QM Academy Taught Programmes

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

Programme Handbook

For programmes starting from September 2021

Last updated: August 2021

Queen Mary
University of London

AdvanceHE

Contents

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 QMUL 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 programmes are also open to non-university staff (e.g. NHS staff) who are teaching QMUL students.

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 *(subject to confirmation)* 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. The Advance HE Fellowship Category Tool may also assist you in selecting which programme, or route to Fellowship that you apply for. If you would like to discuss your options then the course team will be more than happy to advise.

 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), 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

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.

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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 the Teaching Recognition Scheme.

Table 1: **Summary details of the Taught Programmes**

Details	CILT	PGCAP
Academic credit (1 credit = 10 hrs of learning)	**30** (300 hrs of learning)	**60** (600 hrs of learning)
Duration	**1 year part-time**	**2 years part-time**
Structure	**Two 15-credit modules** (each module approx. 3 months long), one per semester	**Two 15-credit modules** (each module approx. 3 months long) in Year 1 (same as CILT) and **two 15-credit modules** (each module approx. 3 months long) in Year 2
Delivery & Teaching	**Face-to-face**: Flipped classroom, seminars **Distance Learning**: Flipped classroom, webinars	**Face-to-face**: Flipped classroom, seminars **Distance Learning**: Flipped classroom, webinars
Assessment	**Formative**: Online quizzes, microteaching (first module); delivering microteaching (in-session simulated 15-min teaching) (first module); 2x teaching observations of your actual practice (second module) **Summative**: Microteaching session plan, Reflection on Microteaching (first module); Presentation on design of a learning / teaching resource, Reflection on Teaching Observations (second module)	**Formative**: Year 1: same as CILT; Year 2: Online quizzes, oral presentation of curriculum design project; peer and tutor feedback marking on action research project **Summative**: Year 1: same as CILT; Year 2: Curriculum Design Report, Action Research Proposal, and Action Research Report
Award and Accreditation	30-credit at Level 7 **Certificate in Learning and Teaching** **HEA Associate Fellow**	60-credit at Level 7 **Postgraduate Certificate in Academic Practice** **HEA Fellow**

Advance HE Accreditation and HEA Fellowship

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 the programmes are aligned to a framework of standards of teaching and learning practice in higher education – the UK Professional Standards Framework (UKPSF). This 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 met those standards.

Assessment on the programmes is designed to integrate the requirements for academic credit and the requirements for HEA Fellowship. Requirements for academic credit and Fellowship are both met simultaneously as the Descriptor criteria are explicitly embedded in the programme assessment criteria. The programme's External Examiner moderates both elements and the final decision on both your programme award and award of Fellowship will be made at our Examination Board following the completion of your modules.

The UKPSF consists of two elements – the Dimensions of the Framework and the four Descriptor statements. The Descriptors incorporate the UKPSF Dimensions. CILT is aligned to Descriptor 1 D1 (Associate Fellow) and PGCAP is aligned to Descriptor 2 (Fellow).

The Dimensions of the Framework 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:

Areas of Activity	Core Knowledge	Professional Values
1. Design and plan learning activities and/or programmes of study	1. The subject material	1. Respect individual learners and diverse learning communities
2. Teach and/or support learning	2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	2. Promote participation in higher education & equality of opportunity for learners
3. Assess and give feedback to learners	3. How students learn, both generally and within their subject/disciplinary area(s)	3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
4. Develop effective learning environments and approaches to student support and guidance	4. The use and value of appropriate learning technologies	

5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	5. Methods for evaluating the effectiveness of teaching 6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	4. Acknowledge the wider context in which higher education operates, recognising the implications for professional practice

The requirements to meet HEA Associate Fellow and Fellow are listed in their Descriptors D1 (Associate Fellow) and D2 (Fellow) below. 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 **Tables 3 & 4** on pages 14-17.

Descriptor 1	Typical individual role/career stage	Aligned to
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of: I. Successful engagement with at least two of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include: a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral researchers etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio	Associate Fellow

Descriptor 2	Typical individual role/career stage	Aligned to
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include: a. Early career academics b. Academic-related and/or support staff holding substantive teaching and learning responsibilities c. Experienced academics relatively new to UK higher education d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings	Fellow

The programmes' alignment with UKPSF means that teaching, learning and assessment on each programme will focus on developing and assessing you against the Descriptors for either D1 (CILT) or D2 (PGCAP).   Advance HE's Dimensions of the Framework series also offers examples of how colleagues in a range of roles might evidence successful engagement with the UKPSF.

