Introduction to Academic Practice

HANDBOOK

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Contents
Welcome ................................................................................................................................................. 3
Welcome to CPD for Learning and Teaching at Edinburgh ................................................................. 4
About this handbook .............................................................................................................................. 5
IntroAP eligibility criteria and registration processes ......................................................................... 5
  Higher Education Academy (HEA) accreditation ............................................................................... 6
IntroAP content and structure ............................................................................................................... 6
  Completion requirements .................................................................................................................. 6
Table 1: IntroAP overview .................................................................................................................... 9
Completion and extensions, special circumstances, and appeals ......................................................... 10
  Completion, extensions and special circumstances ............................................................................ 10
  IntroAP Award Panel ......................................................................................................................... 10
  Appeals ............................................................................................................................................ 10
IntroAP - Aims and Outcomes .............................................................................................................. 10
Student feedback on the IntroAP ......................................................................................................... 11
Introducing the team ............................................................................................................................. 11
IntroAP queries and course team contact details ................................................................................ 12
Table 2: Judgement Pro-Forma for IntroAP panel ................................................................................. 13
Appendix 1: Information for referees ................................................................................................ 14
Appendix 2: Reflective Practice Account Cover Sheet ....................................................................... 15
  Cover Page ....................................................................................................................................... 15
Appendix 3: Extension requests and Special circumstances .............................................................. 16
  Late submissions ............................................................................................................................... 16
  Extensions ....................................................................................................................................... 16
Appendix 4: Complaints ......................................................................................................................... 16
**Welcome**

We are really pleased to introduce you to the course Introduction to Academic Practice (IntroAP). The course is a key part of the University of Edinburgh’s support for Tutors and Demonstrators (T&Ds) which is in turn part of the Continuing Professional Development Framework for Learning and Teaching. It is one of the routes towards Associate Fellowship of the Higher Education Academy (HEA), now part of Advance HE, for junior teachers. Further details of this wider framework can be found on the Institute for Academic Development (IAD) web pages.

The IntroAP is ideally suited for experienced T&Ds with an interest in furthering the development of their teaching experiences. It builds on the current series of IAD Workshops for T&Ds and provides a way of taking teaching practice at this category a big step further. It also plugs a gap for T&Ds who were keen to embark on the Postgraduate Certificate in Academic Practice (PgCAP) but who do not have a sufficient range of teaching experience, or time left at the University of Edinburgh to do so.

The IntroAP runs over one semester during which you will have regular face-to-face and online contact with a small cohort of peers and facilitators that you will get to know well. You will also be asked to carry out new and different tasks around your current teaching duties. As such, participation in the IntroAP is a great opportunity to focus in on specific aspects of your teaching; to gather new ideas, to consolidate and think about your current practice; and to discuss and share your reflections with teachers in similar situations and at similar stages of their teaching career.

We always welcome feedback on the course and encourage participants to discuss their observations about the materials and the ways in which they are introduced, the balance between the demands on one hand, and the benefits they feel they gain on the other, and any other feedback you think might be helpful to us. Comments can be emailed directly to the IntroAP administrator, or submitted through the Comments / Feedback section in Learn.

We hope you find the IntroAP enjoyable and rewarding and we look forward to working with you.

With best wishes,

Dr Fiona Quinlan-Pluck, AFHEA (Course Coordinator IntroAP, Institute for Academic Development)
Welcome to CPD for Learning and Teaching at Edinburgh

I am delighted to welcome you to the Introduction to Academic Practice and hope that this will be a valuable step toward rich engagement with CPD for learning and teaching throughout your career. A key part of the mission of the University of Edinburgh is to provide the highest quality learning and teaching environment for the greater well-being of our students. Tutors and demonstrators are absolutely central to achieving this aim. Participation in the Introduction to Academic Practice provides you with the first stage of nationally recognised accreditation with the Higher Education Academy (now part of Advance HE) as an Associate Fellow. As your experience and responsibilities develop through your career you may have the opportunity to continue to Fellowship, Senior Fellowship or Principal Fellowship and we can provide you with opportunities to work toward all of these levels.

