

CARA Pathfinder Project:

Development of RPL profiling,
guidance and work experience model
for refugee academics

Resource Pack

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cara
council for assisting
refugee academics



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CARA Pathfinder Project: Development of RPL profiling, guidance and work experience model for refugee academics Glasgow Caledonian University

The model

A Recognition of Prior informal Learning (RPL) profiling, guidance and work experience model has been developed by Glasgow Caledonian University in collaboration with the Bridges Programme, Glasgow, to support refugee academics to gain employment in the higher education sector in the UK.

The key elements of the model are:

- **IELT's benchmarking/guidance where appropriate (in partnership with Anniesland College)**
- **Professional induction/orientation to the Scottish higher education system;**
- **Peer support from academic staff at GCU within their own subject or professional area in terms of discussions/work-shadowing;**
- **The recognition of the existing prior informal learning and achievements of individuals within the context of the Higher Education Academy (HEA) Professional Standards Framework, in order to build confidence and identify professional development goals;**
- **The recognition/mapping of prior qualifications within the context of the Scottish Credit and Qualifications Framework (SCQF);**
- **Guidance on professional development required to meet career goals;**
- **Signpost to relevant services e.g. IELT's; careers guidance.**

The outcome of this process is a **Professional Profile and Development Plan**. The process should assist individuals in their understanding of, and adjustment to, a new and different academic context in order to facilitate their career progression routes within Scottish HEIs. The meaningful outcome for the participants will be building their capacity to enter the labour market.

The model of professional development support for refugee academics developed through this project can be adapted and utilised by other institutions in the UK Higher Education and FE sectors.

The model was piloted with participants identified through the Bridges programme.

This is what one of the pilot participants has said about the GCU CARA project:

I am one of the Academics who participated in the CARA Pathfinder project for Assisting Academics Refugees.

I am a Chairman and a member of teaching staff in Iraq and other Arab countries.

Since I came to Scotland four years ago I was not able to update my scientific knowledge in the progressive changes in Pharmacology. Through this Programme I shadowed a Professor in the Department of Biology and Biomedical Science/Pharmacology Section in Glasgow Caledonian University. Through this shadowing and the Workshops which were arranged in Glasgow Caledonian University, I can now understand the teaching framework in Scotland in the old and new universities and I achieved a good level of understanding in Pharmacology in terms of theoretical and experimental knowledge. Different new ways of teaching are applied to Postgraduate and Undergraduate Students in Glasgow Caledonian University.

Through the workshop and seminars we have gained a full picture about all the activities in Glasgow Caledonian University. We also exchanged our previous experience in teaching and other academic activities with that in Glasgow Caledonian University.

I think I have reached an acceptable level to enable me to participate in the teaching system in Scotland.

I do encourage all the academics in my situation to join the CARA Project for a better future'

Key operational guidelines

As a result of the evaluation of the pilot phase the following key guidelines have emerged regarding successful operation of the model:

- **Collaboration:** Collaborative working with a specialist refugee organisation, such as the Bridges Programme, is crucial in terms of the development and implementation of the model; the identification of participants; and, preparation of academic staff
- **Engaging Staff:** The support of senior management in developing the programme is essential. However, it is also necessary to gain 'buy in' from the staff within departments who will be acting as mentors. This requires a longer lead-in time in terms of liaison, discussion and preparation to ensure the right staff are identified to act as mentors and are appropriately supported

- **Supporting mentors:** Support for mentors requires inclusion of the role within their academic workload and CPD provision in terms of mentoring in this specialist area. This professional development may be integrated within existing CPD provision or undertaken through specialist training programmes for mentors or through qualifications for people working with refugees/asylum seekers, such as those currently being developed by the Scottish Qualifications Authority (SQA) in association with the Bridges Programme and Careers Scotland
- **Timing:** The programme should commence at the beginning of the academic session to provide participants with sufficient opportunity to participate in the full range of learning, teaching, assessment and research opportunities.
- **Work-shadowing experience:** Participants should be provided with experience of different approaches to learning, teaching, assessment and research which reflect their particular goals as well as different types of learner groups, both undergraduate and postgraduate. They should also have the opportunity to meet with other academic staff in their professional area in addition to their mentors.
- **Professional development workshops:** The professional development workshops should focus on:
 - An understanding of the UK HE sector and an understanding of the role of academic staff in terms of learning, teaching and quality enhancement processes
 - Reflection on their prior experience as academics and the similarities and differences to that of academic staff in the UK
 - Reflection and discussion of their work shadowing experience with other participants
 - Reflection on their professional competences and areas for further development.
- **Access to university resources:** Participants should be given temporary, or visiting staff status, in order that they can be issued with a staff card, access to the library and other university resources and access to the university's virtual learning environment for the modules with which they are involved.
- **Participant commitment:** Participants should regard their participation in the programme as a commitment which requires full engagement in order to ensure maximum gain and value.

The importance of collaborative working between an HEI and specialist refugee organisations, like the Bridges Programme in Glasgow, cannot be overstated.

The Resource Pack

This pack has two sections. The first section provides contains the material used in the Professional Development Workshops. This material has been provided by the Caledonian Academy at GCU

The second section provides guidance to organisations and to mentors on the work shadowing element of the model. This guidance material has been provided by the Bridges Programme, the Council for Assisting Refugee Academics (CARA), and the Centre for Research in Lifelong Learning (CRL)

Section 1

Professional Development programme

Resources:

1. **CARA Pathfinder project Professional Development Programme**
2. **Orientation Workshop 1**
 - Workshop Structure
 - Project Summary
 - Introduction to the Scottish HE system (presentation notes)
 - Participant expectation table
3. **Orientation workshop 2**
 - Workshop Structure
4. **Professional Development Workshop 1**
 - Workshop Structure
 - Key aspects of provision relating to learning and teaching
 - Quality enhancement in GCU (presentation notes)
 - Learning and Teaching in Higher Education: UK Professional Standards Framework
 - Learning and Teaching Activity 1: Roles; remits; approaches
 - Learning and Teaching Activity 2: Good teaching checklist
5. **Professional Development Workshop 2**
 - Workshop Structure
 - HEA professional standards Reference Grid
 - Information handout: What is RPL?
 - RPL Profiling tool: Teaching and Scholarship/Research
6. **Professional Development Workshop 3**
 - Workshop Structure
 - Professional Profile template
 - Professional Profile: guidance notes for completion
 - Example of completed Profile
 - Professional Development Action Plan- template
7. **Evaluation Session**
 - Participant evaluation questions
 - Mentor questionnaire

1. CARA Pathfinder Project

Professional Development Programme

This is the programme of workshops undertaken through the GCU pilot project and provides an example of how such a programme can be structured.

NB. In the evaluation of the pilot project it was highlighted that the best time to commence a professional development and work shadowing programme is at the beginning of the academic session, rather than mid-way through, and that collaborative working between an HEI and a specialist refugee organisation is essential.

Activity	Timescale	Facilitators
Orientation Workshop 1 to introduce participants to the project and provide an understanding of the Scottish Higher Education sector. Followed by tour of campus	6 March 10 am -12.30 pm	Ruth Whittaker Jim Gallacher Maggie Lennon
Orientation Workshop 2 with other new academic staff , to provide an understanding of learning and teaching within Glasgow Caledonian University	9 March 10 am -12.30 pm	Alison Nimmo
Work-shadowing academic staff at GCU from participants' own professional areas. These staff will act as your mentors.	WB 5 March to WE 1 June	Maggie Lennon Ruth Whittaker
Professional Development Workshop 1 to provide the opportunity to meet other academic staff and to discuss the Higher Education Academy (HEA) Professional Standards Framework. This outlines the knowledge, skills and professional values required of lecturers within Higher Education in the UK.	28 March 10 am -12.30 pm	Ruth Whittaker Alison Nimmo and LTHE students (new academic staff)
Professional Development workshop 2: RPL , reflecting on prior academic experience to identify the extent to which participants can meet the HEA professional standards and whether there are any areas for further development	9 May 10 am -12.30 pm	Ruth Whittaker

<p>Professional Development workshop 3: Producing a professional profile, in which prior teaching experience is mapped against the HEA Professional Standards Framework and prior qualifications are mapped against the Scottish Credit and Qualifications Framework (SCQF).</p>	<p>23 May</p>	<p>Ruth Whittaker</p>
<p>Evaluation feedback session</p>	<p>4 June</p>	<p>Ruth Whittaker; Alison Nimmo</p>

Orientation Workshop 1

The purpose of this workshop is to introduce participants to the project and provide an understanding of the Scottish Higher Education sector. The workshop was followed by tour of the Saltire Centre (library and learning resource centre)

- | | |
|-------|---|
| 10.00 | Welcome and Introductions |
| 10.10 | Pilot project : goals and activities (see project summary) |
| 10.30 | Introduction to the Scottish Higher Education Sector |
| 11.10 | Participant expectations and professional goals (see table) |
| 11.40 | Campus tour |
| 12.15 | Lunch - Staff Refectory |

Participants were introduced to the project by discussing the project summary- some of the information in this handout repeats the description of the model at the beginning of the Resource Pack

Project Summary

CARA Pathfinder Project: Development of RPL profiling, guidance and work experience model for refugee academics

Coordinated by GCU in collaboration with the Bridges Programme

The aim of the project is to develop an RPL profiling, guidance and work experience model which can support refugee and threatened academics and scholars to gain employment in the higher education sector in the UK.

Aim and objectives

The purpose of the model will be to:

- Provide IELTSs benchmarking/guidance where appropriate (in partnership with Anniesland College);
- Provide a professional induction/orientation to the Scottish higher education system;
- Provide an opportunity for peer support from academic staff at GCU within their own subject or professional area in terms of discussions/work shadowing;
- Support the recognition of the existing prior informal learning and achievements of individuals within the context of the Higher Education Academy (HEA) Professional Standards Framework, in order to build confidence and identify professional development goals;
- Enable the recognition/mapping of prior qualifications within the context of the Scottish Credit and Qualifications Framework (SCQF);
- Provide guidance on professional development required to meet career goals;
- Signpost to relevant services e.g. IELTSs; careers guidance.

The outcome of this process will be a professional profile and development plan. The process should assist individuals in their understanding of, and adjustment to, a new and different academic context in order to facilitate their career progression routes within Scottish HEIs. The meaningful outcome for the participants will be building their capacity to enter the labour market.

Development of the model

In developing this model, we will build upon the model for RPL support developed through the EU-funded Valuing Learning through Experience (Valex) project; the process of RPL and credit transfer within the Scottish Credit and Qualifications Framework (SCQF); the Higher Education Academy (HEA) Professional

Standards Framework; and GCU's professional development framework in learning and teaching. We will work collaboratively with the Bridges Programme, which will manage the work shadowing, peer support element of the programme and other members of the New Roots Scotland (NRS) Accreditation sub-committee. We will also work collaboratively with Anniesland College, which will provide IELTS benchmarking; testing and post-benchmarking guidance for the pilot participants, where appropriate, and with Glasgow University which may also provide work-shadowing opportunities for pilot participants. The development of the model will also be informed by the approach used by the Refugee, Advice and Guidance Unit (RAGU) based at London Metropolitan University;

The model will be piloted with a group of 5-10 refugee academics or scholars (as before) identified through the Bridges Programme and the NRS group. The pilot group participants will undertake an IELTS benchmarking at the beginning of the process and will be guided to any required IELTS support or testing at the end of the programme.

The evaluation of the model will be qualitative and will centre on feedback from the pilot participants; the GCU advisors who have worked with them and the other academic staff within GCU and Glasgow University that have provided peer support. The outcomes of this will be reviewed by the NRS group and refinements to both the model and support material agreed.