Alignment of programme structure to UKPSF Descriptors

CILT will focus on learning and assessing your development towards the **HEA Associate Fellow** standard (See Descriptor 1 above), enabling you to demonstrate an understanding of specific aspects of teaching, learning support methods and student learning:

- **Successful engagement with at least two Areas of Activity:** on CILT, these will primarily be **A1** (Design and plan learning activities and sessions), **A2** (Teach and/or support learning), and **A5** (Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices). This is primarily through the design of microteaching

plan (module 1) and presentation of a learning resource (module 2), delivery of microteaching (module 1), teaching observations (module 2), and participation in development opportunities throughout both modules including feedback on practice, learning from sessions and activities, the literature and peers. Although you will also gain some insight into A3 (Assess and give feedback to learners), A4 (Develop effective learning environments and approaches to student support and guidance) through modules 1 and 2.

- **Successful engagement in appropriate teaching and practices related to these Areas of Activity:** on CILT you will carry out activities which enable you to demonstrate **A1**: plan for microteaching session – module 1, presentation of learning resource – module 2, and **A2**: delivery of microteaching (formative assessment) - module 1, observation of teaching practice (formative assessment) - module 2.

- **Appropriate Core Knowledge and understanding of at least K1 and K2:** for CILT the focus is on: **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).

- **A commitment to appropriate Professional Values in facilitating others' learning:** through CILT you will develop skills and understanding in order to: **V1** (Respect individual learners and diverse learning communities), **V2** (Promote participation in higher education and equality of opportunity for learners)**,** **V3** (Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development), and **V4** (Acknowledge the wider context in which higher education operates recognising the implications for professional practice).

- **Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities:** through CILT you will be introduced to relevant pedagogic research and scholarship, both subject-specific and more generic. You will be supported to critically engage with this literature, using it to support your learning and teaching design and delivery and as a source of recommendations and good practice.

- **Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities:** CILT will enable you to engage in a range of activities which contribute to your professional development in relation to teaching, learning and assessment. All assessments are practice-based and therefore designed to support your professional development, for example through design, delivery, feedback and reflection on microteaching, and through peer and mentor observation of your teaching and reflection on your practice as a result of this.

PGCAP will focus on learning and assessing your development towards the **HEA Fellow** standard (See Descriptor 2 above) and will enable you to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning:

- **Successful engagement across all five Areas of Activity:** building on the Areas of Activity developed within CILT, PGCAP gives participants the opportunity to further

develop these Areas and the full range of Areas of Activity. A1 (Design and plan learning activities and sessions) is developed in PGCAP at the level of curriculum design rather than sessional design (as in CILT). A2 (Teach and/or support learning) similarly is developed through application of curriculum redesign in practice (module 3) and in practice-based action research projects (module 4). A3 (Assess and give feedback to learners) is an area of focus within module 3, alongside A4 (Develop effective learning environments and approaches to student support and guidance). A5 (Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices) is developed across both modules but primarily through module 4's action research project.

- **Appropriate knowledge and understanding across all aspects of Core Knowledge:** building further on the areas of core knowledge developed in CILT, the PGCAP modules enable participants to further develop K1 (knowledge of subject material) through the curriculum design report and action research proposal; and K2 (appropriate methods for teaching, learning and assessing in your subject) through the curriculum design report. You will also gain a broad understanding of K3 (how students learn) through developing your curriculum design report and the action research proposal, K4 (using learning technologies) through the third module's focus on online learning design, and K5 (evaluating the effectiveness of teaching) both in the third module's topics around designing teaching and learning evaluation and through the action research proposal.

- **A commitment to all the Professional Values:** as in CILT, in PGCAP modules 3 and 4 you will continue to develop skills and understanding in order to: V1 (Respect individual learners and diverse learning communities), V2 (Promote participation in higher education and equality of opportunity for learners), V3 (Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development), and V4 (Acknowledge the wider context in which higher education operates recognising the implications for professional practice).

- **Successful engagement in appropriate teaching practices related to the Areas of Activity:** in addition to the opportunities to engage in teaching practices in the first two modules of the programme, in the third PGCAP module participants will be required to undertake a real piece of curriculum design or redesign for a course they currently teach. In the fourth module participants plan an action research project directly into their own practice.

- **Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice:** through PGCAP you will be introduced to relevant pedagogic research and scholarship, both subject-specific and more generic and you will also be expected to research your own pedagogic sources. In module 3 and 4 assignments you will critically engage with this literature, analysing it in order to support your practice, acknowledging its limitations and identifying and engaging with debates within the literature.

- **Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices:** PGCAP will enable participants to engage in a range of activities which contribute to professional development in relation to teaching, learning and assessment.

All assessments are practice-based and therefore designed to support professional development, for example through the curriculum design project in which you receive regular peer and tutor feedback as the design is developed, and through the action research proposal in which participants identify an area of your practice that they want to investigate or enhance and develop a proposal for a research project in this area.