Best wishes for your work on the Introduction to Academic Practice and your future career.

Dr Velda McCune (Deputy Director, Institute for Academic Development)
About this handbook

This document is the main reference point for the course Introduction to Academic Practice (IntroAP). It is given to all participants upon registration for the IntroAP and its master copy is found on the IAD webpages and in the Learn materials for this course, and is updated there as required. Participants are alerted to updates to this handbook when necessary. Comments are welcomed. Please send them to IAD.tutdem@ed.ac.uk. They will be passed on anonymously if you request this.

IntroAP eligibility criteria and registration processes

The IntroAP is intended for experienced T&Ds, and anyone with current teaching roles at the University of Edinburgh who would like to further develop their teaching experience. To be eligible for participation you are required to have previous teaching experience at a university level for at least two semesters before the start of the course, and to have a current teaching role while you participate in IntroAP. These are important eligibility conditions on which the required tasks for course completion are based. Unless you are currently teaching and have some previous experience on which to reflect you will not be able to carry through the requirements to complete the IntroAP. Therefore applications need to include one reference letter, preferably from a Fellow of the HEA, confirming the applicant’s previous teaching experience, written in accordance to the UK Professional Standards Framework (UKPSF) (see Appendix 1 providing information for referees).

The IntroAP was offered by the Institute for Academic Development (IAD) at the University of Edinburgh for the first time in January 2014. It is accredited by the Higher Education Academy (HEA) at Associate Level (Descriptor 1 (D1)) and is part of Edinburgh University’s institutional Continuing Professional Development (CPD) framework for learning and teaching (further details below).

According to the UKPSF, at D1, evidence of appropriate engagement and commitment to learning and teaching needs to be demonstrated with:
1. two of the five Areas of Activity;
2. Core Knowledge and understanding of at least K1 (‘the subject material’) and K2 (‘appropriate methods for teaching and learning in the subject area and at the level of the academic programme’); and
3. all Professional Values.

Alternative routes for seeking HEA accreditation are specified elsewhere on the IAD website.

Usually, IntroAP runs twice a year, once in each semester. Registration for the IntroAP is via an online application form on the IAD website. If you require the application form in an alternative format, please contact iad.tutdem@ed.ac.uk. Places are allocated on a first-come-first-serve basis as much as possible. However, if we are oversubscribed, we may need to prioritise participants. We will take applicants who cannot be accommodated into account for our next intake.

Priority order, if needed, will be:
1. PhD candidates in their final years
2. Staff on short term contracts
3. Other PhD candidates
4. Other Staff
5. Masters students
6. Undergraduate students
Information Sessions about the IntroAP are scheduled during the application periods (August for Semester 1 and November for the Semester 2 intake). Details and registration for these sessions are found on the [IAD website](#). It is not necessary to attend this session, but it is a good occasion for answering detailed queries about the course and making sure that this is the best route towards accreditation for your career stage and level of teaching experience.

### Higher Education Academy (HEA) accreditation

The IntroAP is accredited by The Higher Education Academy (HEA), now part of Advance HE, for Associate Fellowship. Details about the HEA and their accreditation services are found on the [HEA website](#). The UK Professional Standards Framework ([UKPSF](#)) forms the basis of this accreditation. It was endorsed by the UK Higher Education sector in December 2011 and provides a reference point for the accreditation of HE teaching in the UK and is recognised in other parts of the world. The tasks and materials in the IntroAP are aligned with the UKPSF. Every participant who completes the IntroAP successfully will be automatically eligible for HEA Associate Fellowship with the help of our administrator. There are no further fees involved in becoming an Associate Fellow of the HEA through this route provided that the candidate is a registered student or member of staff at the University of Edinburgh at the time of completing the IntroAP. Should this not be the case, the HEA charges a standard admin fee.

### IntroAP content and structure

*Table 1* provides a schematic overview of IntroAP. A detailed description of each element is provided below.