The final model that is developed will be embedded in the planned SCQF Recognition and Guidance Centre for Asylum seekers, Refugees and Overseas workers which will be based at GCU. The model will also be disseminated to the wider academic community via the Centre for Research in Lifelong Learning and the Caledonian Academy. It is proposed that this dissemination will be launched by a separately funded Universities Association for Lifelong Learning (UALL)/HEA/Centre for Research and Lifelong Learning (CRL) seminar.

Further development of the model could involve the use of technology-enhanced learning and the production of an on-line version. This would facilitate greater transferability of the model to other HEIs. This development would require additional resources.

Project Timescales

November 2006 - February 2007	Development of RPL profiling and guidance model aimed at refugee and threatened scholars (as before) within Scotland: liaison with NRS accreditation sub-committee; the Bridges programme; HEA; SCQF and relevant learning support and academic schools within GCU.
March - May 2007	Pilot of model with refugee scholars (identified through the NRS accreditation sub-committee member organisations).
19 March 2007	Submission of progress report.
June - July 2007	Evaluation and refinement of model.
July 2007	Project seminar to disseminate model and discuss future use/application and further development to engage wider university community.
August 2007	Production of final report.

Participants are asked to discuss and record their expectations and personal and professional goals of the programme at the beginning of the experience. Any concerns and issues that they have prior to commencement are also discussed. A reflection on the extent to which these goals and expectations have been met is undertaken as part of the evaluation process at the end of the programme

Expectations	Goals	Concerns/Issues

Orientation Workshop 2

The purpose of this workshop was to meet with other new academic staff and to provide an understanding of learning and teaching within Glasgow Caledonian University (GCU). This was the normal orientation workshop provided to new academic staff at GCU. The workshop was structured around an orientation pack with which the participants were provided. The contents of the pack are outlined below.

Glasgow Caledonian University Orientation for new teaching staff:

Contents

- 1. University Structure:**
 - Senate and its Standing Committees
 - GCU Executive Structure
 - Learning, Teaching and Assessment Strategy
 - School structure to support learning and teaching
 - Standard Semester Calendar
- 2. Support for New Lecturers and Graduate Teaching Assistants (GTAs):**
 - Survival Notes
 - My Caledonian
 - Quality Office
 - The Higher Education Academy
- 3. Staff Development:**
 - Programme and Workshops
 - Survey of Good Teaching
- 4. Accredited Continuing Professional Development (CPD) in Learning and Teaching:**
 - PgC in Learning and Teaching in Higher Education (PgC LTHE)
 - MSc in Lifelong Learning and Development
 - Professional Doctorate
- 5. Support for Students:**
 - Effective Learning Service
 - The Base – where to direct students for advice and guidance
- 6. Appendices:**
 - PgC LTHE – expression of interest form
 - List of Acronyms used in GCU
 - Library Induction Information
 - i-Learn Staff and i-skills support
 - Dictionary of Academic Terms

Professional Development Workshop 1

The purpose of this workshop is to provide the opportunity to meet other academic staff who are undertaking the PgC LTHE and to discuss key aspects of provision relating to learning; quality enhancement processes within GCU and the Higher Education Academy (HEA) Professional Standards Framework (www.heacademy.ac.uk) This outlines the knowledge, skills and professional values required of lecturers within Higher Education in the UK.

- 10.00 Welcome and Introductions
- 10.05 Purpose of the Workshop
- 10.10 Key aspects of provision relating to learning and teaching
- 10.20 Quality enhancement in GCU: the context for learning and teaching and the Learning Teaching and Assessment Strategy (LTAS) (Quality Office)
- 10.50 Learning and Teaching in Higher Education: UK Professional Standards Framework; PgC LTHE learning objectives
- 11.10 Learning and Teaching Activity 1: Roles; remits; approaches
- 11.50 Learning and Teaching Activity 2: Good teaching checklist
- 12.10 Feedback and close

The ways in which the university approaches key aspects of learning and teaching provision is discussed and participants are then asked to consider and compare their own experiences and roles and think about their learning and development needs in these areas.

Key aspects of learning and teaching provision ¹	GCU approach	Your current role in relation to this	What have you learned and how do you want to develop further
Student support and guidance	Centralised: The Base and Effective Learning Service School-based support		
Learning resources	Centralised library system (Saltire Centre) and subject-based academic library liaison		
Quality Management and Enhancement	Responsibility of senior academic staff, governed by university Quality Assurance and Enhancement procedures		
Student progression and achievement	Responsibility of senior academic staff governed by university Quality Assurance and Enhancement procedures		
Curriculum design and organisation	National frameworks; university learning teaching and assessment strategy (LTAS); School LTAS; Continuing Professional Development for new and more experienced staff		
Teaching, learning and assessment	National frameworks; university learning teaching and assessment strategy (LTAS); School LTAS; Continuing Professional Development for new and more experienced staff		

¹ McKimm J (2004) 'Assuring quality and standards in teaching in Fry, H; Ketteridge, S & Marshall, S (eds) *A Handbook for Teaching and Learning in Higher Education* Routledge Falmer

This activity enables participants to reflect on their own perceptions of what constitutes 'good teaching' recognising that this may vary across different subject areas and stages of experience. This activity can also be undertaken at the end of the programme to see if any of these perceptions have changed.

Survey of Views of Good Teaching¹

1. Indicate which of the following statements you agree to be a component of good teaching in higher education.

	Good teaching in higher education is:	Yes	No	Unsure/ Depends
1	Making the material you are teaching stimulating and interesting			
2	Engaging the students at their level of understanding			
3	Explaining the material plainly			
4	Making it clear what has to be understood, at what level and why			
5	Showing concern for your students			
6	Showing respect for your students			
7	Taking account of students with different abilities			
8	Facilitating students to draw upon their own experience			
9	Improving and adapting when the immediate situation demands			
10	Updating and responding to new demands			
11	Inducting students into a discipline			
12	Using teaching methods and academic tasks that require students to think for themselves			
13	Using teaching methods and academic tasks that require students to work together co-operatively			
14	Using teaching methods and academic tasks that require students to take responsibility for their own learning			
15	Raising ethical considerations when appropriate			
16	Helping students to engage actively with what is being learned			
17	Making sure learners know what we expect them to achieve			
18	Using appropriate assessment methods			
19	Sharing your love of the subject with the students			
20	Developing student skills for the workplace			
21	Stretching your students			
22	Focusing on key concepts			
23	Promoting students' understanding			
24	Covering the ground			
25	Motivating your students			
26	Enabling the students to take away good sets of lecture notes			
27	Giving prompt feedback to students on their work			
28	Transmitting information			
29	Learning from students			
30	Understanding students' needs			

31	Getting it better the next time round			
32	Remembering equal opportunities are important			
33	Developing creativity in students			
34	Being available to students at times you have agreed			
35	Being well prepared for the session			

¹Adapted from Queen Mary and Westfield College, UL and University of York (Heather Fry and Steve Ketteridge)

2. Now select five of the statements which taken together represent most closely your view of what good teaching in your discipline is.

1	
2	
3	
4	
5	

Professional Development Workshop 2

The purpose of this workshop is to support participants in reflecting on their prior academic experience to identify the extent to which they can meet the HEA professional standards and whether there are any areas for further development

- | | |
|-------|---|
| 10.00 | Welcome |
| 10.05 | Purpose of the Workshop |
| 10.10 | UK Professional Standards Framework for teaching and supporting learning in higher education: what do these mean? |
| 10.30 | Reflecting on professional experiences in relation to nationally agreed Academic Role Profiles
RPL Profiling |
| | <ul style="list-style-type: none">• prior academic experience• work shadowing experience |
| | Feedback |
| 11.30 | Identifying areas for further development |
| 11.50 | Feedback |
| 12.00 | Close |

This provides some information on the HEA Professional Standards Framework- further guidance can be found on www.heacademy.ac.uk

HEA Professional Standards – Reference Grid

HEA Professional Standards

Level 2 : staff who have a substantive role in learning and teaching to enhance the student experience

Demonstrate:

- an **understanding of the student learning experience** through engagement with all areas of activity, core knowledge and professional values;
- the ability to **engage in practices** related to all areas of activity;
- the ability to **incorporate research, scholarship and /or professional practice** into those activities.

1. Areas of Activity	2. Core Knowledge	3. Professional Values
1.1 Design and planning of learning activities and/or programmes of study	2.1 The subject material	3.1 Respect for individual learners
1.2 Teaching and/or supporting student learning	2.2 Appropriate methods for teaching and learning	3.2 Commitment to incorporate the process and outcomes of relevant research, scholarship and/or professional practice
1.3. Assessment and giving feedback to learners	2.3 How students learn, both generally and in the subject	3.3 Commitment to development of learning communities
1.4 Developing effective environments and student support and guidance	2.4 The use of appropriate learning technologies	3.4 Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
1.5 Integration of scholarship, research and professional activities with teaching and supporting learning	2.5 Methods for evaluating the effectiveness of teaching	3.5 Commitment to continuing professional development and evaluation of practice
1.6 Evaluation of practice and continuing professional development.	2.6 The implications of quality assurance	

This information handout introduces the participants to RPL and how it can be used.

What is RPL?²

People can gain a range of strengths and skills through:

- family life (home-making, caring, parenting)
- work (paid or unpaid)
- community, voluntary or leisure activities or training experiences
- key experiences and events in life

We call this informal learning. It includes all learning which you have done up to this point which has not already been assessed or credit-rated.

The **Recognition of Prior informal Learning (RPL)** is a process through which the learning you have gained from your experiences can be counted.

RPL can help you to:

- Think about the learning you have already achieved and help you plan how to build on this learning to meet your goals
- Get a place on a programme at college or university, if you don't have the normal entry qualifications, but can show that you have the necessary knowledge, skills and understanding
- Gain credit towards a qualification to shorten the normal period of study by showing that you already have knowledge, skills and understanding needed for particular parts of the programme or qualification (e.g. units or modules)
'Credit' is the currency used in education that indicates how much learning has been achieved at a given level

What does RPL involve?

Before you go through the process of RPL there is an important guiding principle you should know about:

It is what you have learned that is being recognised, not what you have done.

² This information derives from the Valuing Learning through Experience (VALEX) support materials. These were developed through an EU-funded project, coordinated by Glasgow Caledonian University (2003-2005). To obtain copies of the support materials and other documentation please visit the project website www.valex-apel.com

So, for example, two people might have the same experience through doing identical jobs, but one might have learned much more from the task(s) involved than the other. You may have said about someone, 'They never learned any lessons from'. People who have learned something are able to use that learning to help them in other related situations. Again you will have heard it said, 'They used all their experience to overcome the problem'. So you need to show what you have learned from your experiences, not just describe what you've done.

You need to provide evidence of what you have learned. This involves reflecting on your experiences and drawing out from them what you have learned, then writing this down or talking about it with your mentor. The writing or the talk will provide your evidence. That evidence is then assessed – for example, by a college or a university or a community or private training provider. Once assessed and once it is decided that your evidence meets the performance or assessment criteria, you can be awarded credit towards a vocational or academic qualification, or gain entry to another programme of study.

By going through an RPL process you will be encouraged to value your personal experience as a way of helping you to make choices and prepare for moving on to further opportunities in education or work.

RPL can help you because it shows other people (and yourself) that you have learned significant things from your experiences and that you are capable of learning more from future experiences.

