

# QM Academy Taught Programmes

- CILT (Certificate in Learning and Teaching)
- PGCAP (Postgraduate Certificate in Academic Practice)

## Programme Handbook

For programmes starting from September 2020



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## About the QM Academy Taught Programmes

QMUL offers two taught programmes for developing teaching, supporting learning, and other aspects of academic practice. They are open to all university staff, academic and professional, whose role involves a minimum of 10 hours per academic year teaching at levels 4-7 and/or supporting learning. They are especially recommended for staff new to QMUL and/or relatively new to teaching at university in the UK, as well as staff on probation.

These programmes are for academic credit and lead to academic level 7 (postgraduate) qualifications in teaching and learning or academic practice generally. Our programmes are accredited by [Advance HE](#) and award recognition, in the form of a category of HEA fellowship, for your achievements in the teaching and / or supporting learning aspect of your role though learning on the programmes.

We offer two taught programmes:

1. **Certificate in Learning and Teaching (CILT)** is a 30-credit postgraduate programme that will introduce you to the principles and the practice of teaching and supporting university learners in and beyond your discipline. Completing this programme leads to a postgraduate qualification (Certificate) in education and recognition as HEA Associate Fellow.
  - You should choose this programme if you teach and / or support learners (students), e.g. at QMUL, in a specific capacity, such as a graduate teaching assistant or as part of your role as a researcher, a technician, an NHS clinician, or professional services staff.
  
2. **Postgraduate Certificate in Academic Practice (PGCAP)** is a 60-credit postgraduate programme that will induct you into the principles, best practices, and ways for developing and evaluating aspects of your academic practice. Completing this programme leads to a postgraduate qualification (Postgraduate Certificate) in education and recognition as HEA Fellow.
  - You can choose this programme if you are:
    - a) academic staff on probation, which requires you to obtain HEA Fellow status; or
    - b) academic or other staff whose role involves substantial teaching and/or supporting learning, e.g. you teach extensively, convene modules, lead programmes, etc.; and
    - c) interested in developing your skills for: curriculum and assessment design, designing content for an online course/QMPlus, and researching the effectiveness of an aspect of your own teaching.

The taught programmes are designed to inspire you to think creatively about your practice in the context of your specialist role and subject area. The programmes will encourage you to make connections between your own experience, the experience of others, and learning, teaching and wider academic practice theories that have been developed by researchers and practitioners.

See **Table 1** on p. 6 for summaries of the two programmes.

QMUL also offers its staff other pathways to HEA fellowship:

- The **direct application pathway** is for established university staff who have substantive, usually more than three years', experience of teaching and/or supporting learning at university level in the UK. They can submit a direct application for HEA Associate Fellow, Fellow or Senior Fellow, depending on their level of experience and the degree to which it enables them to evidence achievement against the relevant fellowship descriptor.

For more information, please contact [Dr Max Addo](#).

Table 1: Summary details of the Taught Programmes

Details	CILT	PGCAP
<b>Academic credit</b> (1 credit = 10 hrs of learning)	<b>30</b> (300 hrs of learning)	<b>60</b> (600 hrs of learning)
<b>Duration</b>	<b>1 year part-time</b>	<b>2 years part-time</b>
<b>Structure</b>	<b>Two 15-credit modules</b> (each module approx. 3 months long), one per semester	<b>Two 15-credit modules</b> (each module approx. 3 months long) in Year 1 (same as CILT) and <b>two 15-credit modules</b> (each module approx. 3 months long) in Year 2
<b>Delivery &amp; Teaching</b>	<b>Face-to-face:</b> Flipped classroom, seminars and tutorials <b>Distance Learning:</b> Flipped classroom, webinars	<b>Face-to-face:</b> Flipped classroom, seminars and tutorials <b>Distance Learning:</b> Flipped classroom, webinars
<b>Assessment</b>	<b>Formative:</b> Online quizzes, microteaching (first module) and observed teaching in your actual practice (second module); delivering microteaching (in-session simulated 15-min teaching) (first module) and 2x teaching observations in your actual practice (second module) <b>Summative:</b> Microteaching session plan, Reflective analysis of the microteaching and feedback on it (first module); Reflective analysis of 2x teaching observations of you in your actual practice, Oral presentation on design of a learning / teaching resource for use in your practice (second module)	<b>Formative:</b> Year 1: same as CILT; Year 2: Online quizzes, 3-min oral presentation on, followed by draft of module / online course design; peer-marking of research proposal <b>Summative:</b> Year 1: same as CILT; Year 2: Module / Online course design, Research Proposal, and Research Design Report
<b>Award</b>	30-credit <b>Certificate in Learning and Teaching</b> (postgraduate academic qualification for teaching in higher education) <b>HEA Associate Fellow</b>	60-credit <b>Postgraduate Certificate in Academic Practice</b> (postgraduate academic qualification for teaching in higher education) <b>HEA Fellow</b>

## Who accredits the qualifications you can obtain through the programmes?

The Certificate in Learning and Teaching (CILT) and Postgraduate Certificates in Academic Practice (PGCAP) are validated and quality assured by QMUL, as with any other academic programme and degree award at the University.

The programmes are also externally accredited, by Advance HE (formerly the Higher Education Academy (HEA)), to award HEA fellowships: Associate Fellow (CILT) and Fellow (PGCAP).

For that reason they align to a framework of standards of teaching and learning practice in higher education– the UK Professional Standards Framework (UKPSF). The alignment means the teaching and learning on the programmes will prepare you to meet the standards relevant for the level of awarded fellowship, and the assessment will determine whether and how well you have meet those standards.

These UKPSF standards, called dimensions of professional practice in higher education, are divided into three sets:

- Areas of Activity (A) undertaken by teachers and support staff
- Core Knowledge (K) needed to carry out those activities at the appropriate level of fellowship
- Professional Values (P) that individuals performing the activities (A) should exemplify

**Table 2.** This is the full set of **UKPSF dimensions** of practice, per set.

Areas of Activity	Core Knowledge	Professional Values
<ol style="list-style-type: none"> <li>1. Design and plan learning activities and/or programmes of study</li> <li>2. Teach and/or support learning</li> <li>3. Assess and give feedback to learners</li> <li>4. Develop effective learning environments and approaches to student support and guidance</li> <li>5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</li> </ol>	<ol style="list-style-type: none"> <li>1. The subject material</li> <li>2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</li> <li>3. How students learn, both generally and within their subject/disciplinary area(s)</li> <li>4. The use and value of appropriate learning technologies</li> <li>5. Methods for evaluating the effectiveness of teaching</li> <li>6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Respect individual learners and diverse learning communities</li> <li>2. Promote participation in higher education &amp; equality of opportunity for learners</li> <li>3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</li> <li>4. Acknowledge the wider context in which higher education operates, recognising the implications for professional practice</li> </ol>

The standards for HEA Associate Fellow and Fellow are listed in their *descriptors*, on pp. 4 and 5, respectively, of the UKPSF. You can track how you will develop against the UKPSF dimensions

on our programmes through the alignment of the programme learning outcomes with the dimensions, illustrated in **Table 3** on page 10.

The programmes' alignment with UKPSF means that teaching, learning and assessment on each programme will focus on developing and assessing you along the UKPSF dimensions making up the standard/descriptor for the fellowship award.