The alignments of CILT and PGCAP with the relevant fellowship Descriptors (D1 for Associate Fellow and D2 for Fellow, respectively) are noted in the programme learning outcomes, **Tables 3 and 4 on pages 14-17.** Modules are mapped against these Descriptors within the module handbooks and the information below provides an overview of this:

ADP7116/ADP7216

Activity	Alignment to UKPSF D1
7 topics on learning and teaching in HE (see handbook for full details) – seminars/webinars plus asynchronous activities	A1, A2, A3, A5, K1, K2, K3, K5, V1, V2, V3, D1.ii, D1.v, D1.vi
Session plan – summative assignment 1	A1, K1, K3, K4, V1, V2, D1.ii, D1.v
Microteaching – formative peer and tutor assessment	A1, A2, A5, K1, K3, K4, V1, V2, V3, D1.ii, D1.vi
Reflection on microteaching – summative assignment 2	A5, V3, D1.v, D1.vi

ADP7117/ADP7217

Activity	Alignment to UKPSF D1
6 topics on learning and teaching in the disciplines (see handbook for details) within streamed disciplinary groups – seminars/webinars plus asynchronous activities	A1, A2, A3, A4, A5, K1, K2, K3, K5, K6, V1, V2, V3, V4, D1.ii, D1.v, D1.vi
Teaching observations – be observed by a mentor and peer; observe a peer	A1, A2, A3, A5, K1, K3, K4, V1, V2, V3, D1.ii, D1.vi
Oral presentation of a resource – summative assignment 1	A1, A2, A4, A5, K1, K3, K4, V1, V2, V3, D1.v
Reflection on teaching observations – summative assignment 2	A5, V3, V4, D1.ii, D1.v, D1.vi

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 modules are aligned to Descriptor D2 (Fellow) of the UKPSF.

ADP7118/ADP7218

Activity	Alignment to UKPSF D2
11 topics on curriculum design (see handbook for details) – seminars / webinars plus asynchronous activities. 8 compulsory topics and 3 optional.	A1-5, K1-6, V1-4, D2.iv, D2.v, D2.vi

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Oral presentation of proposed module / online course design – formative peer and tutor assessment	A5, V3, D2.vi
Draft curriculum design elements – formative peer and tutor feedback	A5, V3, D2.vi
Authentic curriculum design report or VLE design – summative assignment 1	A1-5, K1-6, V1-4, D2.iv, D2.v, D2.vi

ADP7219

Activity	Alignment to UKPSF D2
11 topics on designing practitioner research (see handbook for details) – asynchronous activities and peer / tutor feedback. 7 compulsory and 4 optional.	A5, K5-6, V3-4, D2.iv, D2.v, D2. vi
Research proposal – summative assessment 1	A5, V3, D2.v, D2.vi
Draft research report elements – formative peer and tutor feedback	A5, V3, D2.vi
Research report – summative assessment 2	A1-A5, K1-6, V1-4, D2.iv, D2.v, D2.vi

Programme Learning Outcomes

Table 3: **CILT Programme Learning Outcomes**:

Having participated in CILT you will be able to:

	CILT Programme ILOs	**Mapping against module ILOs**	**Mapping against UKPSF**
CILT Programme Learning Outcomes	Critically appraise theoretical foundations and current trends of teaching and learning in higher education	ADP7216 (1), ADP7218 (1), ADP7219 (4)	K2, K3
	Apply pedagogic theories and practices to teaching and learning in your discipline	ADP7216 (1), ADP7218 (2), ADP7217 (9)	K1, K2, K3, V3
	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas	ADP7217 (2,13), ADP7218 (3, 5), ADP7219 (6)	K6, V4
	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role	ADP7218 (3), ADP7217 (8), ADP7219 (6)	K6, A4, V4
	Design effective sessions, modules or programmes of study through selective use of methods, approaches and technologies for active learning that align with measurable learning outcomes	ADP7216 (3, 5), ADP7218 (6, 7)	K1, A1, A4, K4, D1.ii
	Design and implement assessment and feedback strategies that measure and promote learning success	ADP7217 (4), ADP7218 (2, 7)	A3, A4, D1.ii
	Synthesise evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and self-reflection, to continually develop and enhance your practice of teaching and / or supporting learning	ADP7216 (4), ADP7217 (6), ADP7218 (10), ADP7219 (4)	A5, V3, D1.v
	Develop an inclusive and student-centred approach to teaching and learning which reflects the diversity of students and meets established guidelines for accessibility and inclusivity	ADP7216 (10, 11), ADP7217 (11), ADP7218 (8)	A4, V1, V2

	Facilitate student learning effectively in order to maximise learners' equality of opportunity	ADP7217 (10), ADP7218 (9)	A4, V1, V2, D1.ii
	Engage critically and collaboratively with educational practice, literature and evidence	ADP7216 (4), ADP7217 (7), ADP7218 (10) ADP7219 (5)	V3, D1.v, D1.vi
	Learn from discussions with colleagues, educational research and scholarship, and observations, including across different disciplines	ADP7216 (8, 9, 12, 13), ADP7217 (12), ADP7218 (10, 11), ADP7219 (5)	A5, V3, D1.vi
	Evidence meeting the Dimensions of Practice in Descriptor 1 of the UKPSF	All	All

Table 4: **PGCAP Programme Learning Outcomes**:

Having participated in PGCAP you will be able to:

	PGCAP Programme ILOs	Mapping against module ILOs	Mapping against UKPSF
PGCAP Programme Learning Outcomes	Critically appraise theoretical foundations and current trends of teaching and learning in higher education	ADP7216 (1), ADP7218 (1), ADP7219 (4)	K2, K3, D2.v
	Apply pedagogic theories and practices to teaching and learning in your discipline	ADP7216 (1), ADP7218 (2), ADP7217 (9)	K1, K2, K3, V3, D2.v
	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas	ADP7217 (2,13), ADP7218 (3, 5), ADP7219 (6)	K6, V4
	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role	ADP7218 (3), ADP7217 (8), ADP7219 (6)	K6, A4, V4
	Explain the principles and methods of evaluating the outcomes of your teaching and / or supporting learning	ADP7216 (2, 7), ADP7218 (4), ADP7219 (3)	K5
	Evaluate and apply mechanisms for assessing and enhancing the quality of academic practice	ADP7218 (3), ADP7219 (2)	K5, K6
	Apply principles, methodologies and approaches to conducting research and scholarship in the practice of teaching and/or supporting learning	ADP7219 (1)	A5, V3, D2.iv, D2.v
	Design effective sessions, modules or programmes of study through selective use of methods, approaches and technologies for active learning that align with measurable learning outcomes	ADP7216 (3, 5), ADP7218 (6, 7)	K1, A1, A4, K4, D2.iv
	Design and deliver effective teaching and learning in a range of modes (face to face, blended and online) that align with learning outcomes, learner level, and the subject	ADP7216 (3, 6), ADP7218 (7), ADP7217 (9, 10)	K1, A1, A2, A4, K4, D2.iv
	Design and implement assessment and feedback strategies that measure and promote learning success	ADP7217 (4), ADP7218 (2, 7)	A3, A4, D2.iv

Synthesise evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and self-reflection, to continually develop and enhance your practice of teaching and / or supporting learning	ADP7216 (4), ADP7217 (6), ADP7218 (10), ADP7219 (4)	A5, V3, D2.v, D2.vi
Develop an inclusive and student-centred approach to teaching and learning which reflects the diversity of students and meets established guidelines for accessibility and inclusivity	ADP7216 (10, 11), ADP7217 (11), ADP7218 (8)	A4, V1, V2
Facilitate student learning effectively in order to maximise learners' equality of opportunity	ADP7217 (10), ADP7218 (9)	A4, V1, V2
Engage critically and collaboratively with educational practice, literature and evidence	ADP7216 (4), ADP7217 (7), ADP7218 (10) ADP7219 (5)	V3
Learn from discussions with colleagues, educational research and scholarship, and observations, including across different disciplines	ADP7216 (8, 9, 12, 13), ADP7217 (12), ADP7218 (10, 11), ADP7219 (5)	A5, V3, D2.vi
Evidence meeting the Dimensions of Practice in Descriptor 2 of the UKPSF	All	All

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 5. **Taught Programme Team**

Name	Role
Dr Steph Fuller, SFHEA	Academic Practice Taught Programmes Manager (job-share). 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 six 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 Angela Gallagher-Brett, SFHEA	Academic Practice Taught Programmes Manager (job-share). Angela 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). Angela 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.
Dr Naz Awan, FHEA	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, SFHEA	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 workshops and acts as a mentor, reviewer and panel member for the 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. Ana is currently undertaking research into the development of communities of practice in distance learning programmes.
Dr Maxwell Addo, FHEA	Dr Maxwell Addo manages the QMUL Advance HE Teaching Recognition Programme - Advance HE Fellowships (all categories), QMUL SEED Awards, NTFS and CATE. He focuses on strategic and productive continuing professional development and the creation of communities of practice in teaching and learning across the university. Max contributes to teaching on the Taught Programme in the delivery of workshops, observation of teaching practice, assessment of coursework, and fosters widening participation through planned educational development projects. His current research domain is reflective practice in dental education.
Reena Varsani	Education and Learning Administrator. 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 (for general queries about the programmes)

Programme Structure

The taught programmes are made up of modules – these are units which last a semester (roughly 3 months).

CILT is a <u>one-calendar year</u> (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 <u>two-calendar year</u> (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. Provision of face-to-face delivery is subject to changes in Covid-19 regulations and requirements, and distance learning may be the only option offered. However, even for distance learning formats we will aim to provide optional in-person activities integrated into modules.

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 (studying independently in their own time), accessing resources and readings, completing online quizzes and posting in forums. For the final PGCAP module, most of the work will be completed asynchronously as participants will develop an independent action research project for this element of the course.

Eligibility

To be eligible for either of the programmes you must be teaching QMUL students a minimum of 10 hours per academic year that you intend to study with us.

For non-QMUL staff who are non-native English speakers 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). Non-QMUL staff will also need to provide evidence of meeting the standard taught postgraduate programme qualifications requirements.