In sum then, RPL can be useful to you in the following ways:

- **Access to further learning at all levels**
- **Confidence-building**
- **Gaining credit within vocational or academic programmes or towards qualifications**
- **Personal/Self-development**
- **Improve your learning skills**
- **Professional development**
- **Valuing life experiences**

This activity forms the basis of the profiling activity which supports the participants in developing their Professional Profiles and Development plans. Participants reflect on the nature and extent of their prior experiences in relation the key activities and role/functions identified in the national library of academic role profiles developed by the Joint Negotiating Committee for HE staff in 2005³. These have been nationally agreed and are therefore representative of the activities, roles and functions of UK HE academic staff.

RPL Profiling: Teaching and Scholarship / Research Level 3 (National Framework Agreement: HE staff)

Activity	Roles/functions	Experience? YES/NO	Prior Experience/Evidence	Development activity
1. Teaching and Learning Support	<p>Design teaching material and deliver either across a range of modules within a subject area</p> <p>Use appropriate teaching learning support and assessment methods</p> <p>Supervise student projects, field trips and, where appropriate, placements</p> <p>Identify areas where current provision is in need of revision or improvement</p> <p>Contribute to the planning, design and development of objectives and material</p> <p>Set, mark and assess work and examinations and provide feedback to students</p>			

³ Joint Negotiating Committee for Higher Education Staff (2005) *Academic Role Profiles*

<p>2. Research and scholarship</p>	<p>Develop research objectives, projects and proposals</p> <p>Engage in subject, professional and pedagogy research as required to support teaching activities</p> <p>Conduct individual or collaborative scholarly projects</p> <p>Identify sources of funding and contribute to the process of securing funds for own scholarly activities where appropriate</p> <p>Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities</p> <p>Write or contribute to publications or disseminate research findings using other appropriate media</p> <p>Make presentations at conferences or exhibit work in other appropriate events</p> <p>Develop and produce learning materials and disseminate the results of scholarly activity</p>			
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<p>3. Communication</p>	<p>Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</p>			
<p>4. Liaison and networking</p>	<p>Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities</p>			
<p>5. Managing people</p>	<p>Mentor and support colleagues with less experience and advise on personal development</p> <p>Supervising the work of others, for example in research teams or projects or as a PhD supervisor</p> <p>Coordinate the work of others</p>			
<p>6. Teamwork</p>	<p>Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff</p>			

	<p>Could be required to take the lead in a local project</p> <p>Collaborate with / coordinate the work of colleagues to identify and respond to student's needs</p>			
<p>7. Expertise</p>	<p>Possess current and sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes and the provision of learning support</p> <p>Use of range of delivery techniques to enthuse and engage students</p>			

Professional Development Workshop 3

The purpose of this workshop is to produce a professional profile in which prior teaching experience is mapped against professional competences which are consistent with the HEA Professional Standards Framework and prior qualifications are mapped against the Scottish Credit and Qualifications Framework (SCQF). For further information on the SCQF see www.scqf.org.uk

10.00	Welcome
10.05	Purpose of the Workshop
10.10	Developing a professional profile
11.10	Developing a professional development action plan
11.50	Feedback
12.00	Close

Participants use the following template to complete their Professional Profile following their reflective activity. The Europass CV is the basis of the Professional Profile. The Europass CV has yet to be widely used in the UK, but is used throughout Europe to promote greater learner and worker mobility. It focuses on core and language skills in order to facilitate greater transparency of prior formal and informal learning. For further information on Europass see <http://europass.cedefop.europa.eu/>. The Professional Profile uses the standard Europass CV format, but supplements it with the professional competences derived from the national library of academic role profiles developed by the Joint Negotiating Committee for HE staff in 2005⁴.

Guidance notes, based on the Europass guidance notes, for completion of the Profile are provided.

An example of a completed Professional Profile, produced by one of the pilot participants, is also provided.

⁴ Joint Negotiating Committee for Higher Education Staff (2005) *Academic Role Profiles*

Professional Profile

Personal information	
Surname(s) / First name(s)	
Address(es)	
Telephone(s)	Mobile:
Fax(es)	
E-mail	
Nationality	
Desired employment / Occupational field	
Work experience	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	

Type of organization or sector	
Work experience	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of organization or sector	
Education and training	
Titles of qualification and dates awarded SCQF level(s) Mapping	

Principal subjects/occupational skills covered	
Name and type of organisations providing education and training	
Professional skills and competences	
Teaching and Learning Support	

Research and scholarship	
Communication	
Liaison and networking	

Managing people	
Teamwork	
Expertise	
Personal skills and competences	
Mother tongue(s)	
Other language(s)	

Self/certificated-assessment					
<i>European level (*⁵)</i>					
Language		Listening	Reading	Writing	Speaking
Language					
Social skills and competences					
Organisational skills and competences					
Technical skills and competences					
Computer skills and competences					

⁵ (*) Common European Framework of Reference for Languages

Other skills and competences	
Additional information/referees	
Annexes	Items attached:

CARA Professional Profile – Guidance notes for completion⁶

Personal information

Surname(s) / First name(s)

e.g.:

Smith, John Andrew

Note: if you have more than one other name, start with the one you usually use.

Address(es)

State your complete postal address (es) where you wish to be contacted, e.g.:
12 High Street, Newtown AB12 3CD

Notes:

- show clearly the address at which you can be contacted quickly. If your permanent address is different from where you are living at present, you may write both addresses, stating the dates between which you can be contacted at each;
- the order in which the items in an address appear may vary from country to country; follow the rules that apply so that post will reach you quickly;
- in the case of Ireland, the United Kingdom and the Netherlands, the name of the country is written out in full:
Dublin, Ireland
London SW1P 3AT, United Kingdom
2500 EA Den Haag, Nederland

For further details, consult the Inter-institutional style guide, available on line:
<http://publications.europa.eu/code/en/en-000400.htm>

Telephone(s)

State the telephone number(s) where you wish to be contacted; if necessary, give specific days and times when it is possible to reach you (so that you can be contacted quickly), e.g.:

Fixed: 0845 120 30 45 Mobile: 6945 12 36 54

For further details, consult the Inter-institutional style guide, available on line
<http://publications.europa.eu/code/den/en-000400.htm>

Fax(es)

(remove if not relevant)

Write your fax number(s), using the same rules as for your telephone number(s)
e.g.: 0845 120 30 46.

E-mail(s)

(remove if not relevant)

Write your e-mail address (es) in full, specifying if it is your personal or professional address, e.g.:

bragov@whaoo.com

⁶ Based on Europass CV guidance notes : <http://europass.cedefop.europa.eu>

Nationality(-ies)
(optional)

Write your nationality(-ies), e.g.: Irish

Desired employment / occupational field

Specify your job target or occupational field, e.g.:

Senior Lecturer: Engineering

Work Experience

Under this heading, make a separate entry for each relevant job held, **starting with the most recent**.

Notes:

- For the sake of brevity, focus on the work experience that gives added weight to your profile. Do not overlook experience which may be an asset even though it is not directly related to the profile of the job for which you are applying (e.g., time spent abroad, work bringing you into contact with the public, etc);
- Reproduce the table (using the 'copy / paste' command in your word processing software) as many times as required. To delete a heading, use the 'Table' commands menu in your word processing software.
- Dates: Write the dates to show how long you held the job in question, e.g.: From March 1994 to December 1999
- Occupation or position held: State your job title or the nature of your occupation, e.g.: Lecturer, Research Fellow, Head of Academic Department,
- Main activities and responsibilities: State your main activities and responsibilities. If necessary, quantify your responsibilities (percentage of working time, length of time spent on each occupation, etc).
- Name and address of employer: State the name and address of the employer.

Note: if relevant, add more information (telephone, fax, e-mail or Internet address),

Type of organisation or sector: State the nature of the employer's business or sector, e.g.: Higher Education

Education and training

Under this heading, make a separate entry for each course completed, i.e., each course leading to a qualification, **starting with the most recent**.

Notes:

- there is no need to show all your qualifications: do not go back as far as primary school if you hold a university degree; focus on the qualifications which are an asset to your profile;
- reproduce the table (using the 'copy/paste' command in your word processing software) as many times as required. To delete a heading, use the 'Table' commands menu in your word processing software.

- Dates: Write the dates to show how long the course in question lasted, e.g.: From September 1994 to June 1998
- Title of qualification awarded: Write the exact title of the qualification awarded, e.g.: Bachelor of Science Honours degree
- Principal subjects/occupational skills covered: summarise the main subjects or occupational skills taught during the course in question, grouping them together if necessary for the sake of brevity, e.g.:

General

- English language, Welsh language, mathematics, foreign language (Spanish)
- physical education and sports

Occupational eg:

- occupational techniques
- science applied to occupational area
- occupational technology
- knowledge of business and its economic, legal and social context.

Note: combine items, and focus on the occupational skills which would be an asset if you were appointed.

Name and type of organisation providing education and training

State the name (and if appropriate, the address) and type of the institution attended, e.g.:

South Wales Technical College
Glamorgan Place
Cardiff CF1 2AB

Level in national or international classification, e.g. SCQF level (Scottish Credit and Qualifications Framework) (remove if not relevant)

If the level of the qualification corresponds to an existing national or international classification system, state the level within the classification concerned (national classification, ISCED, etc.).

If necessary, ask the body that awarded the qualification.

For more information on ISCED (International Standard Classification of Education) devised by UNESCO, consult:

http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf

Professional skills and competences

Provide details of specific roles/functions you have carried out, providing at least one example for each competence area. Use the profiling tool to help you reflect on your professional experience and identify specific examples.

Personal skills and competences

This page is dedicated to skills and competences acquired in the course of life and career, but not necessarily covered by formal certificates and diplomas. In other words, it aims to give a complete picture of your skills and competences. The headings below (languages, social, organisational, technical, computer-related, artistic and other skills and competences) allow you describe skills and competences acquired both in the course of your education and training (during your studies) during seminars or continuing training sessions, and in a informal manner (through your occupational or leisure activities).

General note: Delete any heading under which you have nothing relevant to say, using the 'cut' command menu in your word processing software.

Mother tongue(s) State your mother tongue(s) here, e.g.: English

Other language(s) (remove if not relevant)

Note: state in the section below your skills and competences in foreign languages. Use the self-assessment scale developed by the Council of Europe to help people self-assessing their foreign language level of proficiency in understanding, speaking and writing (see instructions below heading).

Self-assessment Understanding, Speaking, Writing

European level (*) Listening, Reading, Spoken interaction, Spoken production

e.g. Spanish (C1) Proficient user B2 Independent user (A2) Basic user (B1)

Independent user (B2) Independent user

French (B1) Independent user B2 Independent user (A2) Basic user (A2) Basic user (A2) Basic user

(*) *Common European Framework of Reference (CEF) level*

Instructions for using the self-assessment grid

The self-assessment grid is based on the six level scale of the common European framework of reference for languages developed by the Council of Europe.

The grid consists of three broad levels as follows:

- Basic user (levels A1 and A2);
- Independent user (levels B1 and B2);
- Proficient user (levels C1 and C2).

To self-assess your foreign language level, read the descriptions below and write the relevant level (e.g. Proficient user - C2) in the appropriate box of your CV (Listening, Reading, Spoken interaction, Spoken production and Writing).