**CILT** will focus on learning and assessing your development towards the **HEA Associate Fellow** standard (See Descriptor 1 on p.4, UKPSF<sup>1</sup>):

- **A5** (engage in continuing professional development) and two other A's (on CILT, these will be **A1** (design and plan learning activities and sessions) and **A2** (teach and support learning), although you will also learn and develop along A3 (assess and give feedback to learners) and A4 (develop effective learning environments and approaches to supporting and guiding learners))
- **K1** (update your knowledge of the subject material and best practice of teaching it) and **K2** (knowledge of appropriate methods for teaching, learning and assessing in your subject and level of teaching) (although you will gain knowledge and understanding also along K3 (how students learn), K4 (using learning technologies), and K5 (evaluating the effectiveness of teaching))
- **V1** (acknowledge and account for the variety of learners in your teaching), **V2** (strive to provide equality of opportunity for and participation in learning when you teach), **V3** (keep abreast with developments in the evidence base for your teaching practice), and **V4** (maintain your knowledge of the context in which you teach, i.e. policies, processes and developments at your institution as well as nationally and internationally that impact on your practice)

**PGCAP** will focus on learning and assessing your development towards the **HEA Fellow** standard (See Descriptor 2 on p.5, UKPSF<sup>2</sup>):

- **All five A's**
- **All six K's**
- **All four V's**

The alignments of CILT, PGCAP and PGCLTHE with the relevant fellowship Descriptors (D1 for Associate Fellow and D2 for Fellow, respectively) are noted in the programme learning outcomes, **Table 3 on p. 10**.

### Alignment of programme structure to UKPSF

Modules ADP7116/7216: Learning and Teaching in HE and ADP7117/7217: Learning and Teaching in the Disciplines comprise CILT (and the first year of PGCAP) and are aligned to Descriptor D1 (Associate Fellow) of the UKPSF

#### ADP7116/ADP7216

Activity	Alignment to UKPSF
7 seminars/webinars on learning and teaching in HE (see appendix for full breakdown)	A1, A2, A3, A5, K1, K3, V1, V2
Session plan – summative assignment 1	A1, K1, K3, K4, V1, V2
Microteaching – formative peer and tutor assessment	A1, A2, A5, K1, K3, K4, V1, V2, V3
Reflection on microteaching – summative assignment 2	A5, V3



**ADP7117/ADP7217**

<b>Activity</b>	<b>Alignment to UKPSF</b>
6 seminars/webinars on learning and teaching in the discipline (see appendix for full breakdown) within streamed disciplinary groups	A1, A2, A3, A5, K1, K3, V1, V2, V3, V4
Teaching observations – be observed by a mentor and peer; observe a peer	A1, A2, A3, A5, K1, K3, K4, V1, V2, V3
Oral presentation of a resource – summative assignment 1	A1, A2, A4, A5, K1, K3, K4, V1, V2, V3
Reflection on teaching observations – summative assignment 2	A5, V3, V4

Within CILT there is ample opportunity for participants to meet and exceed the requirements for D1.

Modules ADP7118/ADP7218 Curriculum Design and ADP7219 Action (Practitioner) Research make up the second year of PGCAP and these, together with the first two modules are aligned to descriptor D2 (Fellow) of the UKPSF.

**ADP7118/ADP7218**

<b>Activity</b>	<b>Alignment to UKPSF</b>
10 seminars/webinars on curriculum design (see appendix for full breakdown)	A1, A3, A5, K1-6, V1-4
Oral presentation of proposed module / online course design – formative peer and tutor assessment	A5, V3
Draft curriculum design elements – formative peer and tutor assessment	A5, V3
Authentic curriculum design report or VLE design – summative assignment 1	A1-5, K1-5, V1-4

**ADP7219**

<b>Activity</b>	<b>Alignment to UKPSF</b>
5 online tutorials on designing practitioner research (see appendix for full breakdown)	A1-A5, K1-5, V1-3
Research proposal – summative assessment 1	A5, V3
5 online tutorials to support project design	A5, V3
Research report – summative assessment 2	A1-A5, K1-6, V1-4

Both of the final year modules are aligned to the whole UKPSF in order to ensure that participants meet the full UKPSF in order to achieve D2.

**Table 3: Taught Programme Learning Outcomes:**

Having participated in our taught programmes, you will: [Text in **red** applies only to **PGCAP**, not CILT]:

<b>Have knowledge of:</b>	<ol style="list-style-type: none"> <li>1. Theoretical foundations, evidence-based practice, and current trends of teaching and learning in higher education (K3)</li> <li>2. Applications of theory and practice to teaching and learning in your discipline (K2)</li> <li>3. The wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas (V4)</li> <li>4. QMUL structures, regulations and processes associated with effectiveness in your role (V4)</li> <li>5. <b>The principles and methods of evaluating the outcomes of your teaching and / or supporting learning (K5)</b></li> <li>6. <b>The mechanisms for assessing and enhancing the quality of teaching / supporting learning (K6)</b></li> <li>7. <b>The principles, methodologies and approaches to conducting research and scholarship, enhancing, and leading development into the practice of teaching and/or supporting learning (V3)</b></li> </ol>
<b>Be able to:</b>	<ol style="list-style-type: none"> <li>8. Design / teach / provide effective learning sessions [<b>plus modules or programmes of study – as appropriate for your role</b>] and/ or learning support and guidance through selective use of methods, approaches and technologies for active learning that align with measurable learning outcomes (A1, A2, K5)</li> <li>9. <b>Design and deliver effective teaching and learning, and face-to-face and/or online environments, that align with learning outcomes, learner level, and the subject (A4, K5)</b></li> <li>10. Implement strategies for reviewing of and feedback on learning that promote learners' reflection and self-efficacy [<b>Design and implement assessment and feedback strategies that measure and promote learning success as a function of 8. and 9.</b>] (A3)</li> <li>11. Use evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and reflection, to continually assess needs, develop and enhance your practice of teaching and / or supporting learning</li> <li>12. <b>Synthesise evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and self-reflection, to continually assess needs, develop and enhance your practice of teaching and / or supporting learning (A5)</b></li> </ol>
<b>Demonstrate attributes such as:</b>	<ol style="list-style-type: none"> <li>13. Student centred and globally minded outlook on facilitating learning, evidenced through: <ul style="list-style-type: none"> <li>• Using learning resources that reflect the international nature of subject research</li> <li>• Designing learning environments and resources that reflect the diversity of students, meet established guidelines for accessibility and inclusivity, minimise unconscious bias, and foster academic integrity (V1)</li> </ul> </li> <li>14. Creativity and drive for facilitating learning across varying levels of prior knowledge, entry skills and background, evidenced through e.g. <ul style="list-style-type: none"> <li>• Scaffolding of learning resources, activities, assessment, support and guidance to maximise learners' equality of opportunity and social capital (V2)</li> </ul> </li> <li>15. Enquiring and collaborative attitude to educational practice, evidenced through e.g.: <ul style="list-style-type: none"> <li>• Critical engagement with educational literature and research</li> <li>• Developing holistic knowledge of the variety of subject specific approaches to teaching and learning</li> <li>• Critical engagement with the evidence from evaluation and reflection on the effectiveness of the approaches and resources used in your practice (V3)</li> </ul> </li> </ol>

## Programme Staff

The Programme Team comprises highly qualified educational and learning developers, each of whom has specialism in specific disciplinary areas in addition to expertise in areas including; higher education, pedagogy, educational research methods, curriculum and assessment design, developing early career teachers, continuing development in teaching and learning.