### Completion requirements

In brief, participants are required to:

1. Participate in three face-to-face IntroAP seminars, which are scheduled during the relevant semester. Unfortunately, we cannot admit candidates onto the IntroAP if they cannot make arrangements to participate in these mandatory Wednesday afternoon seminars, as these are a core requirement for course participation.

2. Participate in two workshops of their choice in the IAD [Workshops for T&Ds](#) series, or equivalent, which can be taken at any time during the IntroAP, or within the three years before they start the IntroAP. Most workshops are face-to-face and take place on Wednesday afternoons. Some online Workshops for T&Ds may be available.

3. Complete several written tasks including: an account of a teaching observation exercise; regular contributions to the IntroAP discussion board in Learn (these are monitored but not marked); and a final written online submission in the form of a Reflective Practice Account (RPA). The final assignment is marked as ‘We recommend to the HEA that accreditation is granted’ or ‘We advise a re-submission’. There are specified deadlines for the completion of each written task, which will be detailed in Learn. For an idea of the criteria, see also the IntroAP panel judgement proforma in *Table 2*.

4. Provide a second reference letter, preferably from a Fellow of the HEA.

**In more detail:**

**Three IntroAP seminars** - Participants must attend three compulsory seminars. All three seminars take place on Wednesday afternoons from 1.30-4.30pm. The dates of the seminars are detailed on our [website](#) and in Learn. The seminars are designed to bring the cohort of participants together to discuss their work, and to introduce and prepare participants for the written tasks they complete between seminars. They are an essential part of the course. Therefore:

- Only in exceptional circumstances can a participant be excused from participating in a seminar, and in any case, absence from attending more than one seminar will automatically lead to the participant’s withdrawal from the course.
Following seminar absence, an alternative task equivalent to the work done in the seminar will be issued and completed before the next seminar to ensure that the absence does not lead to missing parts of the course material.

Two IAD workshops for T&Ds - Participants are required to participate in two workshops of their choice in the IAD Workshops for T&Ds series or, by negotiation, equivalent workshops. Participation prior to the start of the IntroAP is also recognised towards fulfilling this requirement as long as the workshops have taken place within three years prior to the final IntroAP assignment submission. The IAD keeps records of participation in these workshops, so there is no need to produce other evidence. Participation in another similar workshop can be approved on request provided that you present a brief description of what was covered in it together with your learning points (around 200-300 words).

A teaching observation exercise – This exercise is completed between the second and third seminar (dates are detailed in Learn). Participants are required to carry out a teaching observation exchange with a colleague, normally another IntroAP participant, and to write this experience up individually as a contribution to the discussion board in Learn. (There is a dedicated set of materials and a discussion board to which all participants gain access when they register for the IntroAP.) Reviewing teaching is the theme of the second seminar that prepares participants for this task and enables them to make practical arrangements for carrying it out. Feedback on teaching is also discussed in the IAD Workshops for T&Ds. Completion of this exercise is done by specific deadlines and monitored, but the accounts that are submitted are not marked.

Contributions to Learn - Participants are required to submit several substantial contributions to the discussion board in Learn including comment on their peers’ contributions by specific deadlines at several points during the IntroAP. These contributions are monitored but not marked.

The Reflective Practice Account (RPA) – This is the main and final written task submitted by all participants (the exact dates are in Learn, and reminders will be posted). It consists of a reflective account (of 1400 words) of teaching practice with commentary. In this assignment participants need to evidence all the requirements of D1 of the UKPSF, namely:

- Demonstrate successful engagement with at least two of the five Areas of Activity (between A1 and A5) according to the participants’ various teaching roles and contexts;
- Outline at least K1 and K2 of Core Knowledge, which the participant used while undertaking those teaching activities;
- Demonstrate commitment to all Professional Values (V1 to V4) in their teaching activities.