For PGCAP only, where participants are not taking the programme as part of their probation requirements, participants should be working as module leaders or engaged in curriculum design activity. (For those not in academic roles the equivalent of this may be, for example, managing a programme or set of workshops / student support sessions. Admission to the programme for these staff is negotiated on a case by case basis.) This is to enable participants to complete the assessment for the Curriculum Design module, and also to be able to evidence the broad understanding of effective approaches to teaching and supporting student learning as required in the programme accrediting framework, the UKPSF.

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 need to have earned academic credit on the equivalent programme or obtained HEA Associate Fellow status.
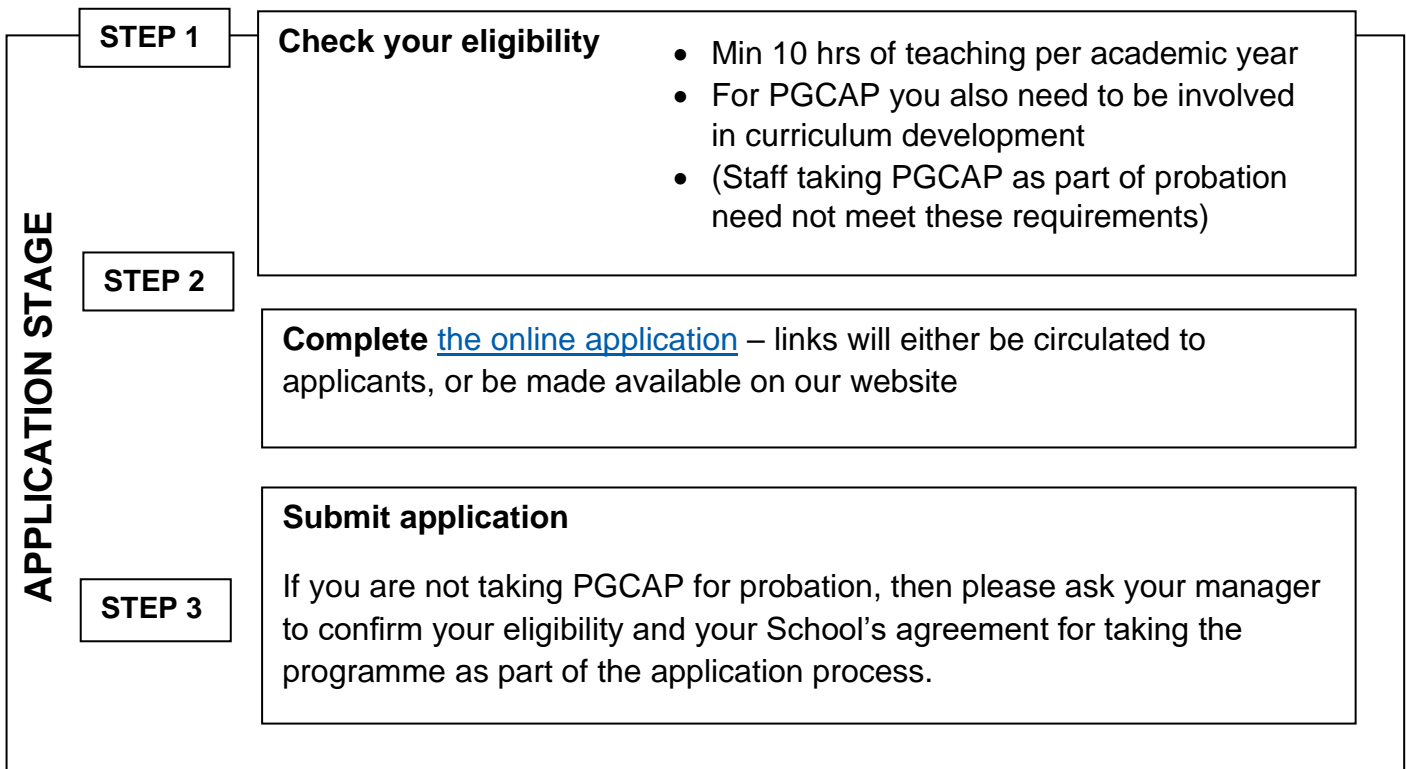
Note you can request APL of 30 credits towards PGCAP (equivalent to the first two modules). You cannot request APL towards CILT.   Accreditation of prior experiential learning (APEL) may also be available for those have already achieved Associate Fellowship of the HEA via a direct application and who wish to enrol on PGCAP.

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

APPLICATION STAGE

STEP 1

Check your eligibility
- Min 10 hrs of teaching per academic year
- For PGCAP you also need to be involved in curriculum development
- (Staff taking PGCAP as part of probation need not meet these requirements)

STEP 2

Complete the online application – links will either be circulated to applicants, or be made available on our website

STEP 3

Submit application

If you are not taking PGCAP for probation, then please ask your manager to confirm your eligibility and your School's agreement for taking the programme as part of the application process.

