

# QMUL Taught Programmes in Academic Development

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

## Programme Handbook

For programmes starting after January 2018



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## About the QMUL Taught Programmes in Academic Development

QMUL offers a selection of 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. The distance learning modes of our programmes are also open to fee-paying non-QMUL staff from the UK and abroad.

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 the [Higher Education Academy](#) (HEA) 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 through learning on the programmes.

Educational Development offers three 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, e.g. 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 (normally on a teaching and research contract) 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, public engagement, integrating research into teaching, and examining the effectiveness of an aspect of your academic practice that results in a research paper or the development of a grant proposal.

3. **Postgraduate Certificate in *Learning and Teaching in Higher Education* (PGCLTHE)** is a 60-credit postgraduate programme that focuses on developing your knowledge of the principles and best practices of teaching and supporting learning, and providing you with opportunities to evaluate and develop your own practice through guided and supervised innovation and enhancement in areas of your interest. Completing this programme leads to a postgraduate academic qualification (Postgraduate Certificate) in education, and recognition as HEA Fellow.

- You can choose this programme if you are:
  - a) Academic staff (normally on a teaching only contract) 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 skills for: curriculum and assessment design, designing content for an online course/QMPlus, and researching the effectiveness of an aspect of your own teaching that leads to a research paper journal or a grant proposal.

Each of these taught programmes is 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. 7 for summaries of the three programmes.

QMUL 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 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 university staff who have less than three years' experience in teaching and/or supporting learners and wish to receive recognition as HEA Associate Fellow or Fellow only -for their education practice and/or to meet probation but are unable to dedicate the time required by the taught programmes, you may be able to complete a supported application. This involves planning and undertaking individually tailored development in areas related to the participant's education practice. Subject to successful completion of the plan within the one (for HEA Associate Fellow) or two (for HEA Fellow) years, this points-based development concludes with submitting a direct application for the relevant category of fellowship. This programme is still in development.

For both of these, please contact [Dr Max Addo](#) in the Educational Development Team.

See **Fig. 1** on p. 6 for an illustration of relationships between the Taught Programmes and other pathways for development and reward in academic practice at QMUL. The D1, D2 and D3 references relate our programmes to the [UKPSF](#).