Furthermore, and still in relation to D1 of the UKPSF, the RPA needs to include appropriate references to relevant literature, to demonstrate commitment to pedagogical research and/or scholarship. While it is not required to explicitly refer to any professional development activity in the RPA we remind participants that it is a requirement for completion to attend at least two T&Ds workshops or similar courses (see details above).

The seminars, workshops and online tasks that participants engage in in the run up to this assignment provide multiple ways of preparing for the RPA, i.e. participants are asked to post up similar written tasks for discussion and comment from peers in the run up to the deadline. We encourage participants to write about Areas of Activities significant to their current practice upon which they wish to reflect.

This final assignment is carefully evaluated by the members of the IntroAP team in the first instance. The marking criteria (Table 2) match the criteria of D1 of the UKPSF, looking for demonstrations of engagement with and understanding of the relevant Dimensions of the UKPSF, including areas of activity, its professional values and core knowledge as appropriate. This includes evidence of engagement with ‘HE research and scholarship and continual professional development’ (UKPSF V3). All final submissions of the reflective practice accounts must have a cover sheet on the first page.
when submitting electronically in Learn (see Appendix 2). The cover sheet has a checklist to remind you of the assignment and course requirements.

Outcomes will be either ‘We recommend to the HEA that accreditation is granted’ or ‘We advise a re-submission’. In the unlikely event that their first attempt does not meet the requirements, participants have a chance to re-submit their written work following detailed feedback from the course markers. A second submission needs to be completed within two weeks so that they can complete accreditation requirements with the rest of the cohort. If this is not managed, their resubmission is due by the following IntroAP deadline and no more than two years after the participant started on the IntroAP, unless there are special circumstances that merit this rule to be reviewed (more information about special circumstances, re-submissions, appeals etc. is given elsewhere in this handbook and in more detail on Learn).

Other IntroAP resources - Participants are encouraged to make use of other forms of IAD support for T&Ds. For example, the IAD website points to resources including the IAD Resources on Tutoring and Demonstrating in Learn.
<table>
<thead>
<tr>
<th>IntroAP Elements</th>
<th>Format</th>
<th>Requirement</th>
<th>Timing</th>
<th>Detailed observations</th>
</tr>
</thead>
</table>
| Application                                           | Online application                   | Essential   | Sem 1: Aug/Sep  
Sem 2: Nov/Dec  | All IntroAP candidates need to satisfy the course requirements, so their fulfilment is declared on the application form and checked by the admin team. Much of the discussion and writing for the course is practice-based and relies on participants having previous teaching experiences, corroborated by a reference letter. Current teaching role(s) at the University of Edinburgh during the semester candidates are doing the course is essential to conduct all the tasks required for completion. |
| Three IntroAP seminars                                | Half day face-to-face seminars       | Compulsory  | Three Wednesday afternoons   | These seminars are compulsory for all programme participants as they make up the spine of IntroAP. The first seminar introduces the IntroAP. The second and third seminar provide guidance for completing the associated work, a chance to discuss online contributions, make arrangements for collaborative work, and prepare for assignments. Participants who cannot participate in at least two of the three seminar will not be admitted to the course.                                                                                     |
| Two optional sessions                                 | One hour informal meetings, open agenda | Optional    | One hour sessions towards end of course | The first meeting is for participants who seek additional guidance in anticipation of the final assignment. The second explores options for developing teaching further, following course completion.                                                                                                                                                                                                                     |
| IntroAP coursework (3 parts)                          | The Reflective Practice Account (= final course assignment) | Compulsory  | End of course  
Sem 1: Nov  
Sem 2: Mar  | Specific guidance is provided in Seminar 3 and in Learn. A draft written task is submitted, and peer and facilitators’ feedback is given in PeerMark, in preparation. Marking is done by the IAD. When a re-submission is recommended, feedback is provided and the candidate is encouraged to resubmit within two weeks so that they can complete accreditation requirements with the rest of the cohort. If this is not managed, their resubmission is processed alongside the next cohort’s work. |
| Account of a teaching observation exercise             | 300 – 400 words submitted in Learn  | Compulsory, submitted in Learn  | Mid course  
Sem 1: Oct  
Sem 2: Feb  | Seminar 2 introduces the task and provides a chance to make arrangements. Participants write an account of the outcomes of their exchange, and submit it online for peer discussion and feedback.                                                                                                                                  |
| Contributions to a discussion board                   | Short tasks, taking 1-2 hours to complete | Compulsory, monitored but not marked  | Roughly weekly initially.  | The discussion board that supports the IntroAP provides a chance for shared written tasks to help prepare for the final submission. Participants comment on other participants’ contributions. Tasks and deadlines are monitored and online work is moderated by the course teachers.                                                                                                                 |
| Other requirements                                     | These take place every Wed pm during Semester 1 and 2 (or online) | Participation is monitored, not graded | Participation in these within three years prior to the IntroAP is permitted | The IAD workshops for T&Ds focus on related material and provide a chance to discuss teaching practice with T&Ds from across the university. They are supported with online materials that will be useful as additional teaching resources. Participants make their own choice about which workshops are of most benefit to them, depending on their current teaching profile and previous experiences. |
| At least two semesters of previous teaching experience AND a current teaching role during the course is essential for participation in the IntroAP. | Compulsory  | End of course  
Sem 1: Dec  
Sem 2: April  | | Much of the discussion and writing for the IntroAP is practice-based and relies on all participants having previous teaching experiences and current teaching role(s) at Edinburgh during the semester they are doing the course. All candidates need to be in a position to carry through the required course work that makes up the IntroAP. Fulfillment of these requirements is declared on the course application form and checked by the admin team. |
| Second reference letter                                | Essential                             | End of course  
Sem 1: Dec  
Sem 2: April  | | This letter should be submitted by the participant after submission of final assignment. This second referee should be familiar with the participant’s current teaching and preferably should be at least a Fellow of the HEA. |
Completion and extensions, special circumstances, and appeals

