Queen Mary Academy Taught Programmes

CILT (Certificate in Learning and Teaching)

Programme Handbook

For participants starting from September 2023

Last updated: August 2023

Queen Mary University of London

AdvanceHE

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About the QM Academy Taught Programmes

Queen Mary offers two taught programmes for developing teaching, supporting learning, and other aspects of academic practice. The programmes are recommended for staff new to Queen Mary and/or relatively new to teaching at university in the UK, as well as staff on probation.

Our programmes are accredited by Advance HE and award recognition of your teaching or support for student learning in the form of a category of Advance HE Fellowship. 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) and recognition as Advance HE Associate Fellow (AFHEA). CILT is open to all colleagues, academic and professional, whose role involves a minimum of 10 hours per academic year teaching and/or supporting the learning of Queen Mary students.

    - You should choose this programme if you teach and / or support learners (students), at Queen Mary in a part-time capacity such as a graduate teaching assistant or as part of your role as a researcher, a technician, a 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) and recognition as Advance HE Fellow (FHEA). PGCAP is open to all new members of academic staff required to enrol for probation as well as other Queen Mary staff teaching Queen Mary students for a minimum of 20 hours during the course. To be eligible for PGCAP you should have a role as a module convenor or have responsibility for significant elements of the curriculum.

    - You can choose this programme if you are:
        a. academic staff on probation, which requires you to obtain Advance HE Fellow status; or

        b. academic or other staff whose role involves substantial teaching and/or supporting learning, for example convening modules or leading programmes, and you meet the entry requirements above.

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.

This handbook focuses on 1. CILT.

See **Table 1** on p. 6 for a summary of the programme.

QMUL also offers its staff other pathways to HEA fellowship:

- The **direct application pathway** (Teaching Recognition Programme) is aimed at university staff with more than three years', experience of teaching and/or supporting learning at university level in the UK. They can submit a direct application for Advance HE fellowship, 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 Programme Team.

Table 1: **Summary details of the Certificate in Learning and Teaching**

Details	CILT
Academic credit (1 credit = 10 hrs of learning)	**30** (300 hrs of learning)
Duration	**1 year part-time**
Structure	**Two 15-credit modules** (each module approx. 3 months long), one per semester
Delivery & Teaching	**Face-to-face**: Flipped classroom, seminars **Distance Learning**: Flipped classroom, webinars
Assessment	**Formative**: Online quizzes, peer and tutor feedback on QMPlus, peer feedback on authentic session plan (first module); 2x observations of your actual practice. One of these is to authenticate practice. 1 x observation of a peer (second module). **Summative**: Authentic session plan, Reflection on Teaching and/or Supporting Learning (first module); Presentation on design of a learning / teaching resource, Reflection on Observations (second module)
Award and Accreditation	30-credit at Level 7 **Certificate in Learning and Teaching** **Advance HE Associate Fellow**

Advance HE Accreditation and Fellowship

The Certificate in Learning and Teaching (CILT) is validated and quality assured by Queen Mary, as with any other academic programme and degree award at the University.

The programme is also externally accredited, by Advance HE (formerly the Higher Education Academy (HEA)), to award Associate Fellowship.

For that reason, the programme is 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 programme 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 programme is designed to integrate the requirements for academic credit and the requirements for HEA Associate Fellowship. Requirements for academic credit and Associate 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).

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 2. Teach and/or support learning 3. Assess and give feedback to learners 4. Develop effective learning environments and approaches to student support and guidance 5. Engage in continuing professional development in	1. The subject material 2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme 3. How students learn, both generally and within their subject/disciplinary area(s) 4. The use and value of appropriate learning technologies	1. Respect individual learners and diverse learning communities 2. Promote participation in higher education & equality of opportunity for learners 3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

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 Associate Fellow are listed in its Descriptor D1 (Associate Fellow) below. You can track how you will develop against the UKPSF dimensions through the alignment of the programme learning outcomes with the dimensions, illustrated in **Table 3** on page 12.

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 programme's alignment with UKPSF means that teaching, learning and assessment will focus on developing and assessing you against the Descriptor for D1. 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) and **A2** (Teach and/or support learning). This is primarily through the design of an authentic session plan (module 1) and presentation of a learning resource (module 2), observations of professional practice (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) and A5 (engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices) through modules 1 and 2.