**Fig 1. The Taught Programmes and other pathways for developing and rewarding academic practice**

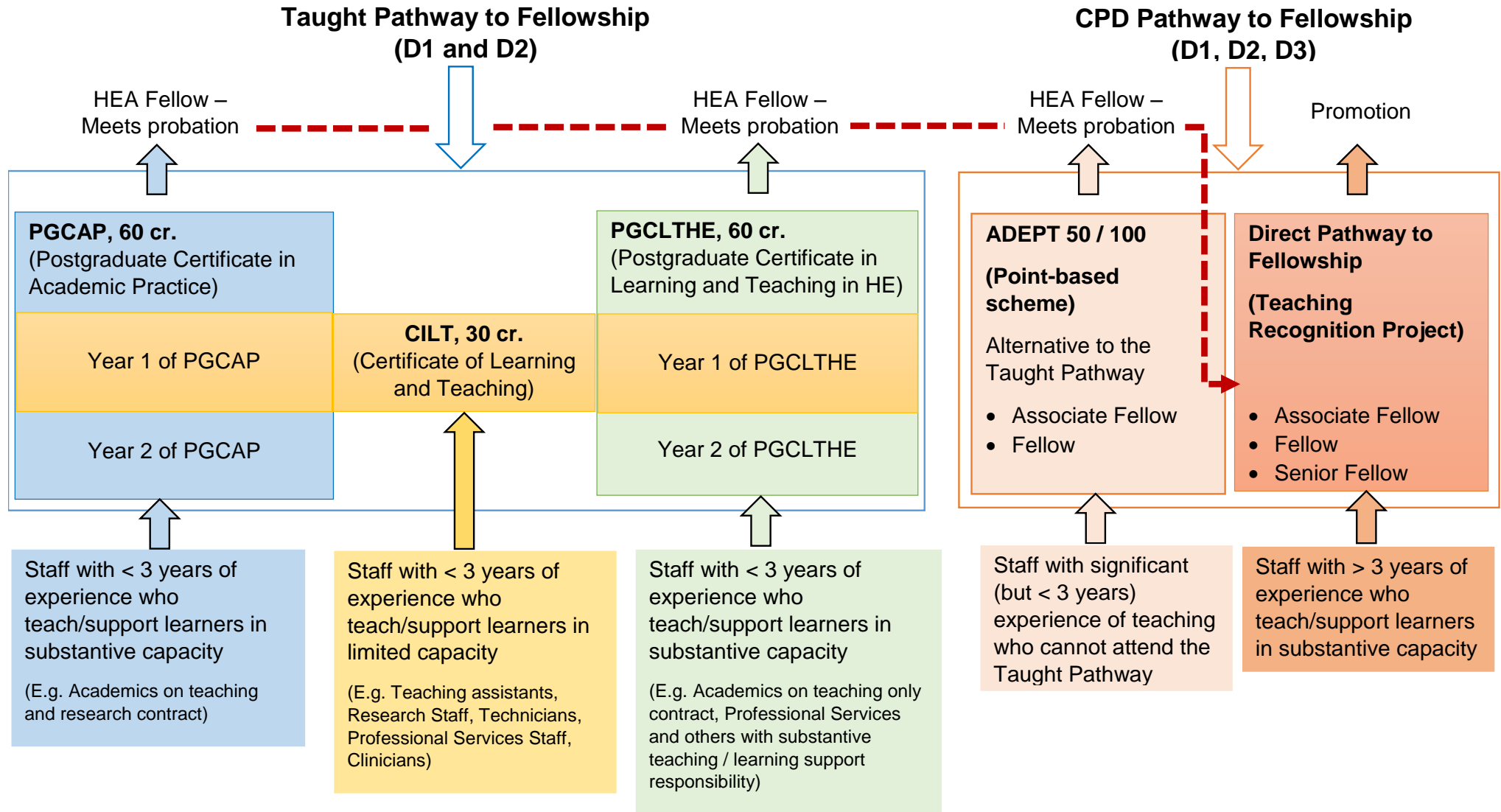




Table 1: Summary details of the Taught Programmes

Details	CILT	PGCAP	PGCTLE
<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>60</b> (600 hrs of learning)
<b>Duration</b>	<b>1 year part-time</b>	<b>2 years 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>one 30-credit module</b> (approx. 6 months) in Year 2	<b>Two 15-credit modules</b> (each module approx. 3 months long) in Year 1 (same as CILT) and <b>one 30-credit module</b> (approx. 6 months) 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>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 output, e.g. an academic practice related research paper or a grant proposal for practice-based research in an aspect of your practice (e.g. teaching, research development, research supervision, public engagement, leading research teams)	<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; Research output, e.g. an education research paper or grant proposal for practice-based research in an aspect of your teaching, supporting learners (e.g. personal tutoring), leading teaching teams (e.g. convening a module or leading a programme)
<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>	60-credit <b>Postgraduate Certificate in Learning and Teaching in HE</b> (postgraduate academic qualification for teaching in higher education) <b>HEA Fellow</b>

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

The academic qualifications awarded by the programmes: the Certificate in Learning and Teaching (CILT) and the Postgraduate Certificates in Academic Practice (PGCAP) and Learning and Teaching in Higher Education (PGCLTHE), 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 the Higher Education Academy, to award HEA fellowships: Associate Fellow (CILT) and Fellow (PGCAP and PGCLTHE).

For that reason they align to a framework of standards of teaching and learning practice at university – the [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 [HEA 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 4** on page 10.



## Why take a QMUL programme in academic development?

**Table 3: Selecting the right programme for you.** If you are:

QMUL Staff	Non-QMUL Staff
<p>Required to complete the programme for probation, if indicated in your employment contract from HR, e.g.</p> <ul style="list-style-type: none"> <li>• For new academic staff on teaching and research contracts with &lt; 3 years of experience in university level teaching in the UK, PGCAP is usually the preferred pathway to fulfilling the probationary requirement of obtaining HEA Fellow status.<sup>1</sup></li> <li>• For new academic staff on teaching only contracts with &lt; 3 years of experience in university level teaching in the UK, PGCLTHE is usually the preferred pathway to fulfilling the probationary requirement of obtaining HEA Fellow status.</li> <li>• Some Schools in QMUL recommend CILT as professional development for teaching assistants: please contact your School for further information on this.</li> <li>• Some Professional Services roles may also require taking one of the programmes as part of probation or appraisal review.</li> </ul> <p>You may also be:</p> <ul style="list-style-type: none"> <li>• Experienced staff working towards promotion who are interested in developing your academic or teaching practice further.</li> <li>• Interested in obtaining a nationally recognised and transferrable academic qualification, e.g. Certificate or Postgraduate Certificate, in higher education practice (academic practice/ learning and teaching).</li> <li>• Interested in obtaining, alongside the academic qualification, HEA fellowship - a nationally and internationally recognised recognition award for teaching and learning in higher education.</li> </ul>	<p>New or experienced UK or international academic and other staff who are:</p> <ul style="list-style-type: none"> <li>• Interested in obtaining a nationally recognised and transferrable academic qualification, e.g. Certificate or Postgraduate Certificate, in higher education practice (academic practice / learning and teaching), which you can use towards job applications for academic and other posts.</li> <li>• Interested in obtaining, alongside the academic qualification, HEA fellowship - a nationally and internationally recognised recognition award for teaching and learning in higher education.</li> </ul>

**Table 4:**

**Taught Programme Learning Outcomes:** Having participated in our taught programmes in academic development, you will [Text in **red** specific for **PGCAP** and **PGCLTHE**; Text in **green** specific for **PGCAP only**; Text in **blue** specific for **PGCLTHE only**]:

<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 (K1)</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 and strategic agendas (V4)</li> <li>4. QMUL structures, regulations and processes associated with effectiveness in your role (V4)</li> <li>5. The principles and methods of evaluating the outcomes of your teaching and / or support (V4)</li> <li>6. The mechanisms for assessing and enhancing the quality of [academic practice] [teaching and learning] (V4)</li> <li>7. The principles, methodologies and approaches to [a) developing research and public engagement in your discipline and teaching, and c) taking leadership of research, teaching, and public engagement in your discipline, scholarship, enhancing, and leading development into the practice of teaching and/or supporting learning] (V4)</li> </ol>
<b>Be able to:</b>	<ol style="list-style-type: none"> <li>8. Design / teach / provide effective learning sessions [, modules or programmes of study] and support and guidance through selective use of methods, approaches and technologies to achieve learning outcomes (A1, A2, K5)</li> <li>9. Design and deliver effective teaching and learning, and face-to-face and/or online environments, to meet learner level, and the subject (A4, K5)</li> <li>10. Implement strategies for reviewing of and feedback on learning that promote learners' motivation and implement assessment and feedback strategies that measure and promote learning success (A4, K5)</li> <li>11. Use evidence from educational research and scholarship, subject research, peer dialogue and observation to continually assess needs, develop and enhance your practice of teaching and / or supporting learning, educational research and scholarship, subject research, peer dialogue and observation to continually assess needs, develop and enhance your academic practice: including research, public engagement, learning / practice of teaching and / or supporting learning] (A5)</li> </ol>
<b>Demonstrate attributes such as:</b>	<ol style="list-style-type: none"> <li>12. 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, and inclusivity, minimise unconscious bias, and foster academic integrity (V1)</li> </ul> </li> <li>13. Creativity and drive for facilitating learning across varying levels of prior knowledge, evidenced through e.g. <ul style="list-style-type: none"> <li>• Scaffolding of learning resources, activities, assessment, support and guidance to meet learner needs and social capital (V2)</li> </ul> </li> <li>14. 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 in your practice (V3)</li> <li>• Critical engagement with the evidence from evaluation and reflection on the effectiveness of your practice in your practice (V3)</li> </ul> </li> </ol>