Understanding

Listening

- A 1:** I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.
- A 2:** I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements.
- B 1:** I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- B 2:** I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
- C 1:** I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
- C 2:** I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

Reading

- A 1:** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- A 2:** I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
- B 1:** I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
- B 2:** I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
- C 1:** I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
- C 2:** I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Speaking

Spoken interaction

- A 1:** I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

- A 2:** I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
- B 1:** I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- B 2:** I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
- C 1:** I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
- C 2:** I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken production

- A 1:** I can use simple phrases and sentences to describe where I live and people I know.
- A 2:** I can use a series of phrases and sentences to describe, in simple terms, my family and other people, living conditions, my educational background and my present or most recent job.
- B 1:** I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
- B 2:** I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- C 1:** I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- C 2:** I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing

- A 1:** I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
- A 2:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
- B 1:** I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

- B 2:** I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
- C 1:** I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
- C 2:** I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

The complete self-assessment grid can be accessed from the website of the Council of Europe under
[http://culture2.coe.int/portfolio/inc.asp?L=E&M=\\$t/208-1-0-1/main_pages/..&L=E&M=\\$t/208-1-0-1/main_pages/levels.html](http://culture2.coe.int/portfolio/inc.asp?L=E&M=$t/208-1-0-1/main_pages/..&L=E&M=$t/208-1-0-1/main_pages/levels.html)

Notes:

- if you have a certificate testifying to your competence (such as IELTS or TOEIC -Test of English for International Communication), state the level and the date when you obtained it;
- do not overestimate your level, which may well be checked if you are interviewed!

Social skills and competences

(remove if not relevant)

What are we talking about?

Social skills and competences refer to living and working with other people, in positions where communication is important and situations where teamwork is essential (for example culture and sports), in multicultural environments, etc.

Describe your social skills and competences, e.g.:

- team spirit;
- good ability to adapt to multicultural environments, gained through my work experience abroad;
- good communication skills gained through my experience as programme leader.

Specify in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc.).

Organisational skills and competences

(remove if not relevant)

What are we talking about?

Organisational skills and competences refer to coordination and administration of people, projects and budgets, at work, in voluntary work (for example culture and sports) and at home, etc.

Describe your organisational skills and competences, e.g.:

- leadership (currently responsible for a team of 10 people);
- sense of organisation (experience in logistics);
- good experience in project or team management.

and say in what context they were acquired (through training, work, seminars, voluntary or leisure activities, etc).

Technical Skills and Competences

(remove if not relevant)

What are we talking about?

Technical skills and competences refer to mastery of specific kinds of equipment, machinery, etc. other than computers, or to technical skills and competences in a specialised field (manufacturing industry, health, banking, etc).

Describe your technical skills and competences, e.g.:

- good command of quality control processes (I was responsible for the implementation of quality audit in my dept);

Specify in what context they were acquired (through training, work, seminar, voluntary or leisure activities, etc).

Computer skills and competences

(remove if not relevant)

What are we talking about?

Computer skills and competences refer to word processing and other applications, database searching, acquaintance with Internet, advanced skills (programming etc.).

Describe your computer skills and competences, e.g.:

- good command of Microsoft Office™ tools (Word™, Excel™ and PowerPoint™);
- basic knowledge of graphic design applications (Adobe Illustrator™, PhotoShop™).

Specify in what context they were acquired (through training, work, seminar, voluntary or leisure activities, etc.).

Other skills and competences

(remove if not relevant)

State here any other skill(s) and competence(s) which are an asset and are not mentioned under earlier headings (hobbies; sports, positions of responsibility in voluntary organisations), e.g.: trekking

Specify in what context they were acquired (through training, work, voluntary or leisure activities, etc.).

Additional information

(remove if not relevant)

State here any other information which you think relevant (publications or research; membership of professional organisations, military information (if you judge it important to specify that you have completed military service), marital status (if you judge it important to specify), contact persons or referees [name, job title, contact address, see note below]), e.g.:

Publication

Article: Molecular characterisation of a H3o-loaded brain cell, Immunology Quarterly, New York, 02/2002

Notes:

- do not give the address of a contact person without obtaining his/her formal agreement; it is preferable to state 'References supplied on request' in order not to overload the profile
- where appropriate, provide a brief description of your publications or research; specify the type of document (thesis, article, report, etc.).

Annexes

(remove if not relevant)

List any items attached to the profile, e.g.:

- copies of degrees and other qualifications, including any certificates issued at the end of training courses which did not lead to a formal qualification;
- testimonial of employment or work placement;
- publications or research; etc.

Notes:

- list the items in a logical order to help the reader (e.g., place degrees or testimonials of employment together, numbering them if required);
- never send originals of degree or qualification certificates as these might be lost;
- photocopies are adequate.

Professional Profile

Personal information			
Surname(s) / First name(s)	A. Another		
Address(es)			
Telephone(s)		Mobile:	
E-mail			
Nationality	Pakistani		
Desired employment / Occupational field	Lecturer, Statistics		
Work experience 1			
Dates	Oct 2003 to Mar 2004		
Occupation or position held	Lecturer		
Main activities and responsibilities	Teaching and preparing the teaching aids for the students of Chartered Accounting (CA), Association of Chartered Certified Accountants (ACCA), and Certified Accounting Technicians (CAT) Preparing Internal Assessments and checking them; preparing students for external professional exams.		
Name and address of employer	The Professionals' Academy of Commerce 4-D Park Avenue Road University Town Peshawar Pakistan		
Type of organization or sector	Educational Institute		
Work experience 2			
Dates	Jan 2004 to April 2004		
Occupation or position held	Visiting Lecturer		

Main activities and responsibilities	Teaching and preparing the teaching aids for the students of Bachelor in Business Administration (BBA) and Masters in Business Administration (MBA). Preparing internal assessments and checking them; preparing students for external exams.
Name and address of employer	IMS Department Peshawar University Pakistan
Type of organization or sector	Educational
Work experience 3	
Dates	4 th Sept 2000 to 30 th Sept 2003
Occupation or position held	In charge Mgt Science Department / Assistant Professor/ Member of Academic Council
Main activities and responsibilities	Supervising the staff, students, planning courses, resolving the problems of teachers and students, staff and student recruitment, completing planning schedule and timetable of the terms, supervising student projects, arranging work placements for students. Teaching and preparing the teaching aids for the students of BBA and MBA. Preparing internal assessments and checking them, setting question papers for exams. Invigilating the exams.
Name and address of employer	CECOS University Peshawar Pakistan
Type of organization or sector	Educational
Work experience 4	
Dates	Jan 2001 to Dec 2001
Occupation or position held	Visiting Lecturer
Main activities and responsibilities	Teaching and preparing the teaching aids for the students of MBA. Preparing internal assessments and checking them; preparing students for external exams.
Name and address of employer	Institute of Computer Management Sciences Peshawar Pakistan

Type of organization or sector	Educational
Work experience 5	
Dates	1 st Feb 1999 to 3 rd Sept 2000
Occupation or position held	Lecturer
Main activities and responsibilities	Teaching and preparing the teaching aids for the students of BBA and Bachelor of Science (Hons) Information Technology (BSc IT (Hons)) Preparing internal assessments and checking them; preparing students for external professional exams.
Name and address of employer	Abasyn Institute of Management Sciences Peshawar Pakistan
Work experience 6	
Dates	Dec 1996 to March 1999
Occupation or position held	Lecturer/ Female Student Coordinator/ Assistance to Examination Section
Main activities and responsibilities	Teaching and preparing the teaching aids for the students of BBA and Bachelors in Computing Science (BCS), BSc IT and MBA. Preparing internal assessments and checking them, Preparing students for external exams. Invigilating the exams. Checking and verifying the final record for assessment sheets.
Name and address of employer	Preston University Peshawar Pakistan
Dates	4 th Sept 1993 to 22 nd Sept 1994
Occupation or position held	Teacher
Main activities and responsibilities	Teaching and preparing the teaching aids for the students.
Education and training	
Titles of qualification and dates awarded SCQF level(s) Mapping	Master of Sciences 8 th Oct 1994 SCQF level 11

Principal subjects/occupational skills covered	Statistics
Name and type of organisations providing education and training	Peshawar University Pakistan
Professional skills and competences	
Teaching and Learning Support	<p>Being a teacher of graduate and post graduate levels I prepared lectures which related to current financial situations of the market and annual reports of the different industries. Delivering the lectures step by step using white boards enabled students to understand the mathematical calculation more easily compared to using the slides. For theoretical subjects I prepared presentations using power point.</p> <p>I assessed the students by asking questions and guiding them according to their ability and learning skills.</p> <p>I supervised the student's educational trips to different industries and their related projects. Arrangement for the student work placement was also included in my duty.</p> <p>Setting the exam papers and checking of exam papers as a part of final assessment for students promotion to next level was also part of my duty.</p>
Research and scholarship	

Communication	Students are normally from different backgrounds with different learning capabilities. I used the daily life examples from their own regions, which helped students to understand the complex and conceptual ideas very easily.
Liaison and networking	Being a head of department I had to arrange the work placements for students in different business environments. This usually helped to secure a future job in the same workplace. Recruiting students to the university was also part of my duty so I arranged seminars with the help of my team with regard to highlighting the university activities, the courses which are offered and future prospects.
Managing people	Being an experienced teacher and head of department I had to support and train the junior teachers on the basis of student feedback. For recruitment and the permanent selection of staff I observed and assessed them.
Teamwork	Being a teacher and head of department I always made decisions after discussion with my colleagues in our routine fortnightly meetings and when an emergency issue arose. All this teamwork improved our educational system.
Expertise	Statistical techniques remain mostly unchanged but now computer software is now largely used to teach statistical techniques. In Strathclyde University Excel is used to teach statistical techniques so I also improved my skills in computer software by doing ECDL, Advance ECDL and an HNC Computer Application
Personal skills and competences	
Mother tongue(s)	Urdu
Other language(s)	English, Punjabi, Pushto, Hindko

Self/certificated-assessment	IELTS				
	<i>European level (*⁷)</i>		Listening	Reading	Writing
Language	English	6.0	6.0	7.0	6.5
Language	Urdu	7.0	7.0	7.0	7.0
	Pushto	7.0	6.0	7.0	6.5
	Hindko	7.0	6.0	7.0	6.5
Social skills and competences					
Organisational skills and competences					
Computer skills and competences	ECDL (European Computer Driving Licence) Advance ECDL HNC Computer Application to prepare databases; linking of word documents with databases to simplify the work; creating files in spread sheets so that keying in data gives the final results without handling the complex formulas in the background.				
Other skills and competences					

⁷ (*) Common European Framework of Reference for Languages

Additional information/referees	
Annexes	Items attached: Copy of all the experience certificates. Copy of MSc. Degree

Participants complete this Development Action Plan following the reflective profiling activity. The profiling activity has therefore two outcomes: the Professional Profile and the Development Action Plan. Linking the production of the development action plan with a career guidance process would be a useful dimension.

Professional Development Action plan⁸

Name:

Activity	Roles/functions	Development need	Development opportunity	Timescale
1. Teaching and Learning Support	<p>Design teaching material and deliver either across a range of modules or within a subject area</p> <p>Use appropriate teaching learning support and assessment methods</p> <p>Supervise student projects, field trips and where appropriate placements</p> <p>Identify areas where current provision is in need of revision or improvement</p> <p>Contribute to the planning, design and development of objectives and material</p> <p>Set, mark and assess work and examinations and provide feedback to students</p>			

⁸ Activities/competences derived from Teaching and Scholarship /Research Level 3 (National Framework Agreement: HE staff)

<p>2. Research and scholarship</p>	<p>Develop research objectives, projects and proposals</p> <p>Engage in subject, professional and pedagogy research as required to support teaching activities</p> <p>Conduct individual or collaborative scholarly projects</p> <p>Identify sources of funding and contribute to the process of securing funds for own scholarly activities where appropriate</p> <p>Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities</p> <p>Write or contribute to publications or disseminate research findings using other appropriate media</p> <p>Make presentations at conferences or exhibit work in other appropriate events</p> <p>Develop and produce learning materials and disseminate the results of scholarly activity</p>			
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<p>3. Communication</p>	<p>Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</p>			
<p>4. Liaison and networking</p>	<p>Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities</p>			
<p>5. Managing people</p>	<p>Mentor and support colleagues with less experience and advise on personal development</p> <p>Supervising the work of others, for example in research teams or projects or as a PhD supervisor</p> <p>Coordinate the work of others</p>			
<p>6. Teamwork</p>	<p>Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff</p>			

	<p>Could be required to take the lead in a local project</p> <p>Collaborate with / coordinate the work of colleagues to identify and respond to student's needs</p>			
<p>7. Expertise</p>	<p>Possess current and sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes and the provision of learning support</p> <p>Use of range of delivery techniques to enthuse and engage students</p>			
<p>8. Other skills e.g. IT, language</p>				

Signature:

Date:

Evaluation Session

The evaluation session is the last stage of the professional development programme and enables participants to discuss both positive and negative aspects of the programme and suggest improvements.