**Table 4. Taught Programme Team**

Name	Role
Dr Steph Fuller	Academic Practice Taught Programmes Manager. Steph is responsible for the management of the taught programmes in academic practice: Postgraduate Certificate in Academic Practice (PGCAP) and Certificate in Learning and Teaching (CILT). Steph coordinates the programmes, manages accreditation, leads modules, delivers seminars and webinars and supports colleagues on the courses. She also provides support and mentoring to colleagues making direct applications for HEA fellowship. Steph is a Senior Fellow of the HEA and holds a PhD in Film History, MA in Film Studies, and BA(hons) in English Literature and Cultural Criticism. She has worked in educational development and taught on and led modules on QMUL's academic development programmes for over five years. Steph also has extensive experience of teaching undergraduates and postgraduates in film, media and cultural studies. She has developed special expertise in curriculum design, internationalisation, and distance learning. Steph is currently undertaking research into the development of communities of practice in distance learning programmes.
Dr Naz Awan	Education and Learning Adviser. Naz is a Fellow of the HEA and holds a PhD in Educational Psychology, MSc in Information Systems, and BA(hons) in Psychology. She leads modules on the PGCAP programme, delivers seminars and webinars and supports colleagues on the course. She has worked in educational and learning development and has taught and led modules on QMUL's PGCAP programmes. Naz has also been institutional lead for 2 HEFCE research projects examining the BME disparity. Naz's teaching experience spans under and post graduate students in the areas of psychology, education and on certified teacher training programmes. She has developed special expertise in how to use pedagogy to promote stronger student engagement, attainment and experience. Naz is currently undertaking research in two principle areas; 1) BME students experience of Higher Education and the role of pedagogy in improving retention, progression, attainment and experience and 2) the factors that support and constrain Higher Education 'teacher' identity and practice.
Dr Ana Cabral	Education and Learning Adviser. Ana joined QMUL's Learning Development team in April 2018 as a Learning Development Advisor. She leads modules on the PGCAP programme, delivers seminars and webinars and supports colleagues on the course. In addition to work on the taught programmes, Ana runs writing retreats for PhD students and staff engaged in writing their HEA fellowship applications and acts as a mentor, reviewer and panel member for HEA fellowship scheme at QMUL. Her academic background is in education and teacher training. She holds a degree in Education (with a teaching qualification and specialism in languages), a PhD in Education and is a Senior Fellow of the Higher Education Academy. She has teaching experience in secondary school education (EFL) and more than 12 years of experience as Principal Lecturer in Research Methodologies and Education. Ana also has a wide leadership and management experience in teacher education. In the last twenty years, she has also been involved in many other research and intervention projects related to interconnected areas: pedagogy, linking teaching and research, educational research quality and professional development.
Danielle Thibodeau	Education and Learning Adviser. Danielle is a member of the Education and Learning team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL.

	Danielle holds a Masters of Adult Education and Community Development from OISE/University of Toronto, and a Masters of Public Policy, Administration and Law from York University. Before joining QMUL she worked in a number of roles at the University of Toronto, and in the education charity sector both in the UK and in Canada. For over 15 years Danielle has lead programmes that support learners from communities traditionally not represented in Higher Education. Danielle's work developing training and educational resources has spanned both humanities and STEM subjects, and her main areas of interest include equity and inclusion, critical citizenship, and experiential learning.
Melanie Johnson	QM Academy Administrative Officer. Mel is Secretary to the programmes' examination board, and supports the admission, enrolment, progression and completion of participants on the programmes.
Reena Varsani	QM Academy Administrative Assistant. Reena supports the programmes team and our participants on the programme with a wide range of administrative tasks, including the maintenance of participant records, co-ordinating responding to queries, organising room booking, monitoring health and safety procedures, etc.

### Contact Details

**Website:** <https://www.qmul.ac.uk/queenmaryacademy/>

**Email:** [adp@qmul.ac.uk](mailto:adp@qmul.ac.uk) (for general queries about the programmes)

[adp\\_admissions@qmul.ac.uk](mailto:adp_admissions@qmul.ac.uk) (for queries related to admissions on the programmes)

### Programme Structure

The taught programmes are made up of modules - courses lasting a semester (3 months) or longer.

CILT is a one-calendar year (12 month) programme comprising two 15-credit, one-semester modules: 'Learning and Teaching in Higher Education' and 'Learning and Teaching in the Disciplines'. **Appendices 1 and 2** contain full details of these two modules.

PGCAP is a two-calendar year (24 month) programme comprising the two CILT modules in Year 1 plus two 15-credit modules in year two: ADP7118 Curriculum Design and ADP7219 Action (Practitioner) Research Project. **Appendices 3 and 4** contain full details of these module.

The modules follow in sequence so **you cannot take more than one simultaneously**, and **consequently cannot complete any one of the programmes sooner than their specified one- and two-year durations**.

The first module is a 'core' module, i.e. you have to take and pass it in order to pass the programme. The subsequent modules are 'compulsory' meaning that you must take them but failing these modules does not automatically mean failing the programme.

You have a choice of two entry points into the programmes; September or January.

### Programme Delivery

Modules will normally run via face-to-face and/or distance learning (DL) formats twice in the academic year, starting in September and January. For academic year 2020-21 semester A will be delivered wholly via distance learning.

The face-to-face programmes and modules are delivered only on the central QMUL campus, in Mile End (normally in the Scape Building, No 64 on the [Mile End Campus Map](#)).

Distance learning modules are normally delivered via scheduled webinars on specified dates and times hosted on the Blackboard Collaborate online learning platform. In addition, participants will complete preparation work asynchronously (meaning participants learn mostly in their own time), accessing resources and readings, completing online quizzes and posting on QM+ forums. For the second half of the final PGCAP module, most of the work will be completed asynchronously as participants will be working on an independent action research project for this element of the course.

The programme is designed to allow staff flexibility through a choice of face-to-face and online delivery. For some cohorts, certain modules may only be available via distance learning.

Staff based overseas will be able to take the whole programme via distance learning.

## Eligibility

To be eligible for either of the programmes you must be teaching a minimum of 10 hours in Higher Education (at a level between British Education levels 4 and 7) per academic year that you intend to study with us.

If you are a non-native English speaker from overseas you will have to provide proof that you meet QMUL's standard taught postgraduate programme English entry requirements: IELTS 6.5 overall with 6.0 in writing OR 68 [PTE Academic](#) (Pearson Test in English).

## Interruption of Studies, Change of Programme and Accreditation of Prior Learning (APL)

If you wish to [interrupt your studies on the programme](#) on which you are enrolled please complete the [Interruptions of Study form](#) and email it to the [Programme Manager](#).

If you wish to change programme, e.g. transfer to PGCAP while taking CILT, you should complete the [Change of Programme Study form](#) and email it to the [Programme Manager](#). The form must be submitted before the end of the programme from which you wish to change. Note that in order to progress to PGCAP after you have completed CILT you will be expected to apply in the usual way and request accreditation of prior learning (credit transfer) from CILT towards the new programme.

You can request accreditation of prior learning (APL) based on studying elsewhere on programmes equivalent to CILT or PGCAP. To be eligible for this you have to have earned academic credit on the equivalent programme or obtained HEA Associate Fellow status.