## Programme Staff

The Programmes Team comprises six highly qualified educational developers, each of whom has specialism in the sciences or humanities in addition to expertise in higher education, pedagogy, educational psychology, educational research methods, curriculum and assessment design, and/or developing early career teachers (e.g. teaching assistants), continuing development in teaching and learning, etc.

**Table 5. Your staff on the programmes**

Name	Role
Dr Antony Aleksiev	[Acting Head of Educational Development from August 2018] Senior Educational Developer, Director of the Taught Programmes in Academic Development and the programmes' Senior Tutor, Antony is an HEA Fellow, a PhD in Behavioural Ecology, MSci in Ecology and Conservation, and PGCert in Academic Practice. He is very experienced in leading academic development taught programmes and has convened modules, taught extensively and conducted research in Ecology and Animal Behaviour in the UK and abroad. Antony's current education research ranges from evaluating the impact of learning on taught programmes in academic development on learners' teaching practice to developing and assessing the effectiveness of teaching methods, e.g. simulations, for active learning, and establishing methodologies for measuring the impact of teaching on learning.
Dr Emma Kennedy	Educational Adviser (Academic Practice) and Lead of CILT (module convenor for the first and second modules on the programmes), Emma is a Senior Fellow of the HEA and has a BA, MA and PhD in English. She has taught in the subject at University of York, and worked as a disability adviser at the University of Leeds. Emma co-conducts research into communities of practice on the taught programmes, and is also evaluating the work placement module on the Global Health BSc. Emma is (Acting) Senior Tutor jointly with Claire Loffman.
Dr Claire Loffman	Education Adviser (Early Career Teachers), Admissions Tutor, and module convenor of the third modules on PGCAP and PGCLTHE, Claire is a Senior Fellow of the HEA and has a BA and PhD in English Literature, and a PG Cert in Academic Practice. Formerly a postdoctoral researcher at QMUL, she has taught English Literature – at undergraduate and postgraduate levels – at QMUL, Sheffield, Cambridge and KCL. Claire co-conducts research into communities of practice on the taught programmes, and is beginning a new strand of research into the workload and wellbeing of early career staff in HE. Claire is (Acting) Senior Tutor jointly with Emma Kennedy.
Dr Steph Fuller (on maternity leave from June 2018)	Education Adviser (Learning and Teaching Development), Distance Learning Co-ordinator, tutor on all programmes and modules, and co-ordinator of the Academic Development research seminars. Steph is an HEA Fellow, holds an MA and PhD in Film Studies and a BA in English Literature and Cultural Criticism. She has experience of teaching undergraduates and postgraduates in Film, Media and Cultural Studies. Steph has a long standing interest in the internationalisation of the curriculum and teaching practice, and is currently planning research into the experience of students on distance learning programmes
Dr Maren Thom	Education Adviser (Learning and Teaching Development). Maren has a PhD in Film Studies and a PGCert in Academic Practice, and is a Senior Fellow of the HEA. She has worked in business and theatre, and has an interest in issues such as teaching recognition and student satisfaction – especially in challenging accepted metrics of teaching quality, as well as issues of freedom of speech in the university. Covering for Dr Stephanie Fuller, who is on maternity leave, Maren is organising the Teaching and Learning Conference and teaching on the Educational Development taught programmes. Maren is currently working on a research project around the use of drama and theatre skills in higher education teaching.
Dr Alison Gilmour	Alison has an MA, MPhil and PhD, all completed in the department of Economic and Social History at the University of Glasgow. Shortly after completing a postdoctoral fellowship, she moved into the field of learning and teaching enhancement at the Open University in Scotland where she worked for seven years until joining the team at QMUL. Alison's experience includes managing a number of funded cross-sector projects: on the professional development of university teachers in Scotland; an analysis of student perceptions of good feedback practice

	within Student Led Teaching Award data; and an exploration of the nature of retention and progression data within Scottish HEIs. As well as teaching on the PGCLTHE/PGCAP and her role as Admissions Tutor from September 2018, she continues her undergraduate teaching with the Open University.
Rebecca Chappell	Becky is the programmes' lead administrator responsible for the planning and timetabling of teaching, policy development and implementation, organisation of related committees and the programmes' examination board, and co-ordinating the admissions, enrolment, progression and completion of participants on the programmes.
Reena Varsani (on maternity leave from August 2018)	Reena works alongside Becky to support the programmes team and our participants on the programme with a whole range of administrative tasks, including the maintenance of participant records, co-ordinating responding to queries, organising room booking, monitoring health and safety procedures, etc.
Thuraisha Naidoo	Thuraisha is covering for Reena in the above role as Support Administrator.

### Contact Details

**Website:** <https://academicdevelopment.qmul.ac.uk/educational-development/developing-learning-and-teaching/adept-taught-route/new-curriculum-on-adept-taught-route/>

**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)

[adp-assignments@qmul.ac.uk](mailto:adp-assignments@qmul.ac.uk) (for queries related to assessment on the programmes)

[adp-dl@qmul.ac.uk](mailto:adp-dl@qmul.ac.uk) (for queries related specifically to the distance learning versions of our programmes)

[adp-tutor@qmul.ac.uk](mailto:adp-tutor@qmul.ac.uk) (for extensions – pre-2018 programmes only – extenuating circumstances and related Senior Tutor queries).