CARA Pathfinder project- Evaluation questions

1. Overall to what extent have you found the project to be a useful/enjoyable experience – give a specific example? What were your expectations and to what extent has your experience matched these?

2. **What aspects of the project did you find most useful?** (Professional development workshops: orientation to project and HE sector; orientation to GCU; learning, teaching and quality assurance; RPL profiling; production of professional profile; work shadowing experience)

3. **What aspects of the project did you find least useful?**

4. How useful did you find the professional development workshops in terms of improving your understanding of the Scottish/GCU academic context and the role of an academic in the UK HE sector?

5. Please comment on the amount and timing of the workshops

6. How useful did you find the work shadowing experience in terms of improving your understanding of the Scottish/GCU academic context and the role of an academic in the UK HE sector? Give one example of something that you learnt that you think will be beneficial in your career development

7. Please comment on the nature, structure and timing of the work shadowing experience

8. To what extent do you think the experience of the project will help you to achieve your goals in terms of future employment in the HE sector?

9. Please add any further comments you wish to make (particularly suggestions for improvement: purpose, content, format; what kind of guidance/support/activity you would have liked to make the experience better etc) Is there particular advice that you would give to the project team based on your own previous experience of working in teaching/HE)

10. What advice would you give to other academic refugees embarking on this project?

Thank you!

This questionnaire was completed by the participants' mentors following the work-shadowing experience

GCU CARA project: Evaluation

Mentor Questionnaire

Motivation and Commitment

How easy did the CARA participant find it staying on task?

How flexible and adaptable was he/she to trying new things?

How engaged with the department did you find him/her?

Communication

How good was he/she at listening effectively?

How confident was he/she speaking on a one to one basis?

How confident was he/she speaking in a larger group?

How good was he/she at expressing what they wanted from the placement?

Skills recognition

How suitable do you think he/she would be for an academic career in the UK?

Does he/she value his/her own skills?

Were the skills and experience of the participant relevant to the department/your role in it?

Progress

Did either of you/both of you feel you understood what was to be achieved by the placement?

Were you aware if there were any specific goals that the participant wanted to achieve, did they express these to you at any time?

Do you think he/she achieved any of their goals?

What do you think the participant got out of their time with you?

Your own role as mentor

Were you comfortable having the participant with you in the department?

Did you feel suitable prepared for the placement by a) Your own Department/Faculty, b) the Bridges Programmes, c) The University?

Did you offer any suggestions about how he/she might progress towards working in academia?

Did you get anything out of the placement, did you learn anything new or gain new insights about the difficulty refugees/asylum seekers have to integrate or access suitable employment?

Would you have the participant back to the department or would you take another placement?

Do you think University Departments are suitable places to run work shadow/work experience placements?

What time of year would you prefer to have a placement if you were going to do this again?

Thank you very much for completing this questionnaire. Please could you email it to Ruth Whittaker at rgwh@gcal.ac.uk or send by internal mail to Ruth Whittaker, Caledonian Academy, William Harley Building.

Section 2

Guidance on work-shadowing:

Resources:

- 1 **Context: asylum seekers and refugees in Scotland.**
2. **Bridges Programme: Guide to Benefits and Work and Education Access for Asylum seekers and Refugees**
3. **Definitions Concerning International Protection in the UK**
4. **What is work-shadowing?**
5. **Information and Guidance for Employers participating in the Bridges Programmes Work-Shadowing Scheme**
 - **Asylum seekers**
 - **Refugees**
6. **Support for Employers mentoring Bridges clients**
7. **Work-shadowing Advice for Mentors**
8. **Generic guidance on mentoring**

The guidance material (1, 2, 4- 7) in Section 1 has been provided by Maggie Lennon, Director of the Bridges Programme Ltd

Tel.: 0141 554 5440

Fax: 0141 556 4144

maggielennon@bridgesprogrammes.org.uk

www.bridgesprogramme.org.uk

The guidance material on legal policy and processes concerning international protection in the UK (3) has been provided by the Council for Assisting Refugee Academics (CARA)

Tel.020 7021 0880

www.academic-refugees.org

The generic guidance on mentoring (8) has been provided by Frank Brown, Mentoring Co-ordinator, Centre for Research in Lifelong Learning, Glasgow Caledonian University

Tel: 0141 273 1268/1347

F.Brown@gcal.ac.uk

www.gcal.ac.uk/mentoring/web/

1. Context: asylum seekers and refugees in Scotland.

Given the complexities, this section only provides an initial overview. For more detailed information, please refer to the complete set of rules and regulations on the Home Office/Border and Immigration Agency site www.ind.homeoffice.gov.uk/

International Law

The UK's commitment and obligation to support refugees and people fleeing persecution is enshrined in two major pieces of International Law

The United Kingdom is a signatory of the 1951 United Nations Convention on Refugees and the 1967 Protocol which updated this.

According to this statute a Refugee is a person “owing to a well founded fear of being persecuted for reasons of race, religion, nationality, member of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country”

Although originally designed to address issues of refugees post-1945 and the Cold War, the 1967 Protocol extended the provision of refugee status beyond the confines of continental Europe.

In International Law there is no such thing as an asylum seeker. All people claiming asylum are referred to as refugees (under the '51 convention definition above, if they fit, they have the status of refugee in international law regardless of whether the UK and other receiving countries have provided them with refugee status under UK law). The term asylum seeker has been deployed in a European context, primarily, to differentiate between those claimants who within the context of the national laws of the host country are still awaiting a decision on their case, measured against the terms of the 1951 Convention and those whose case has been determined positively (refugee) and who have been given one of several categories of leave to “enter and remain” in the UK.

Asylum process

Asylum seekers are in Glasgow, as this is the only local Authority that has a contract with NASS to provide accommodation. Asylum seekers are dispersed here with no choice of location and must stay in the accommodation provided.

If an initial negative decision is handed down, asylum seekers have the right to appeal. The appeals process can take a long time and some asylum seekers have been in the UK for over 5 years. Even when a case is deemed “appeal exhausted”, in that is there is no further re-course to the courts, often, because of the situation existing in home countries, asylum seekers cannot be returned

In this case NASS support is withdrawn and asylum seekers come under Section 4 or 'Hard Case' support which means moving house to special accommodation and receiving vouchers rather than cash for the remainder of their time in the UK (in order to reinstate their NASS support during this period, they have to sign up to an assisted voluntary return agreement). Some asylum seekers at this point become destitute or "go underground" for fear of being deported.

Definitions and Statuses

The following information should be read alongside the table below outlining rights and responsibilities of asylum seekers and refugees in relation to employment and educational opportunities.

Asylum Seeker (within the UK context): A person awaiting a decision on their application to remain in the UK. While holding this status, individuals:

- Do not have the right to work*
- Are allocated housing in areas of dispersal across the UK without choice (if they can stay with friends or relatives, there is the option to only claim NASS (National Asylum Support Service) benefits and avoid dispersal)
- Are in receipt of NASS benefits equivalent to approximately 70% of indigenous persons state benefit entitlement
- Are not issued with a NI number
- Have no entitlement to other benefits from the public purse e.g. Job Seekers Allowance, Incapacity Benefit, Income Support
- Have limited access to Further Education through a system of discretionary fee waivers
- Have access to English language classes
- Have a right to have their school age children educated up until age of 16 in the state sector
- Have no realistic access to Higher Education as they are treated as foreign students in respect of fees. This includes spouses and children of asylum seekers

[NB This is the only practical restriction to access to Higher Education there is no statutory exclusion, if funding can be found then they have the right to apply and be accepted into HE institutions]

*NB * Until May 2003 asylum seekers who had been in the UK longer than six months could apply for a work permit. Not all received them. Anyone granted a work permit at this time still has the right to work. This work concession was removed in May 2003. Since February 2006 an EU ruling decided that any asylum seeker who has been waiting for an **initial decision** for longer than twelve months (**through no fault of their own**, e.g. they have not delayed making an application) is entitled to apply for a work permit. In reality, this applies to comparatively few as initial decisions which then go to appeal tend to be handed down within the 12 months time-frame. This can mean that occasionally an asylum seeker does have permission to work. Their Home Office paperwork makes this clear.*

Refugee: A person granted one of several rights to enter or remain in the UK (please see accompanying table for specific exclusions to employment and education opportunities for each category).

Humanitarian Leave to Remain (HLR): Currently, those granted protection under Art 3 and 8 respectively of the European Convention get HLR and DLR respectively. Refugees get 5 yrs LTR.

Indefinite Leave to Remain (ILR) Full 1951 Conventions status. Accepted as a refugee and able to stay in the UK indefinitely, with the right to work, live where they please and receive full benefits. Since 2006 this leave to remain has been suspended and replaced with:

Limited Leave to Remain (LLR) all rights as above but for a maximum of five years before case is reviewed.

Humanitarian Protection (HP). Leave to remain from between 1-3 years on the grounds that they may be subject to persecution or worse on return, but not deemed to have met all conventions status criteria. Most benefits and rights restored. Must apply for extension before expiration

Discretionary Leave to Remain (DLR). Leave to remain at the HO discretion usually for a year at a time, extensions must be applied for usually annual. Restriction on some rights such as not being able to open a bank account

Temporary Leave to Remain (TLR). This status can only be triggered by the European Commission and applies to all EU member states. It is meant to address the potential for the mass migration of peoples should a humanitarian crisis such as Kosovo occur again on the borders of the EU.

Gateway Refugees. In country status granted in places of severe humanitarian crisis such as Darfur. Status granted through UNHCR before coming to UK. At the moment North Lanarkshire has approximately 500 gateway refugees from Sudan and is the only Gateway project in Scotland. Full refugee status and rights.