Stage 2: Enrolling and Starting Your Programme

ENROLMENT STAGE

STEP 4	**Accept offer of a place, which will be sent from Central Admissions, and** pre-enrol on MySIS (the QMUL Student Records system) via the link you will receive in an email; the email will specify how to login to MySis
STEP 5	**Read through the Taught Programmes Online Induction material on QMplus** (you will be sent the link before your course begins) 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.
STEP 6	**Complete enrolment** Login with your 'student' details to MySIS (the Student Records system at QMUL), click 'Enrol Now' and follow the instructions. Following full enrolment you will receive a 'student' login and email account from QMUL IT. You will be asked to set up your password. **We can only give you access to your module virtual learning environment (QMplus) once you have completed enrolment.**
STEP 7	**Choose your seminar group for your (first) module** 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.
STEP 8	**Check your** QM Plus **(online learning environment) course and preparation materials** In case of access trouble email its-helpdesk@qmul.ac.uk with your user name, starting in '**yd**'
STEP 9	**Re-enrol** – If studying for more than a year you will be asked to re-enrol via a reminder email to your student account ending in @stu18.qmul.ac.uk or @stu19.qmul.ac.uk (set up forwarding of emails to that account to your regular (work) account To re-enrol, login to MySIS with your 'student' details and select 'My Enrolment'.

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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. Once you have completed the enrolment process you will be registered 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, mentor or a member of the programme team in order to authenticate your practice, in line with the programme's accreditation requirements. 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 and on module QMplus pages.

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/

Reassessment

Standard reassessment is available for all modules, meaning you can have another attempt at the assignments (there is no synoptic reassessment on the programme). This is the case whether the reassessment is in the form of an uncapped resit following a successful extenuating circumstances claim (see below), or a capped resit if you failed an assignment or did not submit at all and did not make an extenuating circumstances claim or had your claim rejected. The course team can provide for support with all reassessment and you will be advised of the deadline and instructions for submission.

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** details the programme's generic grading scheme and demonstrates how this aligned to the UKPSF to ensure participants meet the requirements of either Descriptor D1 (Associate Fellowship – modules 1 and 2) or Descriptor D2 (Fellowship – modules 3 and 4). 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.

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.

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. Awards of both your academic programme (CILT or PGCAP) and your Fellowship are also confirmed at the examination board after you have successfully completed your programme.

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 will be contacted by Advance HE 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.

After your programme: further development opportunities

Achieving Associate Fellowship or Fellowship of the HEA and your programme award will of course, not mark the end of your development in teaching and learning in HE! As we hope the programmes have made clear, continuous professional development is the key underpinning of a career in teaching and/or supporting learning. The Queen Mary Academy offers educational support aligned to the UKPSF to academics throughout their careers. We hope that you will continue to find the workshops and training we run useful for continuing your development in teaching and learning.

The Queen Mary Academy also collaborates with colleagues through project and consultancy work. If you are interested in finding out more about how we can support you then please get in touch at qmacademy@qmul.ac.uk.

If you have completed CILT you are welcome to continue onto PGCAP at any time if you meet the entry requirements – your CILT credits are valid for use towards PGCAP for 5 years.

After PGCAP the next stage of development within the UK Professional Standards Framework is Senior Fellowship which is available by direct application through the QMUL Teaching Recognition Scheme.

We operate a CILT / PGCAP Alumni Network and you will be added to this on completion of your programme so that we can keep you up to date with any relevant news and developments.

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.

Module 1 of CILT & PGCAP	Learning and Teaching in Higher Education (ADP7116 / ADP7216)	
	Semester 1 (YEAR 1)	
Curriculum & Syllabus	**Weeks 1-6** **Principles of Teaching and Learning**	**Weeks 7-11** **Practice and Reflection on Teaching**
	1. How students learn	
	2. Session planning A: Orientation (Activating Prior Knowledge)	Microteaching sessions
	3. Session planning B: Presentation (Demonstrating New Content)	6. Reflection and evaluation of teaching
	4. Session planning C: Application (Facilitating Construction of New Knowledge)	7. Models of teaching: Flipped classroom
	5. Session planning D: Review (In-session Assessment and Feedback)	
	Submission of Assignment 1	Submission of Assignment 2
Formative Assessment	Feedback on forum posts, informal feedback in class on mini-microteaching (topic 3); microteaching session based on the microteaching session plan: 15 min of teaching on a pre-selected topic from participant's subject, presented either live or pre-recorded and submitted asynchronously. Peer and tutor feedback will be given.	
Summative Assessment	**Assignment 1 – Microteaching Session Plan - 30% weighting** Up to 1,000 words session plan for a 15 min microteaching session accompanied by a narrative analysis of the plan. The plan should outline: the type and level (e.g. 1st 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 narrative analysis 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. **Assignment 2 – Reflection on Microteaching – 70% weighting** Up to 2,000 words, based on the microteaching and feedback received. May include a revised microteaching session plan, reflection on the experience and the provided feedback, and particular areas for development.	
Projected Student Workload	*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 *Summative assessment time*: 8 hrs for A1; 25 hours for A2 = 33 hours *Formative assessment time* = 30 hours *Independent reading & reflection* = 70 hours **Total hours = 150 study hours**	

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

Note that the detail included here is subject to changes.