**Telephone:** 0207 882 2810 or 0207 882 2805

### 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 Discipline' (**Fig.2, p.13**). **Appendices 1 and 2 on pp. 28-31** contain full details of these two modules.

PGCAP and PGCLTHE are two-calendar year (24 month) programmes comprising the two CILT modules in Year 1 and a whole-year 30-credit module in Year 2 – 'Developing Academic Practice' for PGCAP and 'Enhancing Teaching and Learning' for PGCLTHE (See **Fig.3, p.14** for an illustration of the curriculum of these two programmes). **Appendices 3 and 4 on pp. 32-35** contain full details of these two modules.

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**.

All of the modules are also core, i.e. you have to take and pass each of them, in the sequence, in order to progress to the next and complete the programme.

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

If you start CILT in September you will complete the two modules by April the following year and should expect, depending on your performance in the assessment, to complete the programme by either July or October of that year at the latest.

If you start CILT in January you will complete the modules by December of that year and should expect, depending on your performance in the assessment, to complete the programme by either July or October of the following year at the latest.

For PGCAP and PGCLTHE, starting in September will mean completing the three modules by April of the second year, and completing the programme - depending on your performance in the assessment – by July or October of that year at the latest. Starting the PGCAP or PGCLTHE in January will mean completing the modules by December in the second year, and completing the programme by July or October of the year after, (if you had any resits, this would likely delay your formal programme completion until October).

## Programme Delivery

All programmes and modules run simultaneously face-to-face and via Distance Learning (DL) twice in the academic year, starting in September and January.

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](#)).

The Distance Learning programmes and modules are 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.

The following technical requirements apply to the Blackboard Collaborate sessions:

- Windows Users: Java Version 7 or 8 (latest version is recommended); Google Chrome is recommended, but other supported browsers include: Internet Explorer 8 or 9 (Windows XP / 7), Internet Explorer 10 or 11 (Windows 8 / 10) and the latest version of Firefox
- Mac Users: Mac OSX 10.7 or higher is recommended; Java Version 7 or 8 (latest version is recommended); Google Chrome is recommended, but other supported browsers include: latest version of Firefox, latest version of Safari
- Minimum Computer Specifications:
  - 256 MB RAM
  - 20 MB free disk space
  - Internet Access – 28.8 kbps speed or above (broadband connection highly recommended)
  - Soundcard with microphone and headphones (a headset with microphone / headphones is highly recommended)
  - Webcam



The face-to-face modules and programmes are only open to QMUL staff or associated staff employed elsewhere, e.g. NHS staff, who teach QMUL students.

If you are QMUL or associated staff:

- You will be expected to take the relevant programme for you face-to-face, especially if you work at a London based QMUL campus
- You can request to take one module via Distance Learning as part of your face-to-face programme
- QMUL staff who teach at an overseas QMUL campus for most of the duration of the relevant for them programme can request to take the whole programme via Distance Learning

If you are non-QMUL staff:

- You can take our modules and programmes only via Distance Learning

## Eligibility

To be eligible for any of our programmes (Distance Learning or Face to Face) 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.

Non-QMUL participants will be required also to confirm they teach at least at Level 4 (First Year Undergraduate) in higher education or at a non-higher education institution. Teaching at this level and above includes teaching towards the 1-year full-time (2-year part-time) Higher National Certificate (HNC) – equivalent to one year at university, or towards a two-year full time Higher National Diploma (HND) – equivalent to two years at university.

If you are an overseas participant, you can search [here](#) for the equivalent level of teaching in your country to Level 4 in UK Higher Education.

If you are a non-native English speaker from overseas you will have to provide proof that you meet our English entry requirements: IELTS 6.5 overall with 6.0 in writing OR 68 PTE Academic (Pearson Test in English).

## Tuition Fees and Other Charges

If you are QMUL staff or associated staff employed elsewhere, e.g. the NHS, who teach QMUL students, our programmes, modules and awards, e.g. the HEA fellowships, are free for you.

If you are non-QMUL staff, you will be expected to pay QMUL tuition fees at the set rate for postgraduate taught programmes; See **Table 6** below.

**Table 6: Tuition Fees per academic year for Non-QMUL staff taking the DL taught programmes** (as of [2018/19](#))

Programme	New Participants	Continuing Participants
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	Home / EU	Overseas	Home / EU	Overseas
<b>CILT</b>	£1050	£1,900	N/A	N/A
<b>PGCAP</b>	£1050	£1,900	£990	£1,860
<b>PGCLTHE</b>	£1050	£1,900	£990	£1,860

There may be an additional charge for HEA Fellowship for participants who are not QMUL staff. For details on this, and more on fees for non-QMUL staff, please see:

<https://academicdevelopment.qmul.ac.uk/educational-development/distance-learning/>.

### 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 [Senior Programmes Tutor](#).

If you wish to change programme, e.g. transfer to PGCAP or PGCLTHE while taking CILT, you should complete the [Change of Programme Study form](#) and email it to the [Senior Programmes Tutor](#). 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 or PGCLTHE after you complete 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, PGCAP or PGCLTHE. To be eligible for this you have to have earned academic credit on the equivalent programme or obtained HEA Associate Fellow status.