Completion, extensions and special circumstances
Normally participants will complete the IntroAP within one cycle (e.g. starting in September/January and handing in a final assignment in December/April) as specified on Learn. Special circumstances can be considered and catered for in discussion with the current course team (for example, by awarding extensions for a delayed submission). If circumstances necessitate it, candidates can be considered for enrolment in the following IntroAP cohort. However, as a general rule, all participants are expected to complete within two years of the date they started the IntroAP, to avoid getting out of sync with the course due to changes that are introduced as it inevitably develops over time. It is your responsibility to notify the Course Organiser of circumstances that have had a significant adverse impact on coursework completion or quality. **This should be done as soon as possible and, in any case, before we make decisions about course completion.** For detailed information about extensions and special circumstances, and a copy of the extension request form, see Appendix 3.

Though we do not apply penalties for late submissions, there are several serious consequences for late submissions including denying yourself and your colleagues a chance to get feedback. **For the final RPA assignment, if you miss the deadline and do not have written agreement for an extension or other special circumstances, you will automatically be denied the chance to progress in this cycle, and will be differed to the next cycle (Appendix 3).** This is necessary to ensure that all feedback and marking can be done in a timely manner and in time for the Award Panel (see below).

Completion of course requirements and written submissions are initially evaluated by the IntroAP teaching team and endorsed by the Course Organiser. The criteria for successful completion are explicitly and closely aligned with the UKPSF, as explained in the Learn materials and reinforced in the seminars. There are additional measures to ensure the quality of judgements namely confirmation of results by the IntroAP Award Panel, which includes a member external to the University of Edinburgh.

IntroAP Award Panel
After an initial evaluation of the final assignment of each participant by the IntroAP teaching team, their work and respective feedback, along with their two Reference Letters, is submitted to the members of the IntroAP Award Panel. The Panel is made up of Fellows and Senior Fellows of the HEA, one of which is external to the University and at least SFHEA, and minutes are recorded at the meeting. After confirmation of the results by the Panel each participant will be informed about the course outcome, which will be either ‘We recommend to the HEA that recognition is granted’ or ‘We advise a resubmission’. The HEA will confer an Associate Fellowship to successful IntroAP participants. Accordingly, each new Associate Fellow needs to register with the HEA in order to collect their certificate.