Module 2 of CILT & PGCAP	Learning and Teaching in the Discipline (ADP7117 / ADP7217)	
	Semester 2 (YEAR 1)	
	Weeks 1-6*	**Weeks 7-11**
Curriculum & Syllabus	1. The Wider Context of Your Practice	
	1. Critical theory in pedagogy	1. Presentations of resources developed: Assignment 1
	2. Small group learning and teaching	2. Presentations of resources developed: Assignment 1
	3. Large group learning and teaching	3. Student support
	4. Assessment, marking and giving feedback	4. Reflecting on teaching observations
	5. Drop-in Sessions to discuss Assignment 1 Presentations	5. Drop-ins to discuss feedback and Assignment 2
Formative Assessments	i. **Weeks 1-5, 9-10:** ongoing, informal formative feedback on in-class work and online preparation.	
	ii. **As scheduled by participant:** Teaching observation by Queen Mary Academy staff, mentor or senior colleague followed by feedback and peer dialogue.	
	iii. **As scheduled by participant:** Teaching observations of, and by peer, followed by feedback and peer dialogue.	
	iv. **Weeks 6, 11**: Drop-ins to receive formative feedback and support in Assignments 1 and 2.	
Summative Assessments	**Assignment 1 – Oral presentation of a teaching / learning / assessment resource developed by the participant – 40% weighting**	
	A 10-min presentation of a resource for learning, including rationale and outcome of testing (if possible). Feedback from peers and tutor.	
	Assignment 2 – Reflection on teaching observations – 60% weighting	
	Up to 2,000 words written reflection on the teaching observations. This should include the three observation pro-formas as appendices: they can be separate documents or integrated into the main submission.	
Projected Student Workload	*Teaching hours*: 6 x 2 hour seminar (face to face) / 6 x 1.5 hour webinars + 0.5 hour asynchronous activities (distance learning) + 2 hr presentations session in semester 2 = 14 hours	
	Summative assessment time: 26 hrs for A1; 10 hours for A2 = 36 hours	
	Formative assessment time = 30 hours	
	Independent reading & reflection = 70 hours	
	Total: 150 hours.	

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

Note that the detail included here is subject to changes.

Module 3 of PGCAP	Curriculum Design (ADP7118 / ADP7218 – distance learning)	
	Semester 3 (YEAR 2)	
	Weeks 1-8 **Compulsory topics**	**Weeks 9-11** **Optional topics (pick at least one to complete)**
Curriculum & Syllabus	1. Designing a curriculum	
	2. Aims and learning outcomes	9. Internationalisation and supporting international students
	3. Designing assessment and feedback	10. Teaching for enhanced employability
	4. Designing modules and programmes	11. Students as partners in curriculum design
	5. Designing online courses	
	6. Evaluation of Teaching and Learning	
	7. Inclusivity	
	8. Presentations of curriculum design project (formative assessment)	
Formative Assessments	i. **Weeks 1-7**: peer and tutor feedback on elements of curriculum design ii. **Week 8:** asynchronous presentations on curriculum design project. Each presentation will receive peer and tutor feedback via QMplus. iii Throughout module: tutor office hours for formative feedback on module design report	

Summative Assessments	**Assignment 1 – Module Design Report**
	- 100% weighting
	
	An exercise in curriculum design or redesign that can be submitted as either:
	  i. A module proposal form with narrative to justify choices (template provided)
	  ii. Screenshots of a virtual learning environment (e.g. QMPlus area) with narrative to justify choices (template provided)	

Projected Student Workload	*Projected student workload:* *Teaching hours*: 11 x 2 hour seminar in semester 3 (face to face) / 11 x 1 hour webinar + 1 hour asynchronous activities (distance learning) = 22 hours *(Or 11 x 1 hour webinar plus 11 x 1 hours of asynchronous online activities for distance learning)* *Summative assessment time*: 85 hours for A1 *Formative assessment time* = 8 hours *Independent reading & reflection* = 35 hours **Total hours = 150 study hours**

Appendix 4: Curriculum, assessment and syllabus of the 'Action (Practitioner) Research Project' module (ADP7219)