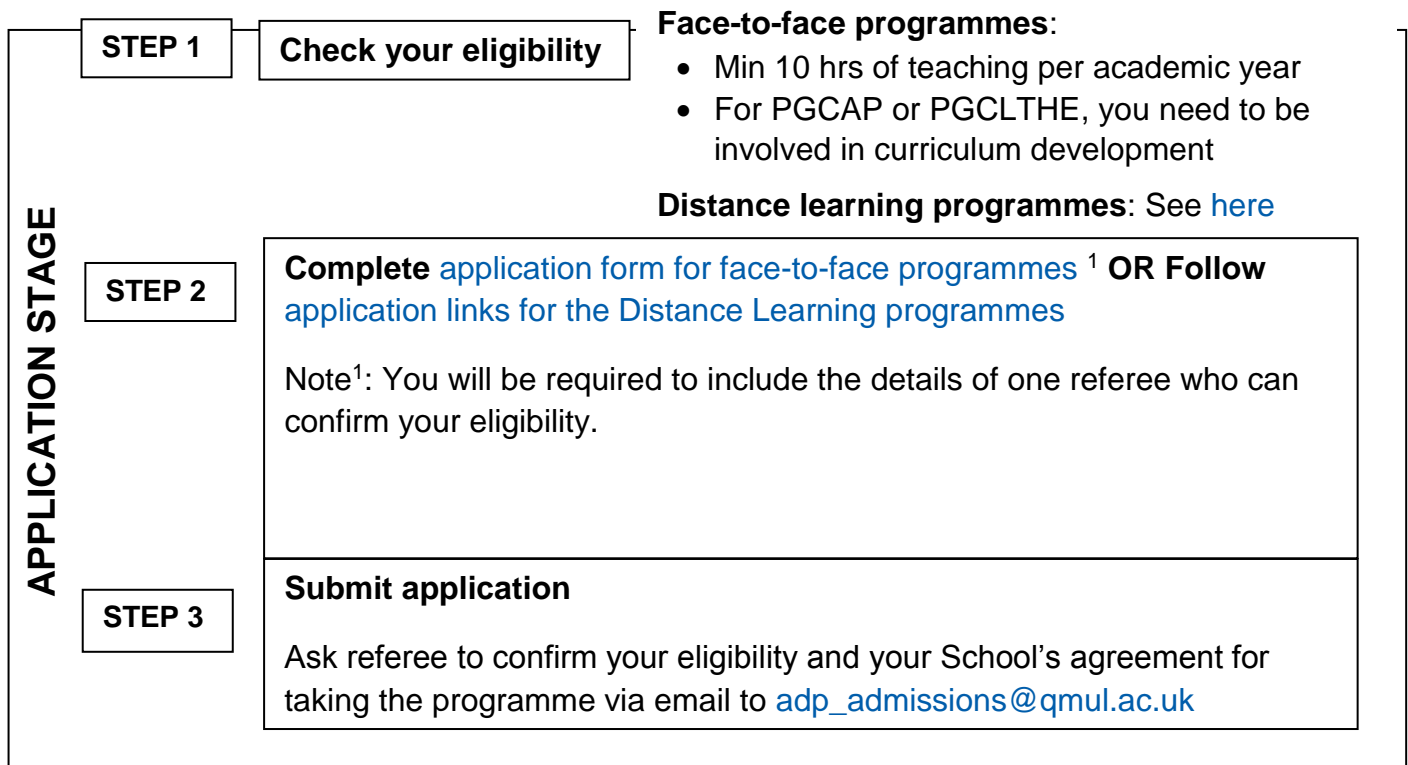
Note you can request APL of 15 credits only towards PGCAP or PGCLTHE (equivalent to the first module). You cannot request APL towards CILT.

Contact the [Director of Taught Programmes](#) 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

<b>ENROLMENT STAGE</b>	<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></b> (the QMUL Student Records system) via the link you will receive in an email; the email will specify how to login to MySis</p>
	<b>STEP 5</b>	<p><b>Attend Academic Induction if you're on the Face-to-Face route</b> (held before the September and January starts of the programmes)</p> <p>The Induction will: set up expectations of your programme; meet you with the tutors, peers you will study with, and your mentor(s) (e.g. from your School); be an opportunity to ask questions</p> <p>Register attendance via the course <a href="#">booking system</a>. purposes of enrolment</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</a> (online learning environment) 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

Full details of the available modules, their learning outcomes, module convenors, teaching timetables, and assessment details is available from our website, [here](#).

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 by the Admissions Tutor, our admin team will contact you to ask you to select your seminar groups. 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](#).

If you have enrolled on a Distance Learning programme (or module) the short tester videos in the QMPlus area for your first module will give you an idea of how you will learn online effectively.

As mentioned in the previous section, for face-to-face sessions, you will be able to choose the group in which to learn on each module of your programme.

The first module, 'Learning and Teaching in Higher Education', 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'. For instance, you will be asked to prepare and deliver a short, 15-min micro-session (an activity called "microteaching") in your subject, on a topic you choose, at First Year Undergraduate level. You will deliver this micro-session to a small, mixed discipline group of peers on the programmes, who will act as your 'students'. Your microteaching will be observed by one of the programme tutors and (subject to your approval) video recorded. You will receive immediate feedback after the microteaching from both the observer and your 'students', and will be able to access the video after the session for personal reflection and evaluation.

The second module, 'Learning and Teaching in the Discipline', will be taught in disciplinary streams (and groups): one for STEM subjects, one for Medicine and Dentistry, and one for Humanities, Social Sciences and Business subjects.

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 e.g. Faculty / School, you could opt for another stream if that matches your particular area of work better.

On the face-to-face programmes these streams will include participants from the QMUL Faculties of Science and Engineering, Medicine and Dentistry, and Humanities and Social Sciences, respectively.

On the Distance Learning programmes streams may vary depending on the cohort and subject distribution: however, the module resources will be the same as for ADP7117, so each participant will be able to select the resources and reading that best fit their broad discipline – and will be encouraged to read more around their particular discipline.

