedbackonstudentperformance.pdf

https://www.reading.ac.uk/essentials/Study/Online-Assessment-and-Feedback

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

For EDMAP1 and EDMAP2 you will be assigned an APP Tutor, whose role is to answer questions and provide feedback, where appropriate, for the duration of your time on the APP. For EDMAP3 you will be assigned a supervisor from within the PGCAP team, to support your progression through your research project.

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 EDMAP3, in addition to your supervisor from the PGCAP team within CQSD, you are expected to also seek a discipline specific supervisor, usually from within your School, who can act as a critical friend to you during your research project.

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.

Written work

Reference and citations

The Harvard or APA system for citing references and compiling a bibliography must be used for all assessed work, apart from assessed work for EDMAP3, where it is acceptable to use the style required by the journal you have targeted for publication of your research.

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.

Developing good learning practices

Academic integrity

'Academic integrity' describes the values held to be essential in university study in the UK. The six core values we work to are:

- **Honesty** – being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.

- **Trust** - preparing work that is honest, thoughtful and genuine.

- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others' work as your own.

- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.

- **Respect** – for your fellow students, your tutors, and the work of other scholars.
- **Courage** – taking a stand to address a wrongdoing and defending integrity.

(Adapted from International Center for Academic Integrity (2021), *The Fundamental Values of Academic Integrity*, 3rd edition, online at Fundamental Values of Academic Integrity, accessed 18th May 2022.)

Clear written communication skills and the use of editorial and proof-reading services

Students who are concerned about or wish to improve their written English are encouraged to:

- Discuss your writing skills with your Academic Tutor or other member of School staff
- Consult Study Advice, who are happy to advise on writing skills and improving the clarity and accuracy of writing
- Consult the Academic English Programme, which provides academic language and communication skills support to international students.

Students should be mindful that they are not permitted to use another person ('third party') to proof-read or edit their assessed work. Further guidance can be found on Essentials:

🖥 Clear written communication: authorship, responsibility and sources of support.

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 www.reading.ac.uk/exams/policies-and-procedures/academic-misconduct

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'.
Plagiarism is when someone else's work is passed off as your own. It may include:

- using someone else's words directly without accurately acknowledging their authorship (whether this is from a published source or another student)
- using ideas from someone else's work without accurately acknowledging their source
- colluding with another student to produce the same or similar work
- passing off someone else's original work (e.g. commissioned essay) as your own

Although you may be thinking that you would never be so dishonest, it is possible to commit plagiarism unintentionally. Unintentional plagiarism can happen if:

- you are not careful about recording details or note-making
- you do not learn how to cite references to comply with university standards
- you do not fully understand the role that references play in your academic writing

These errors also put you at risk of committing **poor academic practice**. This is the term used when you produce work which may be fully referenced, but (for instance) relies too heavily on only one or two sources, or is generally too derivative (includes too many words quoted from other people and not enough of your own analysis and exposition), or is inadequately paraphrased (too close to the original).

Both plagiarism and poor academic practice leave you liable to penalties which may be determined at a School or University level. These can range from a substantial reduction in your marks (or even a mark of zero) which can affect your final degree classification, to a formal misconduct hearing which may result in your being asked to leave the University.

Further advice on avoiding unintentional plagiarism, along with a guide to building references into your writing, can be found in the Academic Integrity Toolkit or by contacting the Study Advice Team.

Turnitin

You may have been told that your work will go through Turnitin when it is submitted, and wondered what Turnitin is. A common misconception you will hear is that Turnitin is a plagiarism checker. In fact, Turnitin is a tool which, if properly used and if your tutor enables it, can help you to work with academic integrity when you are referring to sources in your writing.

Turnitin is a program which checks your work for originality: that is, it searches through its database of published texts, webpages and student assignments to see if there are any areas which have a significant match to your work.

