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| 1size-bi | Postgraduate Certificate in University Teaching and Learning | |
| Module 2 Submission Cover Sheet | | |
| **Participant number:** | | **Participant name: Vincent Knight** |
| **School: Cardiff School of Mathematics** | | **Mentor: Professor Paul Harper** |
| **This portfolio is submitted in fulfilment of the requirements for PCUTL: Module 2.**  I declare that I have completed the compulsory elements of the programme as follows:  a) workshops;  b) resource critique;  c) one PCUTL-peer reciprocal Peer Review of Learning and Teaching;  d) two annotated lesson plan with resources;  e) response to previous PCUTL assessment feedback;  f) mentor discussions sign off;  g) Mapping of learning to date against the UKPSF.  I confirm that the evidence contained within this submission has been collected by me during the last 3 years, while teaching and/or supporting learning on recognised H.E. provision at Cardiff University | | |
| **Unfair Practice: Plagiarism and Collusion**  **Plagiarism**: In the University Academic Regulations Handbook, plagiarism is defined as ‘using the words or ideas of others without acknowledging them as such and submitting them for assessment as though they were one’s own work’ (para 2.1.1). Plagiarism includes direct copying, close paraphrase, the unacknowledged use of ideas developed by others and commercial essay bank services.    **Collusion**: In the University Academic Regulations Handbook, collusion is said to occur when ‘work that has been undertaken by or with others is submitted and passed off as solely the work of one person’ (para 2.1.2). Where this is done with the knowledge of the originator, both parties can be considered to be at fault. | | |
| **By submitting this portfolio, you are confirming that it is your own work and does not involve plagiarism or collusion.**  **The word count for the text of this submission is:** | | |
| **Signed: Date:** | | |
| Note: Portfolio assessors are entitled to reject any portfolio that does not have a  signed copy of this form attached. | | |