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

- **Appropriate Core Knowledge and understanding of at least K1 and K2:** 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:** 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:** this programme 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, feedback and reflection on the authentic session plan, and through peer and senior colleague observation of your practice and reflection as a result of this.

The alignment of CILT with the D1 Descriptor for Associate Fellow is noted in the programme learning outcomes, **Table 3** below**.** Detailed mapping of modules against this Descriptor is also provided within Module Handbooks.

Programme Learning Outcomes

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

Having participated in CILT you will be able to:

CILT Programme Learning Outcomes	Critically appraise theoretical foundations and current trends of teaching and learning in higher education	ADP7216 (1),	K2, D1.v
	Apply pedagogic theories and practices to teaching and learning in your discipline	ADP7216 (1), ADP7217 (9)	K1, K2, K3, V3, D1.iii, D1.iv, D1.v
	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas	ADP7217 (2,13),	V4, D1.iv
	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role	ADP7217 (8),	A1, K5, V4, D1.iv
	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) ADP7217 (4)	A1, A2, K1, K2, V1, V2, K4, D1.i, D1.ii, D.1.iii, D1.iv
	Design and implement assessment and feedback strategies that measure and promote learning success	ADP7217 (4)	A1, A2, A3, K2, V1, D1.i, D1.ii, D1.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)	A5, V3, D1.iv, D1.v, D1.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)	A1, A2, K2, V1, V2, D1.i, D1.ii, D.1.iv
	Facilitate student learning effectively in order to maximise learners' equality of opportunity	ADP7217 (10)	A1, A2, K2, K3, V1, V2, D1.i, D1.ii, D1. iv
	Engage critically and collaboratively with educational practice, literature and evidence	ADP7216 (4), ADP7217 (7)	K1, V3, D1.iv, D1.v
	Evaluate and apply mechanisms for assessing and enhancing the quality of academic practice	ADP7217	A1, A2, A5, K2, K5, V3, D1.i, D1.ii, D1.iv, 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)	A1, K1, K2, V3, D1.iii, D1.iv, D1.vi
	Evidence meeting the Dimensions of Practice in Descriptor 1 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 Maxwell Addo, SFHEA	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.
Dr Maxwell Addo, SFHEA	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.
Dr Ana Cabral, SFHEA	Ana is an Academic Practice and Student Engagement Manager within the Queen Mary Academy and leads on the areas of work involving student engagement, co-creation and recognition (SEED award) Ana holds a PhD in Education and is a Senior Fellow of the Higher Education Academy. Ana has been working in the Higher Education sector for over 20 years. She has a wide teaching experience both in secondary school education and in Higher Education. Throughout her career, she has been developing educational research on teaching and learning in Higher Education and professional learning She has worked in educational development since 2014 and started mentoring colleagues and reviewing HEA fellowships in 2019. Her current research interests include teaching and learning in HE, reflective practice, student engagement and co-creation.
Dr Steph Fuller, SFHEA	Steph is Academic Practice Taught Programmes Manager and leads the Queen Mary Academy taught programmes Certificate in Learning and Teaching (CILT) and Postgraduate Certificate in Academic Practice (PGCAP). Steph coordinates the programmes, manages accreditation, leads modules, delivers seminars and webinars and supports colleagues on the courses. She also provides educational development support through consultancy and project work to colleagues across the university with a particular focus around curriculum design, and provides support and mentoring to colleagues making direct applications for HEA fellowship. Steph is a Senior Fellow of Advance HE and holds a PhD and MA in Film Studies, and BA(hons) in English Literature and Cultural Criticism. She has worked in educational development since 2014 and previously taught film and media studies. She has research interests in curriculum design, assessment and feedback design, online course design and communities of practice.
Heather McClean, SFHEA	Heather is a member of the Education and Recognition team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL. Heather has an MA in Applied Linguistics and is a Senior Fellow of the Higher Education Academy and a qualified