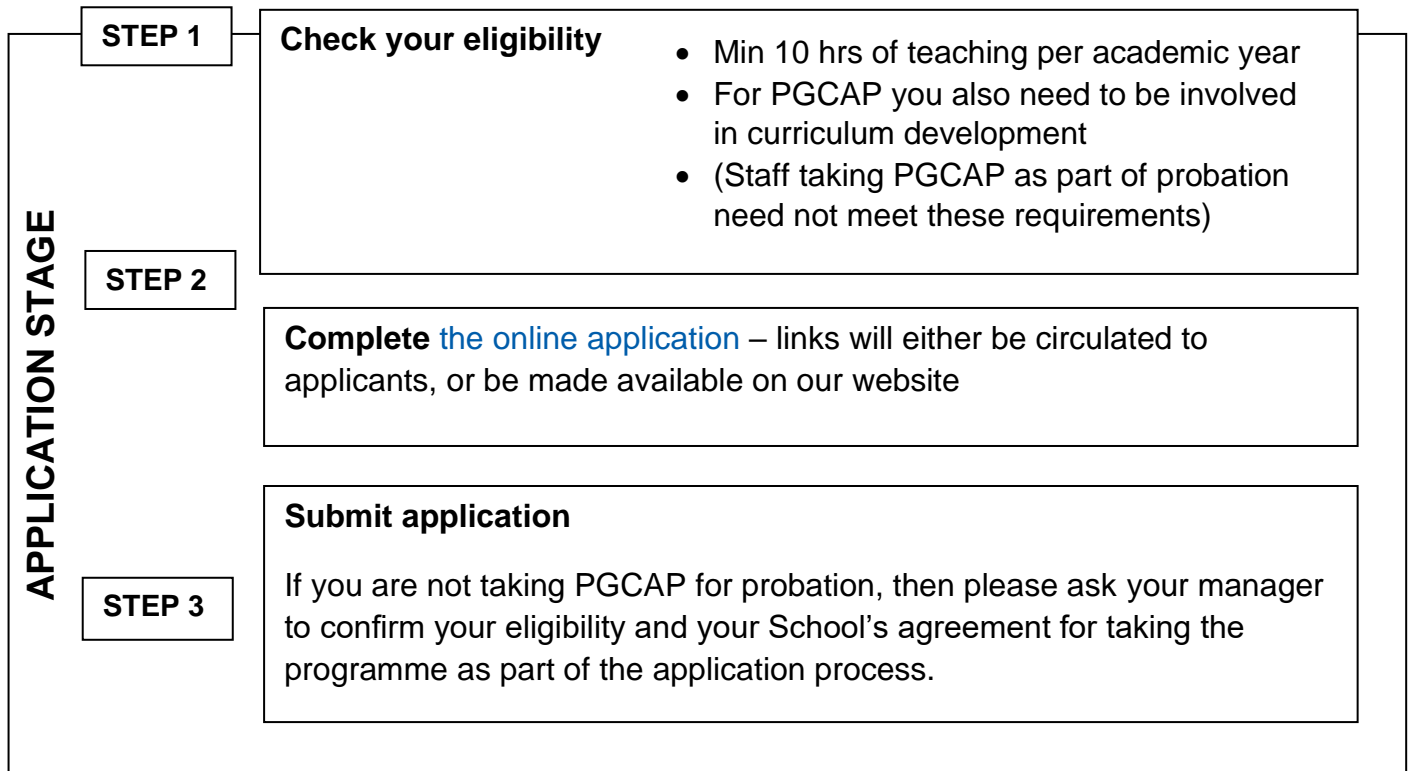
Note you can request APL of 30 credits towards PGCAP (equivalent to the first two modules). You cannot request APL towards CILT.

Contact the [Programme Manager](#) with the details, and arrange for a confirmation to be sent to them of your previous academic credit or academic qualification in teaching and learning or HEA Associate Fellow by producing:

- a) a transcript of your studies that indicate the credit and / or number of hours of learning; or
- b) a certificate for the academic qualification; and / or
- c) an HEA Associate Fellow certificate.

## Application, Enrolment and Getting Started

### Stage 1: Applying for your chosen programme



## Stage 2: Enrolling and Starting Your Programme

ENROLMENT STAGE	<b>STEP 4</b>	<p><b>Accept offer of a place, which will be sent from Central Admissions, and pre-enrol on <a href="#">MySIS</a> (the QMUL Student Records system) via the link you will receive in an email; the email will specify how to login to MySis</b></p>
	<b>STEP 5</b>	<p><b>Read through the Taught Programmes Online Induction material on QMplus (you will be sent the link before your course begins)</b></p> <p>The online induction area will include details about your programme and modules, information about programme rules and procedures, details of the teaching team and opportunities to ask any questions you may have.</p>
	<b>STEP 6</b>	<p><b>Complete enrolment</b></p> <p>Login with your 'student' details to <a href="#">MySIS</a> (the Student Records system at QMUL), click 'Enrol Now' and follow the instructions</p> <p>Following full enrolment you will receive a 'student' login and <a href="#">email account</a> from QMUL IT. You will be asked to set up your <a href="#">password</a></p>
	<b>STEP 7</b>	<p><b>Choose your seminar group for your (first) module</b></p> <p>Programme modules are usually run in a number of groups. You will be given the groups schedule – day of the week and time they will be taught – and asked to select your preference.</p>
	<b>STEP 8</b>	<p><b>Check your <a href="#">QM Plus (online learning environment)</a> course and preparation materials</b></p> <p>In case of access trouble email <a href="mailto:its-helpdesk@qmul.ac.uk">its-helpdesk@qmul.ac.uk</a> with your user name, starting in 'yd'</p>
	<b>STEP 9</b>	<p><b>Re-enrol</b> – If studying for more than a year you will be asked to re-enrol via a reminder email to your student account ending in <a href="mailto:@stu18.qmul.ac.uk">@stu18.qmul.ac.uk</a> or <a href="mailto:@stu19.qmul.ac.uk">@stu19.qmul.ac.uk</a> (set up forwarding of emails to that account to your regular (work) account</p> <p>To re-enrol, login to MySIS with your 'student' details and select 'My Enrolment'.</p>

## Module Details

Each module has its own QMPlus area where you will find the details and learning resources for each seminar / webinar, details about the assessments with the relevant assessment criteria and grading scheme, annotated exemplars and the online assessment submission points.

Once you've been offered a place, our admin team will contact you to ask you to select your seminar group. They will register you on the relevant module(s) and you will be able to access the QMPlus module area for your module by signing in with your student login and password on QMPlus. You will be sent your student log-in by QMUL's IT services. If you haven't received your student login within 3 working days after accepting your place offer via the link in the email from Central Admissions, please contact IT services directly on 020 7882 8888.

You can find more about how to access and use QMPlus [here](#).

The first module, 'Learning and Teaching in Higher Education' (ADP7116 – face-to-face, ADP7216 – distance learning), will be taught in mixed discipline groups, and you will have the chance to reflect on the needs of your own discipline as well as comparing your own context to others'.

The second module, 'Learning and Teaching in the Discipline' (ADP7117 – face-to-face, ADP7217 – distance learning), will be taught in disciplinary streams divided along faculty lines; Science and Engineering, Medicine and Dentistry, and Humanities and Social Sciences. You will be asked to choose your preferred disciplinary stream when registering on the module. While you will normally be expected to sign up for the stream that matches your Faculty / School, you could opt for another stream if that matches your particular area of work better.

As part of the module 'Learning and Teaching in the Discipline' you will be required to have two observations of your teaching, one by a peer and one by a senior colleague or mentor. You should also arrange to conduct an observation of the teaching of a peer. We encourage you to find a mentor/senior and a peer to observe you early on in the module so that you have your observations finished in plenty of time to complete Assignment 2 of ADP7217 – Reflection on Teaching Observations.

## Assessment

You will be assessed through coursework; there are no formal examinations. The coursework, depending on the module, will be a mix of practice-based tasks (e.g. session plan, microteaching session), presentations, and written assignments (e.g. curriculum design).

Each module has one or two summative assessments.

If you are taking CILT, you will have four summative assessments.