Appeals
If you are unhappy with the way in which the Award Panel decision was made, you may have grounds for appeal. Appeals for the IntroAP will be considered by the Appeal Committee. Please note that the appeal can only be about the adjudication process, not the decision of the panel; it cannot be used to challenge academic judgment. That is, a participant cannot submit an appeal simply because they believe that they deserved a more favourable decision from the Award Panel. For details about grounds for appeal and the processes of how to appeal please see the Academic Services web pages. Anyone considering an appeal should contact Academic Services directly for guidance.

IntroAP - Aims and Outcomes

The AIMS of the IntroAP are to inspire and enable relatively new teachers at Edinburgh to develop their teaching practice by:

1. **...introducing key ideas** from the research on learning and teaching in HE and encouraging discussion about how these are applied in practice,
2. **...widening their repertoire of approaches and methods** through introduction and exchange of examples from a range of settings and disciplines,
3. **...prompting reflection** about the value of different approaches and methods, and encouraging participants to share reflections about applying these in their specific contexts,
4. **...encouraging participants to try out something new** with students and reflect on it.

The expected outcomes of the IntroAP are that by the end of the course participants will:

1. **...be able to apply key ideas from the research on learning and teaching in Higher Education to their own context,**
2. **...be better able to justify their choice of methods and approaches in particular settings and with different learners,**
3. **...have explored what ‘reflective practice’ means in particular settings,**
4. **...have experienced the value of sharing and discussing teaching practice with colleagues.**

**Student feedback on the IntroAP**

The IntroAP is reviewed on an on-going basis. There is also a forum on Learn where participants can submit feedback any time, and anonymous comments can be emailed IAD.tutdem@ed.ac.uk. We welcome comments and really hope that you will let us know at any time of things that we might consider doing differently to improve the course for you and other participants. We are also interested in understanding the longer term impacts of IntroAP for participants, and will therefore ask to contact you after the course is completed to give further feedback (this is optional).

**Introducing the team**

A short profile of staff involved in the IntroAP is also given below.

**Dr Fiona Quinlan-Pluck (IntroAP Coordinator)**

I am a member of IAD Support for Tutors and Demonstrators (T&Ds) which is part of the Researcher Development Team in the Institute for Academic Development (IAD). We provide support to staff and students around research and academic skills development. As part of the team, I have two main areas of teaching engagements: one is to provide support and resources for relatively new T&Ds with teaching responsibilities in the Sciences; the other is to provide support for more experienced T&Ds seeking HEA accreditation through IntroAP and EdTA mentoring.

My teaching for the T&Ds in the Sciences is shaped by my previous research experience and academic background. I received my undergraduate degree in Chemistry from University College Dublin (UCD), in Ireland, and was subsequently awarded a PhD in Physical Chemistry/Bionanointeractions, also by UCD. I have been involved in various research projects in cell, protein and poultry egg science, as well as in Alzheimer’s research, photophysics and optics, in laboratories in Ireland, France and Scotland. During the course of my research, I also engaged in tutoring, demonstrating and lecturing to undergraduates and masters students, as well as supervision of masters and project students. Through my postdoctoral work at the University of Edinburgh, I began to improve my pedagogical knowledge and deepen my interest in teaching and learning. With the support of IAD, I am an Associate Fellow of the HEA, working towards my Senior Fellowship. In my current position, I am delighted to be able to put this experience into supporting T&Ds along their own paths through teaching and accreditation.

**Dr Emily Woollen (IntroAP Co-facilitator)**

I am a member of the IAD Support for Tutors and Demonstrators, which is part of the Researcher Development Team at the IAD. As part of the team, my main roles include providing support and resources for tutors and demonstrators, and those who support them, as well as support for teaching staff seeking HEA accreditation through IntroAP and EdTA mentoring. Another part of my role is to support and develop resources for research staff.

