

Postgraduate Certificate in Academic Practice: **Written Statement on Feedback**

1. The PGCAP Board of Studies recognises that effective learning relies on high quality feedback. The PGCAP approach to giving feedback is based on the core principles articulated within the university Policy on Giving Academic Feedback¹, namely that it should be sufficient in scope to enable improvement of practice, that it should be provided in a timely fashion, that it should, in content, be informative and relevant to the assessment criteria and that it should be objective and fair.
2. PGCAP adopts a supportive and collegial approach to learning where participants are encouraged to explore their experiences within a work-based context and to share these experiences with colleagues on the programme and with PGCAP staff. The assessments in PGCAP underpin this philosophy and the feedback that participants receive is intended to reinforce a reflexive and analytical approach to practice that encourages continuous improvement.
3. The timetable for the submission of assessments is given below. Written feedback from markers is collated by the PGCAP office and will be forwarded to participants within six weeks of submission, in accordance with the terms agreed by University Teaching Committee.

	Submission Date	Viva Date	Resubmission Date
Module 1 CEA Portfolio and Viva	Last Wednesday of September (Year 1)	By 1 st Wednesday of November (year 2)	Last Wednesday of November (Year 2)
Module 2 Academic Practice Portfolio	First Wednesday of Summer Term (Year 2)		Last Wednesday of September (Year 2)
Module 3 Strategic Career Plan (two-year completion)	Last Wednesday of September (Year 2)		Last Wednesday of November (Year 3)
Module 3 Strategic Career Plan (three-year completion)	First Wednesday of Summer Term (Year 3)		Last Wednesday of September (Year 3)

4. Because PGCAP orientates around the development of work-based practice, all feedback that is provided to participants, be that formal in response to the submission

¹ http://www.york.ac.uk/admin/aso/teach/assess_fback/policy_on_feedback.pdf

of a piece of assessment, or informal through normal programme interaction, is intended to feed forward and facilitate the enhancement of participants' ability to undertake their roles and responsibilities effectively. Although specific instances of feedback may relate to the submission of formative or summative assessment, therefore, all feedback should be viewed as formative. That said, participants have the opportunity to submit drafts of all summative assessment for comment in advance of final submission.

5. Feedback is provided to participants in both written and oral form. Written feedback by PGCAP tutors on summative assessment will be returned using the pro formas provided below. In addition, participants will be contacted once a term by their academic supervisor to arrange a supervision meeting and are free to discuss draft samples of summative assessment during at least one of these meetings. It is also intended that the Module 1 Critical Experience Analyses vivas be a mechanism for dialogic feedback on practice with two PGCAP tutors.

Detailed information regarding the composition of assessed work is provided in the programme handbook and every year a number of lunchtime assessment support sessions are run by the programme director which include an opportunity to look at past participants' work.

Feedback on teaching practice is provided in both written and oral form during the Microteaching Practicals and through the teaching observation process (by the programme director and peers). The pro formas used in this process are provided below.

Participants will also receive feedback within PGCAP workshops through the collegiate and interdisciplinary discussions which take place. Furthermore, the Module 2 online activities are specifically designed so as to allow participants to begin to develop parts of their academic practice portfolio and to receive comments on this work from both the programme director and a peer on the programme.

6. PGCAP has been given special dispensation to operate a pass/fail grading system rather than to mark to a 100 point scale. All grades given after the submission of assessment are provisional pending ratification by the PGCAP Exam Board in the last week of the Autumn term and subject to formal approval from Senate.