Turnitin is NOT a plagiarism detector. Your tutors will use Turnitin to alert them to possible problems, but they are also familiar with your writing and with the literature in your field, and they will use their experience and academic judgement to identify any issues with your use of references.

Further information on Turnitin can be found in the Academic Integrity Toolkit.

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.

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 and Student Experience

The PGCAP and modules therein are overseen by the PG (non-ITE) Board of Studies and Student Experience (BOSSE) (IoE). This then reports to the School Management Board (SMB) and the University Board for Teaching, Learning and Student Experience (UBTLSE) and its sub-committees on matters arising as appropriate, through the School Director for Teaching and Learning (SDTL). The BOSSE will report on progress against programme priorities and activities highlighted in the School's Action Plan, to the SMB on a termly basis. SME are required to address any matters which have not been resolved by the BOSSE.

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 www.reading.ac.uk/exams/information-for-staff/external-examiners).

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 formal and informal methods: end of module feedback, mid-module evaluation, an opportunity to meet with the External Examiner and end of programme evaluation. 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 and Student Experience. You are also encouraged to raise issues if and when they arise with your PGCAP Tutor, the Module Convenors or the Programme Director. A Student-Staff Partnership Group Liaison meeting is held once a year, to which all students are invited, where group discussion about the current programme and future direction occurs.

Members of Staff

All questions, queries or concerns about the programme should be directed to:
Sarah Ainsworth-Peddie, Support and Development Administrator (CQSD) in the first instance. All PGCAP Staff contact details are provided in Appendix 2.

Communication

As the PGCAP is a programme of the university, you will be enrolled as a student via RISIS, generating a student username, password and email address, and then automatically enrolled onto Blackboard for the relevant modules. You may wish to set up an automatic email forwarding address from your student account so that you do not miss any important emails either from us via Blackboard or from other areas of the university. In line with University policy, the default method of communication on the programme is email.

In some circumstances, for example where your APP Tutor is emailing you directly, your staff email is more likely to be used.

Information is also provided electronically using the Blackboard Learn portal(http://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 via the Essentials webpages (https://www.reading.ac.uk/essentials/).

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.