As part of the module ADP7117/ADP7217 'Learning and Teaching in the Discipline' you will be required to have two observations of you teaching in your actual practice.

For face to face participants: One of the two observations you'll need to arrange for ADP7117 will be by a peer on the programme or a colleague who is at a similar level to you; the other needs to be by a member of Educational Development staff, or a subject mentor or a senior colleague. You will be able to book an observation by one of the Educational Development team using the [Observation Request Form](#).

For distance learning participants (including participants on distance modules who are members of QMUL staff): one of the two observations you'll need to arrange for ADP7217 will be by a peer and one by a senior colleague or mentor in your institution. We cannot offer distance observations and to ensure parity of experience within a module we cannot observe QMUL staff taking a module via distance learning. 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.

For both ADP7117 and ADP7217 you and your observers will use a standard teaching observation pro-forma of three parts, provided in the module's QMPlus online area. You will complete the first part – for detail of the session you will be observed teaching – and send it to your observer ahead of the observation. The observer will complete the middle part themselves – with their feedback on your teaching. You and they should meet to discuss their feedback either straight after or soon after the observed session. The third part of the form is for you to complete, with your reflection on the feedback from the observation.

## 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. microteaching, teaching observations), presentations, and written assignments – designs and analyses.

Each module has on average two summative assessments.

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

On PGCAP and PGCLTHE 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 BST 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.

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.36-37** includes 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 should complete the [Extenuating Circumstances form](#) and supply supporting documentation (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority), and submit a claim to the programmes administrator, [Rebecca Chappell](#), no later than three working days before the appropriate Examination Board. You will be given a receipt for the claim form you have submitted, and you must keep this safe for the duration of your studies. 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 comprising the Senior Tutor, a module convener, the Course 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 [Director of Programmes](#) in the Taught Programmes Team. We'll try to answer queries by email within 2 working days; if you haven't had a response within that time, please send us a gentle reminder and we'll respond as soon as possible. If you wish to call our extension numbers our core hours are 10 am – 12 pm and 2 – 4 pm GMT, Monday to Friday; sending an email with a request to be called back if needs be will help us help you to a speedier solution than leaving a voicemail.

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 7** 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 8** on p.25 for more details).

**Table 7: School Academic Development Mentors in 2017/18**

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	Vacant
	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	Vacant

**Table 8: 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>

If you are non-QMUL staff you will need to find a mentor in your own institution to support and give you formative feedback throughout your study on the programme. This would normally be a senior member of staff who has undertaken a similar qualification before and / or has substantial experience in academic practice / teaching and / or has a leadership role around teaching and supporting learning.

## Processes and Procedures

### Academic Induction

Every September and January the taught programmes run an induction day, which will introduce you to your peers with whom you will be studying on your chosen programme, the programme tutors, your mentor, what the programme will require of you and what you can expect from the tutors in terms of support with your learning.

If you're on the face-to-face programmes, it's really important that you attend if you can. You will be prompted to register for the induction after we offer you a place on a programme.

If you take a Distance Learning programme your induction will happen online, during DL Induction week, and will cover details and involve activities similar to the face-to-face induction, as well as meeting your fellow course participants and your tutor(s).

### Attendance

You are expected to attend, engage with and prepare as instructed for all scheduled face-to-face or Distance-Learning sessions on the modules you take. 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 regulation 2.87 on p.33 and regulation 2.95 on p.34).

If you are QMUL staff when enrolling on one of the programmes and 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 a PGCert (you may be able to use the credits towards a PGCert at your new institution).
Third, final module started but not completed	You can finish your module, but you must remain on the module on which you were registered (i.e. you cannot switch to distance learning halfway through the third module)

### 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 [Senior Tutor](#) 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 grant you a year out from your programme of study with us.

You also have the right to withdraw from the programme completely, should you wish. It'll help us to support you to our best abilities if we know about this as early as possible, e.g. to arrange that you exit with CILT if you were registered for PGCAP and were a few weeks into your third and final module.

The deadline to withdraw or interrupt for academic year 2018-19 is 15 April 2019. You should contact the [Senior Tutor](#) 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 College [Academic Regulations for student appeals \(p.40\)](#).



## 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, e.g. if you complete a module and its assessment in April, your module grades will be reported to and approved by the June 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 confirmed by the following examination board, in October. See the table below for further illustration of expected confirmation of award and release of your academic certificate.

Your last ever assignment was due...	Award will be approved at the exam board in ...	Your certificate will be awarded at Graduation in...
Before April 2018	June 2018	Summer 2018
April – October 2018	October 2018	Winter 2018-19
August 2018 – March 2019	June 2019	Summer 2019
After March 2019	October 2019	Winter 2019-20

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.

You will be invited to a celebratory event, normally coinciding with an Academic Induction, to mark your successful completion and achievement.

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)

Note that the detail included here is subject to changes, and that week dates in particular will change each semester.