2. Bridges Programme: Guide to Benefits and Work and Education Access for Asylum seekers and Refugees

A1	A2 Access to benefits	A3 Right to work	A4 Workplace acceptable activities	A5 Access to Further Education	A6 Access to Higher Education
Asylum seeker Awaiting a decision whether in appeal stage or not	No state benefits, NASS benefits at 70% of state benefits, NASS housing provided in some cases	None, unless they received right to work prior to July 2002	Work shadowing, volunteering and mentoring provided their activities cannot be classed as job substitution or given unsupervised tasks to carry out. See additional explanatory sheet.	Fee waiver for ESOL (English for speakers of other languages), some fee waiver for HNC/HND classes at FE institutes discretion	Effectively none (no fee waiver) as they are treated as overseas students with overseas student fees, (must be resident in the UK for three years before that restriction is lifted*) No student support available
ILR as a refugee Indefinite leave to remain, may stay in the UK forever – being phased out and replaced with LLR (see below) but a large number of existing refugees have status granted under this criteria. This category will be phased out on August 30 2005, see LLR below	Access to full state benefits, NASS accommodation given up within 28 days and responsible, with support, for finding other accommodation	Yes, and can register for JSA with Job Centre Plus and other work initiatives such as training for work	All of the above including work experience. Paid work over 16 hours a week will affect benefit package	Fee waivers for full and part-time courses if on benefit	May apply for fee waivers as for other home students and apply for student support, subject to same student support conditions as home students for postgraduate study
Humanitarian Protection (HP) and Discretionary Leave to remain (DLR). Both come with a time limit after which the case is reviewed.	<i>As for ILR</i>	<i>As for ILR</i>	<i>As for ILR</i>	<i>In Scotland as for ILR</i>	<i>In Scotland as for ILR</i>
TP as a refugee – Temporary Protection new EU category for sudden and very large number of displaced peoples coming to the EU (not in force yet)	<i>As for ILR</i>	<i>As for ILR</i>	<i>As for ILR</i>	Decision made for under 18s, full access no three year qualifying period. No decision from Executive on adults	No decision made as yet by Scottish Executive

<p>LLR as a refugee – Limited Leave to Remain as a refugee, new UK category, came into force on August 30 2005. All asylum seekers granted leave to remain from now on will receive this status, probably for five years and then a decision on permanent leave to remain will be made</p>	<p><i>As for ILR</i></p>	<p><i>As for ILR</i></p>	<p><i>As for ILR</i></p>	<p><i>As for ILR</i></p>	<p><i>As for ILR</i></p>
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NB The information above currently relates to the situation in Scotland. However asylum law changes all the time, as do rights and benefits, and therefore the information should be checked regularly.

The information that follows relates to UK legal provisions and policies (which may differ slightly from the position in Scotland in areas of devolved matters). This information has been provided by CARA.

3. Definitions Concerning International Protection in the UK

Please note that this information necessarily involves simplification of detailed legal provisions and policies, which are subject to frequent change by the Home Office. Please also note that although this document sets out current procedures, there will be individuals who have been granted permission to remain under earlier rules and categories, which have now been superseded. You should also be aware that there are often complex transitional provisions between categories, which are beyond the scope of this document.

1. There are 2 principle international instruments that are relied upon by those seeking protection in the UK
 - 1.1 Protection under the **1951 United Nations Refugee Convention** is given to a person who is unable or unwilling to return to the country of their nationality or former habitual residence, because of a well founded fear of persecution on specified Convention grounds - race, religion, nationality, political opinion or membership of a social group. Such persons are termed Refugees. Under UK law Convention Refugees are granted asylum here.
 - 1.2 Protection under the **European Convention on Human Rights (ECHR)** is a little more complicated as the Convention establishes a range of rights, only some of which relate to migration and only some of which cannot be over-ridden in certain circumstances. The 2 most commonly used Articles in protection issues for migrants are:
 - 1.2.1 Article 3, which prohibits torture and inhuman and degrading treatment or punishment
 - 1.2.2 Article 8, which provides for the right to respect for family and private life, but which sanctions interference with those rights by a public authority in a fairly wide number of cases; that is where it is 'in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others'.
 - 1.3 An asylum claim includes a request for protection under Article 3 ECHR, for the purposes of asylum support and of whether, in some cases, a fee is payable for an in-country human rights application.
 - 1.4 An asylum claim must be made in person at the Home Office. No application fee or formality is required. Often the treatment complained of in an asylum claim will also give rise to a need for protection under Human Rights grounds, and so an asylum claim is expressly or impliedly also a human rights claim.

1.5 A human rights claim can be made separately from an asylum claim. The Home Office have not always been clear about the correct procedure, however. Matters are complicated by the regime of compulsory forms and fees for a range of in-country applications. The Home Office states that it requires a human rights application to be made in person, as with asylum claims, although this does not always appear to be enforced. No forms are required for on-entry human rights applications. No forms or fee are required for any Article 3 claim, wherever it is made. However, the Home Office does now seem to require in-country Article 8 claims to be made on an application form and with the payment of a fee. This is an area which is subject to continued change and on which the Home Office has given out conflicting information. Advice should be sought before an application is submitted.

1.6 **Asylum Applicant** – a person who has claimed asylum in the United Kingdom whose application has not yet been decided. People may seek asylum

- (a) At the border on arrival, or
- (b) Later having entered clandestinely, or
- (c) Whilst here lawfully in another capacity.

The first group are called port applicants. The second group are generally also classed as port applicants because they have not, in law, arrived in the UK. The third group are called in-country applicants.

2. **Temporary Admission (TA)** – TA is the legal status given to, amongst others, port applicants or illegal entrants who have made an asylum or human rights claim, and whose claims are pending or who are awaiting removal. Persons on TA have not been formally admitted to the UK. Persons on TA may be subject to conditions such as residence, prohibiting employment, reporting, etc. Often used as an alternative to detention.

2.1 Persons on TA generally do not have the right to work. However, until July 2002 when this concession was removed, persons on TA whose applications had been pending in the UK for longer than six months could apply for permission to work, and most were granted it. Those with permission to work, or with requests pending on that day, were allowed to work until there was a final decision in their case. However, all new applicants since January 2002, and increasingly all old applicants whose cases are outstanding, or who are awaiting removal after their case has been finally determined, are issued with an Application Registration Card (ARC), and for the latter, this is often the occasion in practice when their permission to work is withdrawn.

2.3 Paragraph 360 of the Immigration Rules <http://www.ind.homeoffice.gov.uk/lawandpolicy/immigrationrules/part11b>) implements parts of the EU Directive on minimum reception conditions and affords a right to an asylum seeker to request for permission to take up employment (not self employment or business), if a decision at first instance has not been taken within one year of the date on which the asylum claim was recorded. The

Secretary of State need only consider such an application if in his opinion any delay in reaching a decision at first instance cannot be attributed to the Applicant. In any event, the Secretary of State does not have to grant the request.

2.4 **Asylum Seekers on TA**

- (i) May be allocated housing in areas of dispersal across the UK without choice, if they are destitute. If they are able to arrange to stay with relatives or friends, they can only claim support and avoid dispersal.
- (ii) May receive NAS (National Asylum Support) Benefits equivalent to approximately 70% of income support.
- (iii) Are not issued with an NI number.
- (iv) Have no entitlement to other benefits such as JSA (Job Seekers Allowance), IB (Incapacity Benefit), IS (Income Support).
- (v) Have limited access to further education through a system of discretionary fee waivers. According to RETAS, asylum seekers do not pay fees for further education if they are in receipt of a means tested benefit, are supported by the local authority or receive NASS support
- (vi) Have access to English language classes.

From August 2007, English for Speakers of Other Languages (ESOL) learning will no longer attract automatic fee remission. ESOL is no longer free for asylum seekers except those who after six months are still waiting for a decision on their claim or appeal; and people who have been refused asylum, are unable to return because of circumstances beyond their control and are receiving Section 4 support

- (vii) May have their school age children educated up until the age of 16 in the state sector.
- (viii) Will be treated as foreign students in respect of higher education fees, unless they are 'ordinarily resident', i.e. they have lived in the UK for purposes other than full-time education for 3-years prior to the start of the course.

3. **Refugee Status** – Protection under the 1951 United Nations Refugee Convention to a person who is unable or unwilling to return to the country of their nationality or former habitual residence, because of a well founded fear of persecution on specified Convention grounds - race, religion, nationality, political opinion or membership of a social group.

- 3.1 From July 1998 to 30 August 2005, applicants determined to be refugees were granted indefinite leave to remain immediately. Now a person granted Refugee Status is granted 5 years leave to remain, with no restriction on employment. Refugees may live and work where they please and may receive all benefits. They have a number of other employment and education rights.
- 3.2 Refugees may have their status reviewed and their permission taken away, or not extended, in a number of situations. This may be due to the actions of the refugee, a change in country conditions, or the completion of the 5 year period.
- 3.2.1 The actions of the refugee are relevant to the review where
- (i) They suggest the person has ceased to be a refugee, as set out in Article 1C(1)-(4) of the Refugee Convention- (voluntarily re-availing themselves of the protection of their country of nationality, voluntarily re-establishing themselves in their country of nationality, and certain other situations)
 - (ii) They suggest they should be excluded from protection under Article 1(F) of the Refugee Convention (crimes against peace, war crimes etc)
 - (iii) Refugee status was obtained by deception; or
 - (iv) They disclose other reasons which may trigger a review of their status, such as:-
 - (a) Actions bringing the Applicant within Article 33(2) of the Refugee Convention (threats to the security of the country of refuge, or conviction by a final judgement of a particularly serious crime);
 - (b) Criminal convictions of 2 or more years or for an offence listed under Section 72 of the 2002 Act;
 - (c) A Court recommendation for deportation;
 - (d) The entry of a refugee on the Sex Offenders Register;
 - (e) An extradition request, or
 - (f) A decision that the refugee's presence is not "conducive to the public good" if for example, they have engaged in one of the behaviours identified as "unacceptable".
- 3.2.2 Changes in country conditions may be relevant where the circumstances in the country which gave rise to the grant have ceased to exist. This reflects Article 1C (5) (6) of the Refugee

Convention. Changes would need to be of a non temporary nature, and UNHCR would have to be consulted.

- 3.3 In some cases where refugee status is removed, it may still not be possible to remove a person, where for instance to do so would breach Article 3 of the ECHR. In this case the person would probably be granted HP or DL
4. **Humanitarian Protection (HP)** – (see Paras 339C and D of the Immigration Rules). Permission to remain given to individuals whose removal would breach Article 3 ECHR (see above at 1.1), or who are at serious risk of the death penalty, torture or unlawful killing. There is an exception in medical Article 3 cases where the successful applicant is given Discretionary Leave to Remain – see below. Same social rights as a Convention Refugee. HP and DLR replaced Exceptional Leave to Remain on 1.4.03.
- 4.1 HP will now normally be granted for 5 years, subject to an Active Review before a grant of ILR. Extensions are also subject to an Active Review. Applicants granted 3 years HP before 30 August 2005 may apply for ILR after 3 years, but will be subject to an Active Review. An AR assesses whether the person currently satisfies the requirements for all the various types of protection. If not, enforcement action may follow. The AR may include another interview. If HP is withdrawn, an applicant will still be considered for DL.
- 4.2 The Active Review will consider:
- (i) The present situation in the country of origin to see if it has changed.
 - (ii) The person's character and conduct during the time that they are in the UK.
- 4.3 HP may be Actively Reviewed during the period of leave in any of the following situations
- (i) The person's actions show they no longer need protection – for reasons similar to those set out above in Refugee cases
 - (ii) The Home Office issues a specific instruction that a particular category of case should be reviewed.
 - (iii) The person falls into one of the exclusions from HP - e.g.
 - (a) they fall within the exclusion clauses of the Refugee Convention by committing; war crimes, crimes against humanity; a serious non-political crime outside the UK before their admission; acts contrary to the purposes and principles of the UN

(b) there are reasonable grounds to consider them to be a danger to the security of the UK, or they have committed a particularly serious crime and constitute a danger to the community

(c) they are persons whose character, conduct or associations mean that it is appropriate to exclude them from HP, or have engaged in 'unacceptable behaviours' –fomenting terrorist violence

(d) they have committed a serious crime in the UK or overseas (which includes a crime for which a 12 month sentence is given)

(e) they are on the sex offenders register

(iv) The person obtained HP by deception.

5. **Discretionary Leave to Remain (DLR) –**

Permission to remain granted:-

- (i) On compassionate grounds at the Home Office's discretion or
- (ii) In medical cases where otherwise Article 3 would be breached or
- (iii) In Article 8 cases where removal would breach the right to respect for family or private life
- (iv) To persons excluded from Convention protection or HP, for which see above, but who cannot be safely returned or removed - 'Exclusion Cases'.