On PGCAP you will have seven summative assessments in total.

You will find details of the assessments per module in the appendices at the end of the Handbook.



Since all of our programmes are awarded by QMUL, all assessments on our programmes are subject to the same QMUL academic regulations that apply to other QMUL undergraduate and postgraduate programmes. This means that the same regulations apply for Assessment Offences on our programmes. Assessment offences include, but are not limited to:

- plagiarism;
- the use, or attempted use, of ghost writing services for any part of assessment;
- self-plagiarism - the submission of work, or sections of work, for assessment in more than one module or assignment (including work previously submitted for assessment at another institution);
- fraudulent reporting of source material, experimental results, research, or other investigative work;
- collusion in the preparation or production of submitted work.

Please see full details of QMUL regulations on Assessment Offences here:

<http://www.arcs.qmul.ac.uk/students/exams/assessment-offences/>

## Submission

You will be expected to submit online, through the submission portal on the relevant QMPlus module page. Please see the E-Learning Unit's guide to submitting assignments on QMPlus.

It is your responsibility to ensure that what you submit is your final work; you will not be able to re-submit if you have submitted a draft instead.

The submission deadline will always fall at 17:00 UK time on the submission date.

## Plagiarism check

The submission portal you will be submitting on will process your submission through [Turnitin – a plagiarism detection software](#).

QMUL defines plagiarism - an [academic offence](#) - as presenting someone else's work as your own, irrespective of intention.

Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person without proper acknowledgement, or repeating work you have previously submitted without properly referencing yourself (known as 'self-plagiarism'), also constitute plagiarism.

Submissions suspected of plagiarism will be investigated, and if confirmed the student will be subject to penalties that can include failure of the module, suspension or permanent withdrawal from the university. This is the [QMUL procedure for dealing with plagiarism offences](#).

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source.
- Be particularly careful if you are cutting and pasting information between two documents, and ensure that accurate references are not lost in the process.
- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.
- If in doubt, ask for further guidance from your module tutor.

You will be able to check your submission for plagiarism by test submitting a draft of it online and viewing the Turnitin check report it generates, before you submit formally.

### Late submission penalties

Late submission will carry a 5% penalty for every day (24-hour period) late up to 7 days after the deadline. Submissions after this date will receive a 0 mark as per the academic regulations.

If you fail as a result of lateness, you will be required to retake the assessment as a resit; our admin team will email you the deadline by which you must submit your resit. Note that your retake mark will be capped at

the pass threshold of 50%, and that mark will be reported for confirmation at the next examination board.

Days late	Penalty
1	-5%
2	-10%
3	-15%
4	-20%
5	-25%
6	-30%
7	-35%

### How your work will be marked

Each assessment will be marked against specified assessment criteria and along a four grades scale: Distinction (70 – 100%), Merit (60 – 69.9%), Pass (50 – 59.9%), and Refer (0 – 49.9%).

**Appendix 5, pp.30-33** details the programme's generic grading scheme. Individual assessments on the modules will have criteria based on that scheme.

Module assessment that contributes 50% or more towards the overall module grade will be moderated (on modules with more 10 participants) or double marked (on modules with fewer than 10 participants).

In the case of moderating, an independent marker will check the grading across the range of grades (Distinction-Merit-Pass-Refer) of 25% of all submissions for that assessment.

## Appealing a mark

You can appeal a mark only on grounds of a clerical error (e.g. incorrect data entry) or a failing in the process or administration of the marking. You cannot appeal against the academic judgement, i.e. the reason for, the mark of the marker.

More on the QMUL student appeal process can be found [here](#).

## Receiving feedback on assessment

You can expect feedback on each submitted assessment 15 working days after the submission deadline. Where on occasion a longer marking time is required, you will be notified by the module convenor when to expect your feedback.

The feedback from the marker(s) will be provided in a feedback form that specifies what you did well and what you need to improve against each of the assessment criteria for the assessment.

## Applying for extenuating circumstances related to assessment

If you believe that your ability to attend or submit a particular item of assessment has been negatively impacted by circumstances outside of your control, you may wish to submit a claim for extenuating circumstances.

Extenuating circumstances include:

- Bereavement
- Illness of a close relative
- Illness
- Sudden and unexpected work (e.g. a sudden staffing crisis in your department)
- Personal problems outside of health that are unexpected and affect your ability to complete work

Extenuating circumstances do not include:

- computer problems
- presenting at a conference by prior arrangement
- misreading your assessment timetable
- planned holiday
- local transport delays
- failing to arrange teaching observations.
- Work pressure is not considered to be an extenuating circumstance for late submission of assignments unless it is unforeseen e.g. cover-teaching, acting-up duties.

Please see [QMUL's Extenuating Circumstances Guide](#) for more information on the policy.

If you believe that you have a case for consideration you will need to submit a claim using the Extenuating Circumstances Task in MySIS. You can find guidance on submitting a claim in the section [How do I make an Extenuating Circumstances claim?](#) on the Advice and Counselling website. This should be submitted no later than three working days before the appropriate Examination Board. Please note that although accompanying documentation can be submitted late, where good reason for the delay can be shown, claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible.

Extenuating circumstances requests are considered at a sub-committee before the Subject Examination Board, normally comprising the Programme Manager, a module convener, the Programme Administrator and chaired by a senior colleague. All cases of extenuating circumstances are kept confidential until they are considered by this subcommittee. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full Examination Board meeting.

If a late submission has the extenuating circumstances accepted, any late submission penalty will be waived. If it has been submitted and marked, it can go to the upcoming Examination Board. If it has not been marked or submitted, you will receive the chance to retake the assignment without the usual cap at the 'pass' mark.

If the extenuating circumstances are rejected and this is the first attempt at the assignment, it will be failed and you will be given a resit opportunity (which will be capped at the 50% pass threshold mark).

It is your own responsibility to submit any claims for extenuating circumstances, not the responsibility of your tutor or mentor. Please ensure that you complete the submission process in accordance with the above guidelines and deadlines. It is not possible to make a retrospective claim for extenuating circumstances after the Examination Board has sat. Therefore claims submitted after the deadline will not be considered by the Examination Board.

Please refer to the [full guidance notes on extenuating circumstances](#) at QMUL.

### **How your learning will be supported on our modules and programmes**

If you have specific questions and concerns about your learning on the module please let your seminar tutor know the nature of the problem in the first instance. Your concern may be passed on to the module convenor or the [Programme Manager](#) in the Taught Programmes Team.

Each module has its own QMPlus area where you can find all the readings and resources for the module alongside an overview of the module, details about the assessments and the submission point for assessments. You will also need to access your weekly preparation for specific sessions and your feedback through QMPlus. Each QMPlus area also has a module forum where you can post publicly visible questions about the module content. You will also have the chance to ask your tutor questions at the end of any given module session.

You will find annotated exemplars for each module assessment as well as guidance on how to prepare your assessment on the relevant module QMPlus area. If you need to retake an assessment, you can request a one-to-one meeting with your module tutor or the module

convenor to help you to apply the feedback you received on your original submission so that you can prepare your resit submission effectively.

### Your Programme Mentor

If you are QMUL staff you will normally have a mentor based in your School or Institute (See **Table 5** below). You can approach your mentor(s) even before enrolling on one of our programmes, to discuss the best pathway for your development if that has not been determined for you, e.g. as part of your probation (See **Table 6** on p.22 for more details). NHS staff will be assigned a mentor from within the Programme team – please contact us if you would like to be assigned a mentor.