I have an academic background in Environmental and Ecological Sciences, and I completed my BSc and PhD in the School of GeoSciences at Edinburgh University. I also did several years as a postdoc working as an interdisciplinary researcher on ecosystem services and poverty alleviation in African woodlands. Between my PhD and postdocs I worked for a short period on a conservation project in Madagascar. Throughout my studies and my research career I have been engaged in
teaching both as a tutor and demonstrator and as a supervisor for undergraduate, masters and PhD projects. I have also collaborated with other HE institutions and taught students in Mozambique to develop their field skills. I have always enjoyed teaching and began to get more serious about improving my pedagogical knowledge when I joined the IAD. I am in the process of applying for Fellow of the HEA through a direct application. I am excited to put my practical experience to use and continue to develop my own and others teaching and learning experiences.

Julie Daubenspeck (IAD Administrator)
I work part-time for the IAD and have been the main administrator for IntroAP for many years. My responsibilities are around booking rooms and catering, course registrations, cancellations and queries, access to online materials, organising the reproduction of course materials that are used in the seminars and workshops. I am one of the people that check the iad.tutdem@ed.ac.uk email address and communicate with Fiona and Emily, who also teach on the IAD Workshops for T&Ds, about each course on a regular basis.

IntroAP queries and course team contact details

For detailed course content and other in-course queries
Course Q&As: is a discussion forum in IntroAP on Learn. You will find the Course Q&As in the course content menu (on the left). You can also see other participants’ queries and help answer them.

For general queries about the IntroAP and other matters related to support for tutors and demonstrators
IAD.tutdem@ed.ac.uk is a generic email address that is checked regularly by the course team and filtered to the right person to be answered. We aim to respond within a couple of days. Your messages to this email address will remain anonymous if you request this explicitly.
### Table 2: Judgement Pro-Forma for IntroAP panel

<table>
<thead>
<tr>
<th>Demonstrate critical understanding of key concepts and theories relating to core areas of academic practice.</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements of UKPSF referenced:</strong></td>
<td><strong>What went well:</strong></td>
</tr>
<tr>
<td><strong>Areas of Activity (two required)</strong></td>
<td><strong>What could be improved:</strong></td>
</tr>
<tr>
<td>UKPSF A1, A2, A3, A4, A5</td>
<td><strong>Recommend for accreditation or resubmission:</strong></td>
</tr>
<tr>
<td><strong>Core Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>UKPSF K1, K2</td>
<td></td>
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<tr>
<td><strong>Professional Values</strong></td>
<td></td>
</tr>
<tr>
<td>UKPSF V1, V2, V3, V4</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Information for referees

Thank you for providing a reference for a prospective/current participant in the Introduction to Academic Practice (IntroAP). More details about the course and the University’s wider CPD Framework for Learning and Teaching can be found here:
http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/cpd

The purpose of this reference is to provide a review of the participant’s teaching experience and achievements. This letter is either: in support of the application to enrol in the IntroAP, in which case the letter should confirm that the candidate has some previous teaching experience; or the letter completes the course requirements, in which case you might want to read the participant’s final assignment, the Reflective Practice Account. In both instances please relate your comments to the UK Professional Standards Framework (UKPSF):
http://www.heacademy.ac.uk/UKPSF.

If you are not familiar with the UKPSF, you will see that it includes various Dimensions, grouped into Areas of Activity, Core Knowledge and Professional Values which are expected to form the base for the participants’ teaching practice. Please refer explicitly to these Dimensions of the UKPSF within your reference.

It is the participant’s responsibility to collect the reference from you. Please include your name, job title, organisation and email address with the reference.

If you would like further guidance please contact:

The Tutors and Demonstrators team, IAD.TutDem@ed.ac.uk, Institute for Academic Development
Appendix 2: Reflective Practice Account Cover Sheet

For your final Reflective Practice Account, you will need to include a cover sheet with your final submission. The cover sheet is included below, or you can download this Word template to use when writing and submitting your final assignment.