5.1 DLR is usually granted in two blocks of 3 years, after which indefinite leave to remain may be granted.

5.2 Extension and ILR applications are subject to an Active Review by the Home Office. However these periods can be as short as 6 months in Exclusion cases, and in those cases settlement may take longer, or may never be achieved. ILR will not necessarily be granted in Exclusion cases. Economic and social benefits are as for Convention Refugees and HP.

5.3 DL cases will be Actively Reviewed before there can be an extension, or a grant of ILR. The factors that will be considered depend on the basis on which DL was granted. For example:

If DL was granted on the basis of family life under Article 8, the present family situation will be considered.

If DL was granted as an unaccompanied minor and the Applicant remains under 18, case workers will look to see whether there are no adequate reception conditions overseas. Those over 18 will be considered as any other adult.

- 5.4 DL may be reviewed during the period of leave in any of the following circumstances:
- (i) A person's actions demonstrate that the grounds on which they were granted DL no longer exist.
 - (ii) A change in country conditions referred to in a specific instruction to review a particular category of case affects the person's case.
 - (iii) The person falls within the excluded DL categories.
 - (iv) There are other circumstances which make it appropriate to curtail leave – for example, a family member becomes able to provide care for a child who was granted DL on the basis of there being no reception facilities.
- 5.5 There is extensive Home Office guidance on refugee status, HP and DL and Active Reviews which can be found in the asylum policy instructions at: <http://www.ind.homeoffice.gov.uk/documents/asylumpolicyinstructions/>
6. **Temporary Protection (TP)** – A new status, introduced from 1.1.2005, deals with situations of mass influx which allows decisions to be made quickly to provide protection for groups of displaced people without considering their cases in detail, and which provides much more limited rights than those of a refugee and in particular no expectation of eventual settlement. Those protected are allowed to work or enter self-employment. TP is granted for 12 months with successive further periods of 6 months, where required. Rarely used. Requires a declaration by the Council of the European Union. See paragraphs 354 to 356(b) of the Immigration Rules.
7. **Gateway Refugees** – Individuals identified as refugees outside the UK and resettled here according to quotas. Status normally granted through UNHCR before coming to the UK. North Lanarkshire has approximately 500 gateway refugees from Sudan and is the only gateway project in Scotland. They have full status and refugee rights. There is no other provision allowing an asylum application to be made abroad, although there is discretion for Embassies to receive applications in very exceptional circumstances.

NB. Individuals should always seek good quality advice before submitting an application.

4. What is Work-shadowing?

Work-shadowing is an opportunity to shadow someone through their normal working day, observing the routine tasks and responsibilities they undertake. The person being shadowed might provide an opportunity for the 'shadowee' to join in with these tasks and gain hands-on experience, but the shadowee is never left completely unsupervised or asked to perform work that the person being shadowed would not normally undertake. It is an excellent way to build bridges between different communities by reducing prejudice, fear and hostility on both sides.

Work-shadowing differs from most voluntary work in that it has a limited timeframe and is organised around a workplan agreed between the host company, Bridges and the shadowee. This workplan might include looking at specific professional knowledge areas or personal development goals such as becoming more confident, learning English vocabulary associated with the role, or having the opportunity to use a specific software package.

Following a Home Office ruling in 2003, asylum seekers are no longer eligible to apply for work permits or to undertake any form of paid employment. Work permits are occasionally awarded under exceptional circumstances, though this is becoming increasingly rare. Therefore, employment is not the central focus of a work shadowing placement. In the case of asylum seekers, the primary aim is to keep people engaged with their professional field, to maintain their skills and to improve their understanding of their previous professional role within a Scottish context. We request that all companies consider offering a reference, as this can often be one of the central stumbling blocks for those attempting to find work.

Why Work-shadowing and not voluntary work?

The majority of asylum seekers and refugees have a vast range of skills and over 60% are educated to degree level or above. Asylum seekers do not usually have permission to work. The scheme enables asylum seekers, refugees and employees, who might not normally meet through other circles of life, to share common knowledge about a vocation or profession. There are benefits on both sides:

Benefits for Asylum Seekers and refugees

- Can re-enter the work and professional environment from which they might have been excluded for many months
- Gain an insight into the culture of the country they are now resident in and encourages assimilation and integration
- Are able to maintain their skills while waiting for a decision from the Home Office regarding their case
- Gain first hand experience of time pressures and workloads and to enhance their understanding of their profession
- Offers a relaxed and targeted opportunity to gain a broader understanding of employers' expectations

- Prepares asylum seekers and refugees for their return to work both through work experience and the chance to gain references

Benefits for Companies:

- Learn aspects about how the relevant profession is practiced internationally
- Enables staff at all levels to learn coaching and mentoring skills
- May find a shadowee acts as a catalyst for the organisation to revise old systems, procedures or tasks.
- Demonstrates a company or organisation's commitment to equal opportunities
- Provides an avenue to introduce and establish best practice on diversity issues in the workplace
- Shows a commitment to community, partnership working and social justice

How does the scheme work?

In the first instance companies are invited to register with us. A member of the Bridges' staff will then visit to discuss the type of shadow roles you could support. We will select clients with the relevant expectations and experience and arrange an introductory meeting. If both parties are satisfied, a work plan for the placement and a suitable starting time can be agreed, however, neither party is obligated to continue if the introductory meeting does not feel comfortable or if the match does not 'fit'. We will continue to work with you to find a suitable match.

During the six-week placement, the Bridges Programmes will maintain regular contact with you and our client to monitor progress and to pre-empt or resolve difficulties. We will telephone you and the client on the first shadowing day and as frequently as you would like throughout the placement. A mid-way meeting is arranged to gather feedback from both sides and refocus direction if necessary. A member of Bridges' staff will also visit to 'close' the placement and present our client with a certificate of completion. This final visit provides an opportunity to review the experience and evaluate whether personal and organisational goals have been met and what could be done better next time.

How much paperwork is involved?

We ask only that you complete:

- 1) An initial company registration form
- 2) Two brief assessment surveys known as 'Distance Travelled' on the client's development during the placement
- 3) A final evaluation form assessing the experience and the service delivered by Bridges.

The Distance Travelled evaluation questionnaires enable us to quantify the effectiveness of our scheme in terms of empowering and increasing the skills base of those who take part in shadow placements.

What does my organisation have to commit to?

1. Supporting an employee/employees to be shadowed and a work placement for the work shadower for an agreed time.
2. A small investment of time in preparing a work plan with Bridges, our client and the person to be shadowed, which will help the client develop an understanding of how the company operates.
3. Reimbursement for transport costs and, if appropriate, to the host organisation arrangements for lunch, (e.g. if a staff canteen exists) so that the clients does not suffer financial hardship by participating in the scheme (income levels for asylum seekers are equivalent to 70% of Income Support benefit).
4. Agree to have one point of contact for our client who will be responsible for helping them integrate into the company.
5. Ensure all relevant health and safety and insurance requirements are complied with while the work shadower is on your premises.
6. Prepare a programme of activity for the three months (or whatever the length of placement) which will allow the work shadower to develop an understanding of and demonstrate as many elements of the company as possible and shadow different staff.

In turn the Bridges' client will be asked to sign a contract indicating their commitment to comply with the company's standards in terms of dress and behaviour and an acceptance that the placement is voluntary, without payment and without any obligation for the company to offer employment in the future.

5. Information and Guidance for Employers participating in the Bridges Programmes Work-Shadowing Scheme

(1) Asylum Seekers

Job shadowing for asylum seekers

The Home Office has laid down rigid criteria regarding what asylum seekers may or may not do in regard to integration initiatives in the workplace. The work-shadowing placements we organise on behalf of our client group observe these criteria and are supplemented with our own guidelines to ensure that no-one is exploited in the workplace or treated as a source of alternative free labour. The purpose of work shadowing is to empower asylum seekers, enhance their confidence, improve their English by engaging in, and being mentored through, a professional/work environment. It is not about what the host company can “get out” of the person on placement. Our scheme is approved of by the Scottish Trade Union Congress (STUC) and in some areas (most notably construction) our placement programme has been specifically approved by the appropriate trade union.

Permission to work

Prior to 2002 asylum seekers could apply to the Home Office for permission to work. This concession was removed in July 2002 although no-one granted this permission before that date has had it removed.

The Home Office now welcomes opportunities for asylum seekers to volunteer or be mentored in the work place provided:

- No asylum seeker is paid for a placement or receives financial support beyond costs incurred (e.g. travel is an exception)
- No asylum seeker undertakes any activity, which might be classed as ‘**job substitution**’ (see below for definition)
- No asylum seeker undertakes any activity, which might be classed as unpaid work (see below for definition)
- No asylum seeker regularly undertakes unsupervised tasks. This would not be in the spirit of job shadowing where the point is to observe a worker in the job being done, to share some routine tasks and to be ‘coached’ during their time with the company.

Definition of Job Substitution:

No asylum seeker should be involved in any activity, which is carried out to such a degree of unsupervision or standard that by completing it they would be depriving another member of staff of work or paid employment.

Definition of Unpaid work:

No asylum seeker should be involved in any tasks carried out to such a degree of unsupervision or standard that in doing so they could normally be judged to be carrying out a full day's work for which, should they be able to work, they could normally be expected to be paid.

Advice and guidelines

In helping determine what acceptable practice is during a placement we recommend you apply the following guidelines:

- Asylum seekers should not be routinely left unsupervised or asked to carry out tasks on their own
- Asylum seekers should never be asked to carry out tasks that are not normally part of the activity of the person being shadowed
- Companies may reimburse asylum seekers for genuine transport costs, buses, trains on production of receipts and tickets (an audit trail)
- Companies should arrange for lunch to be provided if the asylum seeker is not providing his/her own lunch, either through reimbursing costs, providing free access to a staff canteen or other staff facilities. Asylum seekers exist on very low levels of benefit and we do not wish our programme to make their financial position even more difficult.
- A company is advised to draw up a brief plan of activities that the asylum seeker will be carrying out before the placement begins. We can then advise if any of the proposed activities might not be suitable.
- A company should try to accommodate, if possible, specific goals and aims for the placement that the asylum seeker has identified. This makes the evaluation of the process much simpler.
- Some of the positive benefits of your placement for an asylum seeker might be: improved confidence; increased motivation; improvement in mental health and physical health through an improved sense of self esteem; improved English; a better understanding of how they could get back into their career if they are given leave to remain. These goals and outcomes should be borne in mind when organising and managing a placement and provide very valuable feedback to us and the client.

A practical example to avoid getting it wrong:

The restrictions of unpaid work and job substitution in a practical situation might be the following, which you should adapt to your own company's/organisation's circumstances:

- a) An asylum seeker joins an admin department and shadows an administrator. Part of that administrator's job and ongoing work is to update a database. Under supervision the asylum seeker can assist with this activity, learning about databases and seeing them in practice. This is not unsupervised work, is not job substitution and is hands on experience and skills building.

- b) An asylum seeker enters an admin department to work-shadow. The department has the need to create a new database for which it does not currently have the resources to do. An asylum seeker cannot be asked to carry out this task, even supervised because it is not part of the department's/shadower's normal activities and it is job substitution by stopping the resources being spent to carry out the task.

Information and Guidance for Employers participating in the Bridges Programmes Work-Shadowing Scheme

(2) Refugees

Work experience for refugees

For those with Indefinite, Limited or Discretionary leave to remain in the UK, or with Humanitarian Protection; and with permission to work, the opportunities for refugees to pick up real skills and experience through a placement is much greater. However just because someone is able to work, no-one should be expected to be doing the equivalent of a paid job, but not be paid. To avoid the risk of exploitation we do not allow companies to pay refugees a fee for any time spent with the company. This might infringe their benefit rights and could be construed as exploitation. Work experience for refugees is not an opportunity to “try out” a potential member of staff for free. However if a company comes to understand a client’s skills set through the placement and there is genuine job vacancy, which you believe they might fill, we hope that you would give them every encouragement to apply. Some of our clients have managed to obtain sustainable permanent and full-time employment at a level appropriate to their skills and experience this way. This is a bonus and is not by any means a requirement or consideration of offering a placement.