**Table 5: QM Academy Mentors (please note this list is currently being updated)**

Faculty	School	Mentor(s)
HSS	School of Economics and Finance	<a href="#">Guglielmo Volpe</a>
	School of Politics and International Relations	<a href="#">Paul Copeland</a>
	School of History	<a href="#">Miri Rubin</a> <a href="#">Yossef Rapoport</a> <a href="#">Thomas Dixon</a>
	School of English and Drama	<a href="#">Matt Rubery</a> (English)
	School of Geography	Individually allocated
	Department of Law	<a href="#">Shazia Choudhry</a>
	Centre for Commercial Law Studies	<a href="#">Raphael Heffron</a>
	School of Business and Management	<a href="#">Stefan Krummaker</a> <a href="#">Darryn Mitissus</a>
	School of Languages, Linguistics and Film	<a href="#">Astrid Kohler</a> (main contact) <a href="#">Esther de Leeuw</a> (Linguistics) <a href="#">Mark Holloway</a> (Language Centre)
S&E	School of Engineering and Materials Science	<a href="#">Adrian Briggs</a>
	School of Physics and Astronomy	<a href="#">James Cho</a>
	School of Biological and Chemical Sciences	<a href="#">Beth Clare</a>
	School of Electronic Engineering and Computer Science	<a href="#">John Schormans</a> <a href="#">Karen Shoop</a> <a href="#">Vindya Wijeratne</a>
	School of Mathematical Sciences	<a href="#">Hugo Maruri-Aguilar</a>
SMD	William Harvey Research Institute	<a href="#">Martin Carrier</a>
	The Blizard Institute	<a href="#">Michele Branscombe</a> <a href="#">Matthias Dittmar</a>
	Wolfson Institute of Preventive Medicine	<a href="#">Jonathon Bestwick</a>
	Institute of Dentistry	<a href="#">Alan Cruchley</a> <a href="#">Wendy Turner</a>
	Institute of Health Sciences Education	<a href="#">Michael Page</a>
	Barts Cancer Institute	<a href="#">Richard Grose</a> <a href="#">Gunnel Hallden</a> <a href="#">Stephanie Kermorgant</a> <a href="#">Shah-Jalal Sarker</a>
	NHS staff	Programme team

**Table 6: What you can expect of your QMUL mentor(s) and what they will expect from you**

<b>Mentors will:</b>	<b>You will:</b>
<ul style="list-style-type: none"> <li>• Be available to meet with you, following the Academic Induction, to discuss your development plans and the programme.</li> <li>• Be available to meet with you once per term to check your progress, and will keep a record of such meetings</li> <li>• Undertake teaching observations of you as part of Module 2 of the taught programme, if you'd like that</li> <li>• Give, subject-specific formative feedback on (drafts) of your assessed work on your taught programme</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange, following your Academic Induction, an initial meeting with a mentor from your School to discuss your development plan and progression through your programme</li> <li>• Attend progress check meetings once per term with your mentor</li> <li>• Request - through the relevant process - from your mentor to observe you teach as part of your programme</li> <li>• Approach your mentor for formative feedback on (drafts) of your assessed work during the programme</li> </ul>

## Processes and Procedures

### Attendance

You are expected to attend, engage with and prepare as instructed for all scheduled face-to-face or distance learning topics on the modules you take.

**For face to face modules:** If you are going to miss a session because you are unwell or off work for personal reasons, please email your seminar tutor as soon as you are able to let them know that you have extenuating circumstances which will cause you to miss a session. Your tutor will be able to send you the resources used in the session (e.g. any slides or activity handouts) so that you can work through those when you're back at work. Failure to engage in at least 80% of each module (e.g. five of six seminars / webinars on a module), may result in your [de-registration from the programme](#). (See Academic Regulations)

**For distance learning modules:** While we encourage you to attend all webinars on our distance learning modules, you won't be penalised for not attending sessions if you're unable to. If you are unable to attend the live webinar, then you will need to watch the recording and complete asynchronous activities.

We will be using completion tracking on QMplus to keep a check on this. In line with our face to face attendance policy, if you have not participated in 80% of topics (i.e. either attended webinars or completed asynchronous activities) then we reserve the right to withdraw you from the programme (excepting extenuating circumstances).

If you leave QMUL during the programme, what happens next will depend on how many modules you have completed:

One module completed	You can finish CILT, if necessary taking the second module via distance learning.
Two modules completed	You exit your programme with CILT even if you were registered on PGCAP (you may be able to use the credits towards a PGCert at your new institution).
Third / fourth module started but not completed	You can complete the remaining modules and the PGCAP programme via distance learning.

### De-registration

If you consistently do not meet module requirements for attendance, or for submission of coursework, you may be deregistered from the programme. If you believe that you may be unable to meet such requirements for one or more modules, please contact the [Programme Manager](#) in the first instance to discuss your options.

You will be given written warnings (by email) before deregistration occurs, and you will have the right to represent your case.

### Interruption of Studies

If you are not able to complete the programme in the projected timeframe (e.g. you're unwell and going to be signed off work for weeks or months, you're about to go on maternity leave, you've been awarded a research grant for months of study overseas during term-time, or your personal circumstances require you to adapt your workload) you should request an interruption to your study as soon as possible. This will enable to you interrupt your current academic year of study and to resume your studies the next academic year.

You also have the right to withdraw from the programme completely, should you wish.

The deadlines for withdrawing or interrupting are available on the [ARCS website](#). You should contact the [Programme Manager](#) in the first instance for advice and support with your interruption.

### Appeals

If you wish to appeal on any grounds, administrative or academic related, follow the process described in the university [Academic Regulations for student appeals](#).

### Programme Awards

All of your grades will need to be approved by the examination board of the programmes before they appear in your Student Record (on [MySIS](#)).

**Programme examination boards take place every June and October** (these times are set by QMUL).

Grades for each module are approved at the following examination board.

Your overall programme award (certificate and the related HEA fellowship) will be approved by the examination board after the last module on your programme, and subject to whether you have to resit assessment. E.g. if your last module and its assessment finish in March, the award confirmation will be made by the June examination board. If you have to resit assessment of that module however, and assuming you submit and pass the resit assessment, your award will be

After the confirmation of award you will be sent your academic certificate to the address you provided in your application to the programme. If you have changed address since you must ensure to update it in your Student Record on [MySIS](#).

Your HEA fellowship certificate will be made available as a PDF for download after the board, when you be contacted by the HEA and asked to create a personal account on their website, through which to access the certificate.

For any queries regarding the confirmation of awards, Transcripts or Certificates, please contact the Examinations and Awards Office, QMUL, Queens' Building, Room CB01, Mile End Road, London E1 4NS, [stuverification@qmul.ac.uk](mailto:stuverification@qmul.ac.uk).



## Appendix 1: Curriculum, assessment and syllabus of the 'Learning and Teaching in Higher Education' module (ADP7116 / ADP7216)

Note that the detail included here is subject to change.