Module 4 of PGCAP	Action (Practitioner) Research Project (ADP7219)	
	Semester 4 (YEAR 2)	
	Weeks 1-7	**Weeks 8-11 (optional)**
	1. What is Action (Practitioner) Research?	8. Collaborating and providing feedback
	2. Reviewing literature to inform the action	9. Planning and drafting assignments
	3. Methods to inform and evaluate the action	10. Planning and drafting assignments
	4. Reflecting and evaluating	11. Planning and drafting assignments
Curriculum & Syllabus	5. Addressing ethical concerns	
	6. Collaborating and providing feedback	
	7. Collaborating and providing feedback	
Formative Assessments	**Weeks 6 and 7:** peer and tutor feedback on research design (initial ideas) prior to submission of action (practitioner) research design proposals for summative tutor assessment (assignment 1) **Weeks 8-11 (optional):** peer and tutor feedback on progress of full action (practitioner) research design reports prior to submission for summative tutor assessment (assignment 2)	

Summative Assessments	**Assignment 1 - Action (practitioner) research design proposal** - 20% weighting A 500-word research proposal on an element of your teaching or academic practice accompanied by an annotated bibliography containing (min.10 sources). **Assignment 2 – Action (practitioner) research design report** - 80% weighting Full research proposal (limit: 5000-words) Note: The submitted research design for Assignment 2 must correspond to the research proposal submitted in Assignment 1.
Projected Student Workload	**Asynchronous activities and interactions and drop-in webinars:** 22 hours **Preparation:** 22 hours **Completing formative assessments:** 8 hours **Completing summative assessments:** 85 hours **Independent reading and reflection:** 35 hours **Total hours = 150 study hours**

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%)
Critical Analysis UKPSF: A5, K1-6, V3-4, D1.v, D2.v	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.
Evaluation of practice UKPSF: K5-6, V3-4, D1.vi, D2.vi	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). 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. You discuss the outcomes from your evaluation, and their implications for practice, in multiple domains (e.g. departmental, disciplinary, institutional, sector-wide).	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). The outcomes from your evaluation and their implications for practice are discussed only in the context of your individual practice.	The work contains some evaluation of your practice against broadly defined criteria for effectiveness. The outcomes from your evaluation, and their implications for your future practice, are discussed only briefly.	The work contains little or no explicit evaluation of the effectiveness of your practice. Evaluation outcomes and their implications for your practice are not discussed. Any planned changes to practice are not linked to evidence from evaluation.

Debating practice UKPSF: A5, V3, D1.vi, D2.vi	Throughout the work, you show explicitly how you have disseminated and/or discussed your practice with others and learnt from their work. You give examples of learning from a range of sources included including discussions with colleagues, peers on CILT/PGCAP, and contexts beyond your own discipline/ institution. You also identify aspects of others' practice that you can modify and implement in order to enhance your own practice.	The work shows that you have discussed your practice with others and learnt from their practice, but is either not explicit or not consistent. The discussion extends beyond your own department; you provide some examples from other contexts (disciplinary or institutional).	The work presents some evidence that you have discussed your practice with others or learnt from their practice. The discussion is limited to your own disciplinary or institutional context.	There is little or no evidence in the work that you have discussed your practice with others or learnt from their practice. 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).
Reflection & application to own practice UKPSF: A1-4, K1-4, V1-3, D1.ii, D2.iv	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.	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.	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.	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.
Engagement with scholarship & literature UKPSF: V3, D1.v, D2.v	The work engages with a wide range of research and scholarship, including disciplinary pedagogies or scholarly debates within educational research. Secondary sources are critically analysed and evaluated in the	The work engages with research and scholarship from beyond the core module readings. Secondary sources are applied to your own practice and may be briefly evaluated or analysed.	The work engages with core readings or scholarship from the programme. Secondary sources are mainly paraphrased and some are analysed. There is limited critical analysis and evaluation	The work does not show engagement with relevant scholarship. Secondary sources may be paraphrased here but are not critically analysed and evaluated for their application to your

	light of your own practice. The 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.	practice. Key concepts, terms and theories may be misused or misrepresented.
Quality of academic writing UKPSF: A5, V3,	The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic writing at Level 7. 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).	The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of writing at Level 7. References are accurate and exceed the minimum.	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. References are accurate but do not exceed the minimum or go beyond core module readings.	The work meets 3 or fewer of the following criteria for academic writing at Level 7: 1) aims and argument are clearly stated and sustained; 2) content is logically organised and clearly signposted; 3) word limits or timings are observed; 4) references are consistent and accurate; 5) at least **five** scholarly references are included; 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.
Quality of academic presentation UKPSF: A5, V3	The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic presentation at Level 7. The references are accurate and exceed the minimum; they demonstrate significant and up-to-date breadth of literature review	The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of presentation at Level 7. References are accurate and exceed the minimum.	The work meets at least 4 of the sub-criteria (see 'Refer' descriptor), including consistency of referencing. It meets threshold standards for academic presentation at Level 7.	Meets 3 or fewer of the following: 1) clearly presented aims and arguments; 2) well organised and easy to follow; 3) timings are observed; 4) references consistent & accurate; 5) at least **five** scholarly references; 6) clear, readable and visually appealing slides, abbreviations made clear.

	(including referring to some relevant scholarship within the discipline).		References are accurate but do not exceed the minimum or go beyond core module readings.	