Cover Page

<table>
<thead>
<tr>
<th>Name</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UUN</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Word count</td>
<td>(1,400 words (+/-10%), excluding references) Click here to enter text.</td>
</tr>
<tr>
<td>Date of submission</td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>

Assignment Checklist

☐ Have you made explicit reference to each of the relevant UKPSF dimensions
  ➢ two of A1-5 (Please state which here Click here to enter text.)
  ➢ K1 and K2
  ➢ V1, 2, 3 and 4?
☐ Is your word count within the 1260 – 1540 range?
☐ Have you engaged with the content of at least three texts
  ➢ of which at least one is from discipline-specific writing in your subject area?
☐ We recommend that you include:
  ➢ a description of the setting and discipline context in which your teaching is carried out, and of the individual and group characteristics of your learners,
  ➢ the intended outcomes of your approaches and your rationale(s) for taking these particular approaches,
  ➢ the ways in which you gather(ed) feedback on these approaches, and short rationales for the methods you chose for evaluating your approaches.

Course Checklist

☐ Completed 2 IAD Workshops for Tutors and Demonstrators in the last 2 years, OR
  Submitted 2 reports of CPD activity undertaken within your own School (or one of each option).
☐ Posted Homework Task One to the Forum and commented on 2 others.
☐ Posted a Teaching Observation to the Forum and commented on 2 others.
☐ Submitted a draft reflective account and commented on 2 others.

Second Reference

☐ Submitted your second reference letter, which must not be written by the same person as the first reference, to IAD.tutdem@ed.ac.uk

Missed Seminar Catch-up Assignment

☐ Submitted the required catch-up assignment for a missed Seminar, if appropriate.

Please include your reflective practice account on the next page, and submit the whole document including this cover page to Turnitin when finalised.

If you have any questions or concerns regarding this assignment or any of the course requirements, please get in touch: iad.tutdem@ed.ac.uk
Appendix 3: Extension requests and Special circumstances

Late submissions

- Late submissions will only be accepted if you have provided a good reason and have been granted an extension in advance or exceptional circumstances prevented you from doing so. See section below on Extensions.
- Late submissions without an authorised extension will be recorded as late and you will not be able to progress with your HEA accreditation in this cohort and you will automatically be deferred to the next cohort submissions.
- If you do not complete the required assignments within two years of starting the IntroAP, you will not be able to complete the course and will have to apply again.

Extensions

- You are expected to plan your work to meet the published deadlines for submission of coursework.
- If exceptional circumstances arise which may prevent you from meeting these deadlines it is essential that you apply for an extension - in advance of the deadline where this is possible.
- An extension up to a maximum of seven calendar days may be granted.
- An Extension Request Form should be submitted.
- Extension requests should be submitted to the Tutor and Demonstrators team at iad.tutdem@ed.ac.uk.
- Please remember that you do not have an extension until authorisation has been confirmed.
- If you do not complete the required assignments within two years of starting the IntroAP, you will not be able to complete the course and will have to apply again.
- Details of reasons that are considered good reasons and those that are contained in the University’s Taught Assessment Regulations, regulation 28. In general good reasons are unexpected short-term circumstances which are exceptional for the individual student, beyond that student’s control, and which could reasonably be expected to have had an adverse impact on the student’s ability to complete the assessment on time.
- If the circumstances for which you require an extension extend beyond seven calendar days you should submit the coursework when able to do so with prior written agreement from the IAD Tutors and Demonstrators team, and you may be deferred to the next cycle for IntroAP submissions. This is necessary due to the need for feedback and marking to be done in a timely manner and in time for the Award Panel.

For further guidance on special circumstances, please see the Academic Services webpages.

Appendix 4: Complaints

If you have a complaint about any part of the IntroAP, we would always encourage you to bring your complaints to us directly as soon as possible in the first instance. If for any reason this should this not resolve the issue then please follow the complaints procedures as outlined in these guidelines.