<b>Module 1 of CILT &amp; PGCAP</b>	<b>Learning and Teaching in Higher Education (ADP7116 / ADP7216)</b>	
	<b>Semester 1 (YEAR 1)</b>	
	<b>Weeks 1-6</b> <b>Principles of Teaching and Learning</b>	<b>Weeks 7-11</b> <b>Practice and Reflection on Teaching</b>
	1. How we learn: Psychology of learning (2 hrs)	
	2. Planning of teaching (1): <u>O</u> rientation (Activating Prior Knowledge) (2 hrs)	Microteaching sessions
	3. Planning of teaching (2): <u>P</u> resentation (Demonstrating New Content) (2 hrs)	6. Reflection and evaluation of teaching (2 hrs)
	4. Planning of teaching (3): <u>A</u> pplication (Facilitating Construction of New Knowledge) (2 hrs)	7. Models of teaching: Flipped classroom (2 hrs)
	5. Planning of teaching (4): <u>R</u> eview (In-session Assessment and Feedback) (2 hrs)	
Submission of the microteaching session plan (no teaching)		Submission deadline for summative assignment 2
<b>Formative Assessment</b>	Feedback on forum posts, informal feedback in class on mini-microteaching; microteaching session based on the microteaching session plan. 15 min of teaching on a pre-selected topic from participant's subject. Video-recorded. Accompanied by a feedback session involving feedback from peers and tutor.	
<b>Summative Assessment</b>	<p><b>Assignment 1 – Microteaching Session Plan - 30% weighting</b> Up to 1,000 words annotated session plan for a 15 min microteaching session. The plan should outline: the type and level (e.g. 1<sup>st</sup> year undergraduate) of the session, its learning outcomes, its content and activities, any planned in-session assessment (review of learning) and feedback, and any post-session consolidation. The annotations should provide the rationale for the design choices and their justification, e.g. on the basis of existing scholarship and research, observed best practice, reflection on past experience.</p> <p><b>Assignment 2 – Reflection on Microteaching – 70% weighting</b> Up to 2,000 words, based on the microteaching. May include a revised microteaching session plan, reflection on the experience and the provided feedback, and <u>particular areas for development</u>.</p>	
<b>Projected Student Workload</b>	<p><i>Teaching hours: 7 x 2 hour seminars + 1 x 3 hour seminar (microteaching) (face to face) / 7 x 1 hour webinars + 1 hour asynchronous activities (distance learning) in semester 1 = 17 hours</i></p> <p><i>Summative assessment time: 8 hrs for A1; 25 hours for A2 = 33 hours</i></p> <p><i>Formative assessment time = 30 hours Independent reading &amp; reflection = 70 hours</i></p> <p><b>Total hours = 150 study hours</b></p>	

**Appendix 2: Curriculum, assessment and syllabus of the ‘Learning and Teaching in the Discipline’ module (ADP7217 / ADP7117)**

<b>Module 2 of CILT &amp; PGCAP Curriculum &amp; Syllabus</b>	<b>Learning and Teaching in the Discipline (ADP7117 / ADP7217)</b>	
	<b>Semester 2 (YEAR 1)</b>	
	<b>Weeks 1-6*</b>	<b>Weeks 7-11</b>
	1. The Wider Context of Your Practice (2hrs)	
	2. Student Support (2 hrs)	7. Drop-in Sessions to discuss Assignment 1 Presentations
	3. Small group learning and teaching (2 hrs)	8. (no teaching)
	4. Large group learning and teaching (2 hrs)	9. Presentations of resources developed: Assignment 1
	5. Assessment, marking and giving feedback (2 hrs)	10. Drop-ins to discuss feedback and Assignment 2
	6. Developing teaching, learning & assessment resources (2 hrs)	11. Drop-ins to discuss feedback and Assignment 2
<b>Formative Assessments</b>	i. <b>Weeks 1-6:</b> ongoing, informal formative feedback on in-class work and online preparation. ii. <b>As scheduled by participant:</b> Teaching observation by educational developer, mentor or senior colleague followed by feedback and peer dialogue. iii. <b>As scheduled by participant:</b> Teaching observation by peer, followed by feedback and peer dialogue. iv. <b>Weeks 8, 11, 12:</b> Drop-ins to receive formative feedback and support in Assignments 1 and 2.	
<b>Summative Assessments</b>	<b>Assignment 1 – Oral presentation of a teaching / learning / assessment resource developed by the participant – 40% weighting</b> A 10-min presentation of a resource for learning, including rationale and outcome of testing (if possible). Feedback from peers and tutor.  <b>Assignment 2 – Reflection on teaching observations – 60% weighting</b> Up to 2,000 words written reflection on the two teaching observations. This should include the two observation pro-formas as appendices: they can be separate documents or integrated into the main submission.	
<b>Projected Student Workload</b>	<i>Teaching hours:</i> 6 x 2 hour seminar (face to face) / 6 x 1 hour webinars + 1 hour asynchronous activities (distance learning) + 2 hr presentations session in semester 2 = 14 hours <i>Summative assessment time:</i> 26 hrs for A1; 10 hours for A2 = 36 hours <i>Formative assessment time</i> = 30 hours <i>Independent reading &amp; reflection</i> = 70 hours <b>Total:</b> 150 hours.	

Note that the detail included here is subject to changes.

### Appendix 3: Curriculum, assessment and syllabus of the 'Curriculum Design' module (ADP7218 / ADP7118)

Note that the detail included here is subject to changes.

<b>Module 3 of PGCAP</b>	<b>Curriculum Design (ADP7118 / ADP7218 – distance learning)</b>	
	<b>Semester 3 (YEAR 2)</b>	
	<b>Weeks 1-6</b>	<b>Weeks 7-11</b>
	<b>Design Practice</b>	<b>Enhancing Curriculum Design</b>
	1. Developing your practice	
	2. Designing a curriculum	7. Integrating research into teaching
	3. Designing assessment and feedback	8. Teaching inclusivity and equality of opportunity for learning
	4. Designing modules and programmes	9. Teaching with a global perspective (internationalisation)
5. Designing online courses	10. Teaching for Enhanced Employability	
6. Assignment 1: Pitching your design	11. Leading teaching teams	
<b>Formative Assessments</b>	<p>i. <b>Week 6:</b> 3-minute oral presentation on proposed new module design or current module redesign. Each presentation peer and tutor marked within the seminar time on a template form to be collected by the presenter</p> <p>ii. <b>Week 9:</b> first full drafts of module redesign for peer marking &amp; feedback by 2 peers - tutor to offer whole-group guidance</p>	
<b>Summative Assessments</b>	<p><b>Assignment 1 - Authentic Module Design with Annotations - 100% weighting</b></p> <p>An exercise in module design or redesign that can be submitted as either:</p> <ol style="list-style-type: none"> <li>A module design for a new module, submitted in the form of QMUL module proposal form with annotations to justify choices</li> <li>A redesign of an element of a current online course (e.g. QMPlus area) with annotations to justify choices</li> </ol>	

<b>Projected Student Workload</b>	<p><b>Projected student workload:</b> <i>Teaching hours:</i> 11 x 2 hour seminar in semester 3 (face to face) / 11 x 1 hour webinar + 1 hour asynchronous activities (distance learning) = 22 hours <i>(Or 11 x 1 hour webinar plus 11 x 1 hours of asynchronous online activities for distance learning)</i> <i>Summative assessment time:</i> 85 hours for A1 <i>Formative assessment time</i> = 8 hours <i>Independent reading &amp; reflection</i> = 35 hours</p> <p><b>Total hours = 150 study hours</b></p>
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### Appendix 4: Curriculum, assessment and syllabus of the 'Action (Practitioner) Research Project' module (ADP7219)