<b>Module 1 of CILT, PGCAP, PCGLTHE</b>	<b>Learning and Teaching in Higher Education (ADP7116)</b>	
	<b>Semester 1 (YEAR 1)</b>	
	<b>Weeks 1-6</b> <b>Principles of Teaching and Learning</b>	<b>Weeks 7-12</b> <b>Practice and Reflection on Teaching</b>
	1. How we learn: Psychology of learning (2 hrs)	7. <i>READING WEEK</i> (no teaching)
	2. Planning of teaching (1): <u>O</u> rientation (Activating Prior Knowledge) (2 hrs)	8. Microteaching (3 hrs) [In groups of 6 participants x 15 min each, and 1 observer]
	3. Planning of teaching (2): <u>P</u> resentation (Demonstrating New Content) (2 hrs)	9. Reflection and evaluation of teaching (2 hrs)
	4. Planning of teaching (3): <u>A</u> pplication (Facilitating Construction of New Knowledge) (2 hrs)	10. Models of teaching: Flipped classroom (2 hrs)
	5. Planning of teaching (4): <u>R</u> eview (In-session Assessment and Feedback) (2 hrs)	11. (no teaching)
	6. Submission of the microteaching session plan (no teaching)	12. 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 (Due after week 12) – 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:</i> 7 x 2 hour seminars + 1 x 3 hour seminar (microteaching) in semester 1 = 17 hours  <i>Summative assessment time:</i> 8 hrs for A1; 25 hours for A2 = 33 hours  <i>Formative assessment time</i> = 30 hours <i>Independent reading &amp; reflection</i> = 70 hours  <b>Total hours = 150 study hours</b></p>	

## Appendix 2: Curriculum, assessment and syllabus of the 'Learning and Teaching in the Discipline' module (ADP7117)

<b>Module 2 of CILT, PGCAP, PCGLTHE</b>	<b>Learning and Teaching in the Discipline (ADP7117)</b>	
	<b>Semester 2 (YEAR 1)</b>	
	<b>Weeks 1-6*</b>	<b>Weeks 7-12</b>
	1. The Wider Context of Your Practice (2hrs)	7. <i>READING WEEK (no teaching)</i>
	2. Student Support (2 hrs)	8. Drop-in Sessions to discuss Assignment 1 Presentations
	3. Small group learning and teaching (2 hrs)	9. (no teaching)
	4. Large group learning and teaching (2 hrs)	10. Presentations of resources developed: Assignment 1
<b>Curriculum &amp; Syllabus</b>	5. Assessment, marking and giving feedback (2 hrs)	11. Drop-ins to discuss feedback and Assignment 2
	6. Developing teaching, learning & assessment resources (2 hrs)	12. Drop-ins to discuss feedback and Assignment 2
	<ul style="list-style-type: none"> <li>i. <b>Weeks 1-6:</b> ongoing, informal formative feedback on in-class work and online preparation.</li> <li>ii. <b>As scheduled by participant:</b> Teaching observation by educational developer, mentor or senior colleague followed by feedback and peer dialogue.</li> <li>iii. <b>As scheduled by participant:</b> Teaching observation by peer, followed by feedback and peer dialogue.</li> <li>iv. <b>Weeks 8, 11, 12:</b> Drop-ins to receive formative feedback and support in Assignments 1 and 2.</li> </ul>	
<b>Formative Assessments</b>		
<b>Summative Assessments</b>	<b>Assignment 1 – Oral presentation of a teaching / learning / assessment resource developed by the participant – 40% weighting</b>	
	<p>A 10-min presentation of a resource for learning, including rationale and outcome of testing (if possible). Feedback from peers and tutor.</p> <p><b>Assignment 2 – Reflection on teaching observations – 60% weighting</b></p> <p>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.</p>	
<b>Projected Student Workload</b>	<p><i>Teaching hours:</i> 6 x 2 hour seminar + 4 hr presentations session in semester 2 = 16 hours</p> <p><i>Summative assessment time:</i> 26 hrs for A1; 8 hours for A2 = 50 hours</p> <p><i>Formative assessment time</i> = 30 hours</p> <p><i>Independent reading &amp; reflection</i> = 70 hours</p> <p><b>Total:</b> 150 hours.</p>	

Disclaimer: Note that the detail included here is subject to changes.

### Appendix 3: Curriculum, assessment and syllabus of the 'Developing Academic Practice' module (ADP7114)

Module 3 of PGCAP	Developing Academic Practice (ADP7114)			
	Semester 3 (YEAR 2)		Semester 4 (YEAR 2)	
Curriculum & Syllabus	Weeks 1-6	Weeks 7-12	Weeks 1-6	Weeks 7-12
	Design Practice (Assignment 1)	Context for Practice (for PGCAP)	Research on Practice	Your Research Project (Assignment 2)
	1. Developing your Practice	7. <i>READING WEEK</i>	1. What Is Action Research?	7. <i>READING WEEK</i>
	2. Designing a curriculum	8. Linking teaching and research	2. Quantitative and Qualitative Analysis of Practice	8. Planning of Assignment 2 (Project), with peer & tutor feedback
	3. Designing assessment and feedback	9. Developing Funded Research Proposals & Partnerships	3. Reviewing Pedagogic Literature	9. Drafting your project I
	4. Designing modules and programmes	10. Engaging with Research (Public Engagement, Outreach & Policy Making)	4. Evaluating Impact of Practice (learning gain, student motivation, time efficiencies)	10. Drafting your project II
	5. Designing online courses	11. Communicating Research (Media Profile & Market Research)	5. Applying for Ethical Approval & Pitching the Project	11. Drafting your project III
	6. Assignment 1: Pitching your design	12. Academic Leadership	6. Peer feedback on research proposals	12. Peer reviewing of projects
Formative Assessments	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 ii. <b>Week 9:</b> first full drafts of module redesign for peer marking & feedback by 2 peers - tutor to offer whole-group guidance		iii. <b>Week 6:</b> peer marking and feedback on research proposals prior to submission of research proposal for summative tutor assessment iv. <b>Weeks 8-12:</b> in-session peer and tutor oral evaluation and feedback on progress of a specified section of the grant application	

Disclaimer: Note that the detail included here is subject to changes.