For these reasons the avoidance of job substitution and unpaid work is just as important for this group.

In addition to the outcomes which benefit asylum seekers, for refugees a company may also consider using the placement to provide real information about the client’s chosen career path, signposting to professional or trade bodies they might join, including trade unions; help with CV or writing up their skills to fit the Scottish labour market; information about relevant qualifications; informal advice on how to look for jobs; perhaps some induction or company material that helps them understand especially how large companies/organisations operate. Perhaps an afternoon with the personnel dept towards the end of the placement might be appropriate; references are also helpful, as is constructive comment on any skills gaps;

Companies should reimburse refugees for genuine transport costs, buses, trains on production of receipts and tickets (an audit trail)

Companies we suggest arrange, if feasible, for lunch to be provided if the refugee is not providing his/her own lunch, either through reimbursing costs, providing free access to a staff canteen or other staff facilities.

A company is advised to draw up, before the placement, a brief plan of activities that the refugee will be carrying out in order that we can advise if any of the proposed activities might not be suitable

A company should try to accommodate, if possible, specific goals and aims for the placement that the refugee has identified. This makes the evaluation of the process much simpler.

6. Support for Employers mentoring Bridges clients

A day's training session can be arranged to provide support for employers whose employees are mentoring Bridges clients through work-shadowing. The following objectives will be accomplished within this time frame:

Objectives:

- Putting asylum and refugees in context
- To remind employees that work shadowing is part of a client's overall personal development activity and how they, as employees, can support further development of those who participated.
- To support the mentors to discuss and set appropriate boundaries for themselves
- To help the mentors discover their existing skills and qualities that they can put to use in the mentoring relationship
- To help them identify areas they may need to develop as mentors
- To find out what kind of ongoing support and training they would find useful
- To explain what kind of records will be kept to monitor the mentor relationship
- To explain why evaluating the success (i.e. record keeping) and outcomes of each mentor relationship is so important to Bridges in developing the service

Content:

Getting to know each other as a group

Active listening exercise.

Speak to your partner for 2 minutes about your thoughts on an agreed topic. Your partner must remain quiet and not interrupt, just listen. At the end of the 2 minutes they will have 2 minutes to ask you any questions that have come to mind. Switch over. When you have both had a turn you must report back to the group what you have talked about and describe how 'just listening' felt to you. What did you notice about yourself?

Understanding asylum in the UK

Context of asylum and refugees in the UK, reasons for being here, access to rights and benefits

Issues that concern Bridges clients

Understanding low self-esteem

Communication Skills

Discussion of listening techniques

Information handout on listening techniques

What is empathy?

What is feedback?

The mentoring relationship and mentor responsibilities

Designing a workplan (Case studies)

Creating ground rules for working with your mentee

Setting boundaries

Problems

Issues facing clients

What happen if something goes wrong (avoids the assumption that it is inevitable!)

Keeping in contact with Bridges

Next stages

What additional/non formal support your organisation may be able to give

Informal careers advice

Referrals

Networking opportunities

How does what you have done help with the client's Personal Action Plan

7. Work-shadowing Advice for Mentors

DO

- If English is not your shadower's first language, avoid slang, idioms and complex phrasing. Sometimes it is helpful to give instructions in advance, in writing and orally, to give your shadower time to figure out what needs to be done.
- Sit down with the shadower on their first day and draw up a programme of activities (or workplan again check out consistency work plan or workplan). This will make it easier for the placement to run smoothly, and for both you and your shadower to get the maximum benefit from your time together.
- Include the shadower in your *entire* daily working day. For many refugees, the social side of the work shadowing can be as valuable as professional development.
- Take time to explain how your profession works in Scotland (or elsewhere). If possible, give contact details for your professional or trade body.
- Take time to learn about your shadower's background and culture. Shadowing should be a two-way learning process.
- If you feel that your shadower is lacking a vital skill please pass this information on to the Bridges Programmes so that we can ensure the shadower is referred to the appropriate college course or training route.
- At the end of the placement, please consider giving a reference. Lack of UK references are one of the main barriers for refugees trying to enter employment. Taking the time to write a reference could make all the difference to your shadower's future.

DON'T

- Give the shadower a large and unsupervised task, which you would otherwise pay someone else to do. This would breach Home Office legislation and could result in your shadower being sent back to their home country.
- Make assumptions. Just because your shadower was a professional in their own country does not mean they will understand how the same job works in Scotland. Jobs can vary vastly between cultures and feeling comfortable with the basics could make a large difference when your shadower moves back into the workplace.
- Ask the shadower why they left their home country. Some refugees' experiences have been extremely traumatic and we would prefer that this information remains confidential unless it is volunteered.

- Underestimate how much of a leap moving into the workplace is. Although your shadower may have been a highly respected professional in their own country, they will probably never have been in the Scottish workplace before and may have been unemployed for many years due to the lengthy asylum process. Under such circumstances, returning to the workplace can be a daunting experience even for the most confident individual. Friendly support and a non-threatening environment make all the difference.

8. Generic Guidance on Mentoring

This information is extracted from *The Peer Mentor Handbook*, GCU which was produced by Frank Brown, Mentoring Coordinator, Centre for Research in Lifelong Learning, Glasgow Caledonian University

What is a mentor?

Quick history lesson! Many people cite the original 'Mentor' as being a friend of Odysseus. 'Mentor' (yes that was his name) was entrusted with the education of Odysseus's son Telemachus after Odysseus went off to fight in the Trojan War. The name has since become synonymous with an experienced person who is willing to support and guide someone less experienced.

When asked to describe the qualities which make a good mentor, people often come up with similar responses such as; 'be a good listener' 'non-judgemental' 'honest' 'inspiring' 'available' 'trustworthy' 'having a sense of humour'. All of these qualities and quite a few more will be needed to become an effective mentor.

Some definitions of a mentor

There are almost as many definitions of mentoring as there are mentoring programmes! Some of the more common definitions are listed below.

"off-line help by one person to another in making significant transitions in knowledge, work or thinking." (Megginson and Clutterbuck)

"Mentoring is a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time."(Active Community Unit, Home Office);

"support, assistance, advocacy or guidance given by one person to another in order to achieve an objective or several objectives over a period of time" (SOVA);

"the support of one individual by another within a personal relationship developed through regular contact over a period of time" (Pan London Standard)

The extract below has been adapted accordingly:

Roles, responsibilities and boundaries

It is very important that you are aware of your responsibilities and your boundaries as a mentor.

Your role as a mentor is to provide a point of contact and a friendly face for the work-shadowing participant. You are someone who is able to provide *informal* support by using your knowledge and experience of what it is like to be a member of staff at a university.

You are also a role model for the work-shadowee and an ambassador for the university, and as such you have a responsibility to be reliable and discrete. You will need to exercise good judgement when supporting a work-shadowee to ensure they are given the appropriate information, advice and support.

You also need to be aware of what it is appropriate or inappropriate for you to do.

Mentors should;

- Be a point of contact
- Be a friendly face
- Be reliable
- Be a source of informal support
- Be a 'signpost' to appropriate information, guidance, and support
- Act as ambassadors and role models
- Be discrete and respect confidentiality

but remember that mentors are not;

- Careers Advisors
- Counsellors
- 'Best Friends' or Confidantes

Further guidance on mentoring can be obtained from the resources below:

DVD, 'The Effective Mentor' by David Clutterbuck contains guidance and information for mentoring in a variety of settings. More information at; www.exemplas.com/resources/resource_item.asp?ProductID=QMV5MA09W7ZY

The Scottish Mentoring Network also has resources and information available to anyone running mentoring schemes at www.scottishmentoringnetwork.co.uk/

Glasgow Mentoring Network - www.glasgowmentoringnetwork.co.uk/mainpages/index.htm

Esterhuisen, L Murphy, T (2007) Changing Lives. A longitudinal study into the impact of time together mentoring on refugee integration www.timetogether.org.uk

9. CARA pack references

www.academic-refugees.org

www.academy.gcal.ac.uk/professional/index.html

www.bridgesprogrammes.org.uk/

<http://europass.cedefop.europa.eu>

www.gcal.ac.uk/mentoring/web/

www.glasgowmentoringnetwork.co.uk/mainpages/index.htm

www.heacademy.ac.uk

www.ind.homeoffice.gov.uk/

www.scottishmentoringnetwork.co.uk/

www.scqf.org.uk

www.valex-apel.com

Brown, F (2007) *The Peer Mentor Handbook*, GCU

Joint Negotiating Committee for Higher Education staff (2005) *Academic Role Profiles*

McKimm, J (2004) 'Assuring quality and standards in teaching' in Fry, H, Ketteridge, S & Marshall, S (eds) *A Handbook for Teaching and Learning in Higher Education* Routledge Falmer

Clutterbuck, D DVD, 'The Effective Mentor' More information at:

www.exemplas.com/resources/resource_item.asp?ProductID=QMV5MA09W7ZY

Esterhuisen, L Murphy, T (2007) *Changing Lives. A longitudinal study into the impact of time together mentoring on refugee integration*

www.timetogether.org.uk

Appendix: introductory letter to participants

Dear

**Council for Assisting Refugee Academics (CARA) Pathfinder project.
Glasgow Caledonian University, in collaboration with the Bridges
Programme.**

Thank you for agreeing to take part in the CARA Pathfinder project at Glasgow Caledonian University (GCU). I hope that you will find it an enjoyable, interesting and useful experience.

The purpose of the project is to develop a model, based on professional profiling and work experience, which can support refugee academics and scholars to gain employment in the higher education sector in the UK.

By agreeing to be involved in the pilot project you will be helping us to develop a model that be used throughout Scotland to offer a wider range of opportunities to refugee academics.

You will be taking part in the following activities:

- An orientation workshop to give you a better understanding of the Scottish Higher Education sector and of learning and teaching within Glasgow Caledonian University.
- Work-shadowing academic staff at GCU from your own professional area. These staff will act as your mentors.
- A professional development workshop to provide you with the opportunity to meet other academic staff and to discuss the Higher Education Academy (HEA) Professional Standards Framework. This outlines the knowledge, skills and professional values required of lecturers within Higher Education in the UK.
- A workshop in which you will be supported in reflecting on your prior academic experience so that you can identify the extent to which you can meet the HEA professional standards and whether there are any areas in which you would like to develop further.
- Producing a professional profile, in which your prior teaching experience is mapped against the HEA Professional Standards Framework and your prior qualifications are mapped against the Scottish Credit and Qualifications Framework (SCQF).

The outcome of these activities will be a professional profile and development plan which can be used to help you to enter the Higher Education labour market. The project will also provide you with a better understanding and experience of approaches to learning and teaching within Scottish higher education.

We intend to start the pilot in March when you will be invited to GCU to meet the project team as well as your mentor. Maggie Lennon will be meeting with you and your mentor to agree the details of your work shadowing experience. The pilot

will continue until May. We will be seeking your feedback on the pilot project as it progresses, as well as at the end, as part of the evaluation process. A detailed timetable of activities is currently being drawn up and I will contact you again when it has been agreed.

In the meantime, thank you again for agreeing to participate in the pilot project and I look forward to meeting you soon.

Yours sincerely

Ruth Whittaker
Senior Lecturer,
Caledonian Academy
Project Director.