<b>Module 4 of PGCAP</b>	<b>Action (Practitioner) Research Project (ADP7219)</b>	
	<b>Semester 4 (YEAR 2)</b>	
<b>Curriculum &amp; Syllabus</b>	<b>Weeks 1-6</b>	<b>Weeks 7-11</b>
	<b>Research on Practice</b>	<b>Your Research Project (Assignment 2)</b>
	1. What Is Action Research?	
	2. Quantitative and Qualitative Analysis of Practice	7. Planning of Assignment 2 (Project), with peer & tutor feedback
	3. Reviewing Pedagogic Literature	8. Drafting your project I
	4. Evaluating Impact of Practice (learning gain, student motivation, time efficiencies)	9. Drafting your project II
	5. Applying for Ethical Approval & Pitching the Project	10. Drafting your project III
	6. Peer feedback on research proposals	11. Peer reviewing of projects
<b>Formative Assessments</b>	<b>Week 6:</b> peer marking and feedback on research proposals prior to submission of research proposal for summative tutor assessment <b>Weeks 8-12:</b> in-session peer and tutor oral evaluation and feedback on progress of action research plan	

<b>Summative Assessments</b>	<p><b>Assignment 1 - Research Proposal for Action Research - 20% weighting</b></p> <p>A 500-word research proposal for action research on an element of academic practice: public engagement, research and teaching linkages or innovations in teaching or assessment. To be accompanied by an annotated bibliography containing max. 10 sources.</p> <p><b>Assignment 3 – Research Design Report - 80% weighting</b></p> <p>The report should incl. literature review, methodology, rationale, results from a test trial (if possible), and discussion.</p> <p>The submitted research design must correspond to the research proposal submitted in Assignment 2.</p>
<b>Projected Student Workload</b>	<p><b><i>Projected student workload:</i></b></p> <p><i>Asynchronous activities and interactions with staff, and drop-in webinars: 22 hours</i></p> <p><i>Preparation: 22 hours</i></p> <p><i>Completing formative assessments: 8 hours</i></p> <p><i>Completing summative assessments: 85 hours</i></p> <p><i>Independent reading and reflection: 35 hours</i></p> <p><b>Total hours = 150 study hours</b></p>

## Appendix 5: Generic assessment criteria and grade descriptors (grading scheme) for the QM Academy Taught Programmes

Disclaimer: These are subject to review and can be modified before the start of scheduled September and / or January starts of programmes

Criteria	Distinction (75%)	Merit (65%)	Pass (55%)	Refer (45%)
<b>Critical Analysis</b> UKPSF: A5, K1-6, V3-4	You explicitly consider and justify the conceptual choices behind your practice in the light of their respective implications for key stakeholders (students, staff, institution, discipline).	You provide some informed judgements about your practice, with explicit consideration of the needs of only one or two of the key stakeholders mentioned in the Distinction descriptor.	You consider the implications of your practice in general but do not explicitly address the implications of this for key stakeholders.	You may summarise aspects of your practice and pedagogical choices, but do not consider their implications.
<b>Evaluation of practice</b> UKPSF: K5-6, V3-4	<p>In the work you evaluate your practice using evidence from a range of sources (e.g. self-reflection, student feedback and/or assessment performance, observation of teaching, external examination reports).</p> <p>You clearly define the aims and criteria of the evaluation, and key measures indicating success. You justify these in relation to any prior or current challenges in your practice.</p> <p>You discuss the outcomes from your evaluation, and their implications for practice, in multiple domains (e.g. departmental, disciplinary, institutional, sector-wide).</p>	<p>The work contains evaluation of your practice with clearly defined aims and criteria and based on evidence from one or two sources (e.g. self-reflection, student feedback and/or assessment performance, observation of teaching, external examination reports).</p> <p>The outcomes from your evaluation and their implications for practice are discussed only in the context of your individual practice.</p>	<p>The work contains some evaluation of your practice against broadly defined criteria for effectiveness.</p> <p>The outcomes from your evaluation, and their implications for your future practice, are discussed only briefly.</p>	<p>The work contains little or no explicit evaluation of the effectiveness of your practice.</p> <p>Evaluation outcomes and their implications for your practice are not discussed.</p> <p>Any planned changes to practice are not linked to evidence from evaluation.</p>

<p><b>Debating practice</b> UKPSF: A5, V3</p>	<p>Throughout the work, you show explicitly how you have disseminated and/or discussed the outcomes of your own practice with others and learnt from their work.</p> <p>You not only provide examples of discussions and learning from other contexts (within and beyond your own discipline and institution) but you also identify explicitly the particular aspects and approaches from others' practice that you can modify and implement in order to enhance your own practice.</p>	<p>The work shows that you have discussed your practice with others and learnt from their practice, but is either not explicit or not consistent.</p> <p>The discussion extends beyond your own department; you provide some examples from other contexts (disciplinary or institutional).</p>	<p>The work presents some evidence that you have discussed your practice with others or learnt from their practice.</p> <p>The discussion is limited to your own disciplinary or institutional context.</p>	<p>There is little or no evidence in the work that you have discussed your practice with others or learnt from their practice.</p> <p>You do not provide specific examples of work from colleagues teaching in your own context (e.g. departmental) or in other contexts (disciplinary or institutional).</p>
<p><b>Reflection &amp; application to own practice</b> UKPSF: A1-4, K1-4, V1-3</p>	<p>Throughout the work you analyse relevant, detailed and specific examples from your practice in light of educational research and theory. This reflection on your practice provides a clear vision and basis of evidence for improving your practice.</p>	<p>You share relevant examples from your practice throughout the work and link them to theory or research. However, this reflection on your practice does not draw examples together to make a case for improvement.</p>	<p>You share examples from your practice in the work. While they may briefly link theory and research to practice, this reflection is surface-level only and/or is not explicitly focused on improving your practice.</p>	<p>The work may mention examples from your practice but does not explicitly link them to educational theory or research, and does not make a reflective case for improving practice.</p>
<p><b>Engagement with scholarship &amp; literature</b> UKPSF: V3</p>	<p>The work engages with a wide range of research and scholarship, including disciplinary pedagogies or scholarly debates within educational research.</p> <p>Secondary sources are critically analysed and evaluated in the light of your own practice. The</p>	<p>The work engages with research and scholarship from beyond the core module readings.</p> <p>Secondary sources are applied to your own practice and may be briefly evaluated or analysed.</p>	<p>The work engages with core readings or scholarship from the programme.</p> <p>Secondary sources are mainly paraphrased and some are analysed. There is limited critical analysis and evaluation</p>	<p>The work does not show engagement with relevant scholarship.</p> <p>Secondary sources may be paraphrased here but are not critically analysed and evaluated for their application to your practice. Key concepts, terms and</p>



	work draws on a broad range of scholarship from your own and other disciplines and explicitly considers the limitations of the evidence.		of their application to your practice.	theories may be misused or misrepresented.
<b>Quality of academic writing</b> UKPSF: A5, V3	<p>The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic writing at Level 7.</p> <p>The references are accurate and exceed the minimum; they demonstrate significant and up-to-date breadth of literature review (including referring to some relevant scholarship within the discipline).</p>	<p>The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of writing at Level 7.</p> <p>References are accurate and exceed the minimum.</p>	<p>The work meets at least 4 of the sub-criteria (see 'Refer' descriptor), including consistency of referencing. It meets threshold standards for academic writing at Level 7.</p> <p>References are accurate but do not exceed the minimum or go beyond core module readings.</p>	<p>The work meets 3 or fewer of the following criteria for academic writing at Level 7:</p> <ol style="list-style-type: none"> <li>1) aims and argument are clearly stated and sustained;</li> <li>2) content is logically organised and clearly signposted;</li> <li>3) word limits or timings are observed;</li> <li>4) references are consistent and accurate;</li> <li>5) at least <b>five</b> scholarly references are included;</li> <li>6) the work is presented accurately: terminology is used correctly; figures/diagrams/tables are accurate and relevant; writing has been proof-read and abbreviations made clear.</li> </ol>