**Appendix 3:** Curriculum, assessment and syllabus of the 'Developing Academic Practice' module (ADP7114); Cont'd

<b>Summative Assessments</b>	<p><b>Assignment 1 - Authentic Module Design with Annotations</b> (due week 12 of semester 3) - 40% weighting</p> <p>An exercise in module design or redesign that can be submitted as either:</p> <ol style="list-style-type: none"> <li>i. A module design for a new module, submitted in the form of QMUL module proposal form with annotations to justify choices</li> <li>ii. A redesign of an element of a current online course (e.g. QMPlus area) with annotations to justify choices</li> </ol> <p><b>Assignment 2 - Research Proposal for Action Research</b> (due end week 6 of semester 4) - 5% weighting</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</b> (due week 14 of semester 4) - 55% weighting</p> <p>The report should incl. literature review, methodology, rationale, results from a test trial (if possible), and discussion. It can be submitted in a choice of format:</p> <ol style="list-style-type: none"> <li>a) Draft Research Paper for an Educational Development Journal; or</li> <li>b) Grant Proposal to e.g. the QMUL Westfield Fund or Public Engagement Small Projects Fund</li> </ol> <p>The submitted research design must correspond to the research proposal submitted in Assignment 2.</p>
<b>Projected Student Workload</b>	<p><b>Projected student workload:</b></p> <p><i>Teaching hours:</i> 11 x 2 hour seminar in semester 3 = 22 hours  <u>11 x 2 hour workshops</u> in semester 4 = 22 hours  44 hours</p> <p><i>Summative assessment time:</i> 75 hours for A1, 5 hours for A2, 90 hours for A3 = 170 hours  <i>Formative assessment time</i> = 16 hours  <i>Independent reading &amp; reflection</i> = 70 hours</p> <p><b>Total hours = 300 study hours</b></p>

## Appendix 4: Curriculum, assessment and syllabus of the 'Enhancing Learning and Teaching' module (ADP7115)

Disclaimer: Note that the detail included here is subject to changes.

Module 3 of PGCLTHE	Enhancing Learning and Teaching (ADP7115)			
	Semester 3 (YEAR 2)		Semester 4 (YEAR 2)	
Curriculum & Syllabus	Weeks 1-6	Weeks 7-12	Weeks 1-6	Weeks 7-12
	Design Practice (Assignment 1)	Context for Practice (for PGCLTHE)	Research on Practice	Your Research Project (Assignment 2)
	1. Developing your practice	7. <i>READING WEEK</i>	1. What Is Action Research?	7. <i>READING WEEK</i>
	2. Designing a curriculum	8. Integrating research into teaching	2. Quantitative and Qualitative Analysis of Practice	8. Planning of Assignment 2 (Project), with peer & tutor feedback
	3. Designing assessment and feedback	9. Teaching inclusivity and equality of opportunity for learning	3. Reviewing Pedagogic Literature	9. Drafting your project I
	4. Designing modules and programmes	10. Teaching with a global perspective (internationalisation)	4. Evaluating Impact of Practice (learning gain, student motivation, time efficiencies)	10. Drafting your project II
	5. Designing online courses	11. Teaching for Enhanced Employability	5. Applying for Ethical Approval & Pitching the Project	11. Drafting your project III
	6. Assignment 1: Pitching your design	12. Leading teaching teams	6. Peer feedback on research proposals	12. Peer reviewing of projects
Formative Assessments	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 ii. <b>Week 9:</b> first full drafts of module redesign for peer marking & feedback by 2 peers - tutor to offer whole-group guidance		iii. <b>Week 6:</b> peer marking and feedback on research proposals prior to submission of research proposal for summative tutor assessment iv. <b>Weeks 8-12:</b> in-session peer and tutor oral evaluation and feedback on progress of a specified section of the grant application	



**Appendix 4:** Curriculum, assessment and syllabus of the 'Enhancing Learning and Teaching' module (ADP7115); Cont'd

<b>Summative Assessments</b>	<p><b>Assignment 1 - Authentic Module Design with Annotations</b> (due week 12 of semester 3) - 40% weighting</p> <p>An exercise in module design or redesign that can be submitted as either:</p> <ol style="list-style-type: none"> <li>i. A module design for a new module, submitted in the form of QMUL module proposal form with annotations to justify choices</li> <li>ii. A redesign of an element of a current online course (e.g. QMPlus area) with annotations to justify choices</li> </ol> <p><b>Assignment 2 - Research Proposal for Action Research</b> (due end week 6 of semester 4) - 5% weighting</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</b> (due week 14 of semester 4) - 55% weighting</p> <p>The report should incl. literature review, methodology, rationale, results from a test trial (if possible), and discussion. It can be submitted in a choice of format:</p> <ol style="list-style-type: none"> <li>a) Draft Research Paper for an Educational Development Journal; or</li> <li>b) Grant Proposal to e.g. the QMUL Westfield Fund or Public Engagement Small Projects Fund</li> </ol> <p>The submitted research design must correspond to the research proposal submitted in Assignment 2.</p>
<b>Projected Student Workload</b>	<p><b>Projected student workload:</b></p> <p>Teaching hours: 11 x 2 hour seminar in semester 3 = 22 hours  <u>11 x 2 hour</u> workshops in semester 4 = 22 hours  44 hours</p> <p>Summative assessment time: 75 hours for A1, 5 hours for A2, 90 hours for A3 = 170 hours  Formative assessment time = 16 hours  Independent reading &amp; reflection = 70 hours</p> <p><b>Total hours = 300 study hours</b></p>

## Appendix 5: Generic assessment criteria and grade descriptors (grading scheme) for the Taught Programmes in Academic Development

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>	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>	<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>

<b>Debating practice</b>	<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>
<b>Reflection &amp; application to own practice</b>	<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>
<b>Engagement with scholarship &amp; literature</b>	<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 work draws on a broad range of scholarship from your own and</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 of their application to your practice.</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 theories may be misused or misrepresented.</p>

	other disciplines and explicitly considers the limitations of the evidence.			
<b>Quality of academic writing</b>	<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>