**Postgraduate Certificate in Academic Practice:
Module 1 Critical Experience Analysis Feedback**

Name:	Department:
Portfolio submission date:	Viva date:

Ability to reflect effectively and convincingly upon practice	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Capacity to recognise and consider the needs of students	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Capacity to adopt approaches appropriate to the subject and level of learning	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Ability, as appropriate, to evaluate applicability of learning and teaching theory to practice	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Other Comment
Comment:

PGCAP Module 1 Assessment:	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
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Name: _____

Date: _____

**Postgraduate Certificate in Academic Practice:
Module 2 Academic Practice Portfolio Feedback**

Name:	Portfolio submission date:
Department:	

Ability to be consistently and critically reflexive	PASS <input type="checkbox"/> FAIL <input type="checkbox"/>
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Comment:

Capacity to implement change and develop as a result of evaluation of practice	PASS <input type="checkbox"/> FAIL <input type="checkbox"/>
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Comment:

Ability, as appropriate, to evaluate applicability of learning and teaching theory to practice <i>(n.b. this is <u>required for outcome 1</u>)</i>	PASS <input type="checkbox"/> FAIL <input type="checkbox"/>
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Comment:

PGCAP Module 2 Assessment:	PASS <input type="checkbox"/> FAIL <input type="checkbox"/>
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Other Comment:

Name: _____

Date: _____

**Postgraduate Certificate in Academic Practice:
Module 3 Academic Practice Strategic Career Plan Feedback**

Name:	Strategic plan submission date:
Department:	

Clear structure and an appropriate level of English	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Ability to engage with critical self-evaluation of professional practice	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Clear vision and understanding of career development opportunities and obstacles with discipline / field of work	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Realistic and achievable strategy for medium term personal and professional development	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
Comment:		

Other Comment

PGCAP Module 3 Assessment:	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
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Name: _____

Date: _____

Postgraduate Certificate in Academic Practice: Micro Teaching Feedback Form

Name:	Date:
Title / Topic:	

Organisation	1	2	3	4	5	→ +
e.g. Is the teacher able to manage the equipment, activities and room? Are handouts well designed and the session appropriately timed?						

Structure	1	2	3	4	5	→ +
e.g. Does the session have a clear and logical structure? Are learning outcomes clearly expressed and is the session concluded effectively?						

Content	1	2	3	4	5	→ +
e.g. Is explanation clear? Is the content pitched appropriately? Are key points highlighted and relevant examples used?						

Methods	1	2	3	4	5	→ +
e.g. Are appropriate methods employed? Is there adequate variation? Are AV aids and handouts used effectively to facilitate learning?						

Teacher	1	2	3	4	5	→ +
e.g. Does the teacher interact effectively with the audience? Is voice and physical presence effective? Does the teacher monitor understanding?						

Particular strengths

Particular points for development

Postgraduate Certificate in Academic Practice: **Observation of Teaching**

Teacher's Name:		Department:	
Observer's Name:		Department:	
Date:	Time:		Location:
Session Title:		Level:	No. of Students Present:

Organisation	
<p>e.g.:</p> <p>Environment / room setup effectively handled</p> <ul style="list-style-type: none"> • Handouts well designed • Control / management of activities • Competent use of equipment • Timing 	Comment:

Structure	
<p>e.g.:</p> <ul style="list-style-type: none"> • Aims stated • Learning outcomes clear • Session structure outlined • Summary / Conclusion • Logical sequence / conceptual framework 	Comment:

Content	
<p>e.g.:</p> <ul style="list-style-type: none"> • Opening gained attention • Content appropriately pitched • Clear explanation • Key points highlighted / signposted • Content contextualised • Interesting / relevant examples used 	Comment:
Methods	
<p>e.g.:</p> <ul style="list-style-type: none"> • Appropriate use of AV aids • Appropriate use of handouts • Appropriate teaching / learning activities used • Appropriate variety incorporated within session 	Comment:
Teacher	
<p>e.g.:</p> <ul style="list-style-type: none"> • Appropriate pace • Effective physical presence • Effective use of voice • Interaction with / reaction to students • Ability to monitor progress effectively 	Comment:

Issues identified by teacher to be observed:

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Particular strengths:

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Suggested areas for development:

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Observer Signature

Date

Teacher Signature

Date