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.
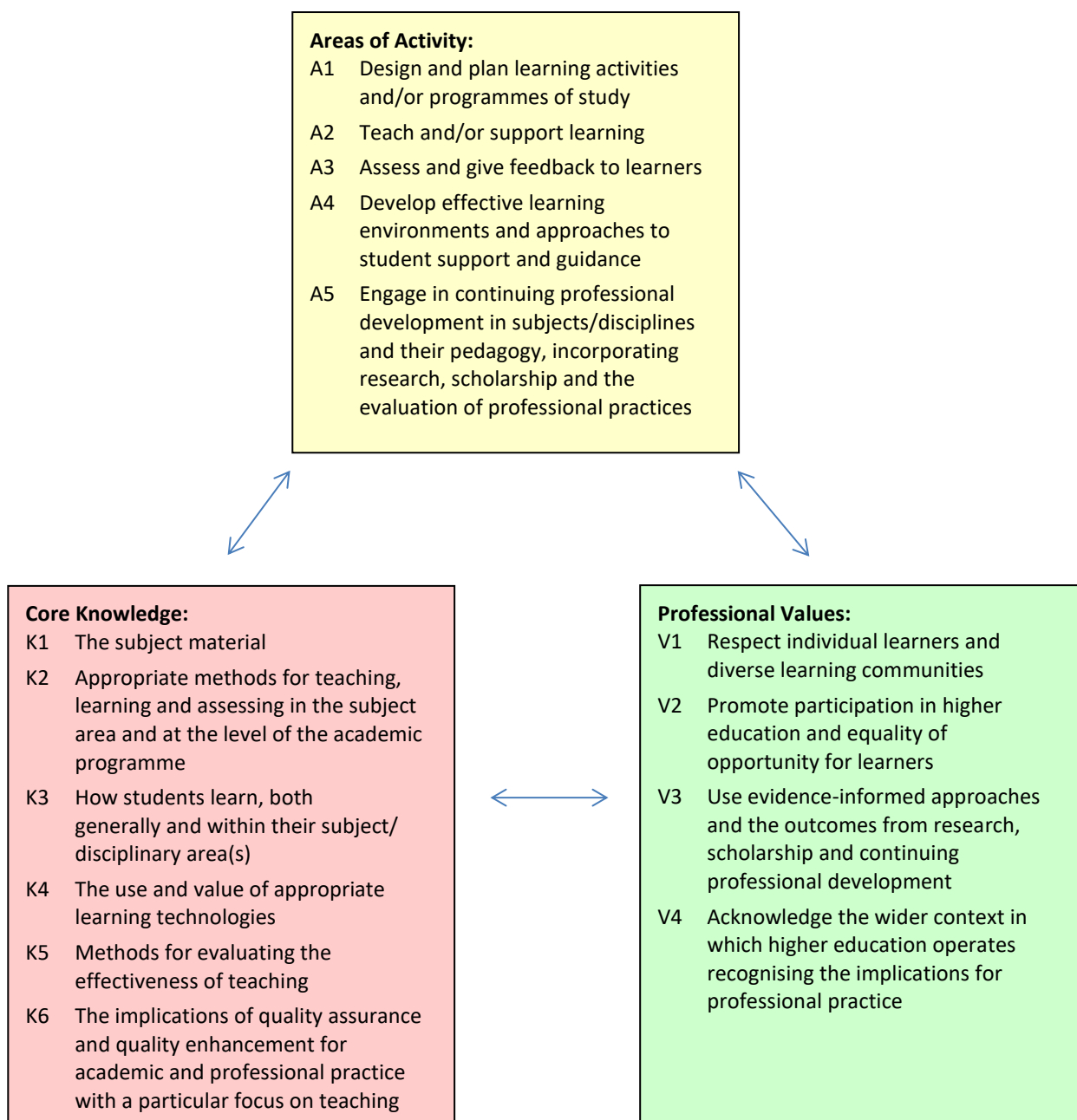Further online information:
Health and Safety Services: www.reading.ac.uk/health-and-safety/
Security Services: www.reading.ac.uk/security-services/

Appendix 1: The Higher Education Academy UK Professional Standards Framework

Dimensions of the framework:

Areas of Activity:

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

A2   Teach and/or support learning

A3   Assess and give feedback to learners

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

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

Core Knowledge:

K1   The subject material

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

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

K4   The use and value of appropriate learning technologies

K5   Methods for evaluating the effectiveness of teaching

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

Professional Values:

V1   Respect individual learners and diverse learning communities

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

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

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

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
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of: 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	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: 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	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: 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	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: 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
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: 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	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: a. Experienced staff able to 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	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: 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	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: 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

Appendix 2: Members of staff

Angela Buckingham MA, RSA Dip TEFLA, PGCE (DTLLS), SFHEA	Programme Director and EDMAP2 Module Convenor	a.s.buckingham@reading.ac.uk
Dr Alexandra Hayward, MSc, PhD, PGLTHE, FHEA	EDMAP1 Module Convenor and EDMAP3 Module Convenor	a.j.hayward@reading.ac.uk
Dr Clare McCullagh RSA MA, EdD, Dip TEFLA, SFHEA	APP tutor	c.e.mccullagh@reading.ac.uk
Dr Nina Brooke PhD, FHEA	APP tutor	n.m.brooke@reading.ac.uk
Dr Jo Cordy MSci, PhD, FHEA	APP Tutor	j.cordy@reading.ac.uk
Dr Michael Kilmister PhD, FHEA	APP tutor	m.kilmister@reading.ac.uk
Sarah Ainsworth-Peddie BSc	Support & Development Administrator	flair-app@reading.ac.uk
Sarah Marston MA, PGCE, SFHEA	School Director of Teaching & Learning, IoE	s.m.marston@reading.ac.uk