	English language teacher. She has over 25 years' experience of teaching students of all ages and from all linguistic and cultural backgrounds, both in the UK and overseas. Throughout her career, she has provided training, development, and mentorship for her own teaching teams, and has also delivered university-wide staff development initiatives and developed training programmes for external partners. She has been working in Higher Education for nine years, and her current research interests include intercultural teaching and learning, inclusive pedagogy, and academic integrity.
Giorgia Pigato, FHEA	Giorgia Pigato (MSc Oxford University, MA Università degli Studi di Torino, FHEA) is a member of the Education & Recognition team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL. Giorgia has a wide teaching experience both in primary, adult and in Higher Education where she taught languages and pedagogy for more than 20 years. Now she is leading on a series of activities and workshops to develop inclusive education for neurodivergent learners. Prior to joining Queen Mary Academy, Giorgia was an Academic Developer at the University of Exeter where she had responsibilities for the Teaching and Learning in Higher Education programme, the CPD programme for staff, and the Education Conference. Giorgia set up the first EDI Network for International Staff and PG students at Exeter and she is particularly interested in the barriers that staff and students face when working and studying in a foreign country.
Olumide Popoola, FHEA	Olu Popoola is a member of the Education & Recognition team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL. Olu is an educational linguist interested in the use of writing analytics, natural language processing and corpus methods to inform educational strategy. Prior to joining Queen Mary Academy, Olu was a Teaching Fellow (Learning Development) at Aston University, with responsibilities for peer mentor and university transition programmes as well as faculty-based learning development provision. Olu has also taught Academic English, English Language and Linguistics at UAL, Coventry and Birmingham universities. During a 1.5-year stint at QMUL Library, Olu established a university-wide academic writing workshop programme for taught postgraduate students. Olu came to HE after a 10-year career in advertising and consumer research. Olu is an active member of the European Network of Academic Integrity and is current chair of the London and South East Academic Integrity Contract Cheating Working Group.
Dr Jo Trelfa, SFHEA	Jo is Academic Practice and Enhancement Manager and a member of the Education & Recognition team leading on areas related to assessment and its place in curriculum and learning design, linked to student voice, engagement and inclusion. Jo has worked in the HE sector for over 20 years in a range of teaching, module and programme lead and development roles, including Programme Lead of the PGCert/MA Teaching & Learning in Higher Education at University of Winchester. She has also held positions of leadership in faculty and HEI research development, university-wide education development including AdvanceHE recognition, and, institutional strategy and governance. Jo has a PhD, 'Facilitating reflective practice in higher education professional programmes: reclaiming and redefining the practices of reflective practice', and continues research focus on reflection-in-action, in addition to trauma informed and compassionate pedagogies and assessment, and the precarity of professional practice. Prior to HE, Jo worked professionally in communities on young people's wellbeing and mental health, human rights, and women's rights, in countries in the Global South and North.

Contact Details

Website: https://www.qmul.ac.uk/queenmaryacademy/

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

Programme Structure

CILT is made up of two modules – these are units which last a semester (roughly 3 months).

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

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**.

Both modules are compulsory and need to be completed in order to complete the programme.

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

Programme Delivery

Modules will normally run twice in the academic year, starting in September and January. The programme is delivered via a blended learning model combining online and in person elements. For some modules most of the teaching and learning will take place online, with optional in-person activities. For others, there may be the option to attend in person teaching which will be complemented with online activities for you to complete in your own time.

We deliver the course via live sessions (webinars or seminars) and additional independent learning activities that participants undertake in their own time (asynchronous learning). These activities include accessing resources and readings, watching videos, 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 the programme you must be Queen Mary staff and teaching Queen Mary students a minimum of 10 hours per academic year that you intend to study with us.

As defined by Advance HE, Queen Mary employees are any staff member on a variety of different contracts (permanent, fixed-term, part-time, fractional) and includes those colleagues who are contracted to deliver teaching but not necessarily paid for their work.

Interruption of Studies and Change of Programme

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.

Application, Enrolment and Getting Started

Stage 1: Applying for your chosen programme

STEP 1	**Check your eligibility**	• Min 10 hrs of teaching per academic year • For PGCAP you also need to be involved in curriculum development
STEP 2	**Complete** the online application – links will either be circulated to applicants, or be made available on our website	
STEP 3	**Submit application** 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'.

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. Details of each module are available in the appendices to this handbook.

Once you've been offered a place, our administrative 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.

Observation of practice

Please note that as part of the module 'Learning and Teaching in the Discipline' you will be required to have two observations of your practice, one by a peer and one by a senior colleague 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 a peer. We encourage you to find a senior colleague 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 Observations.

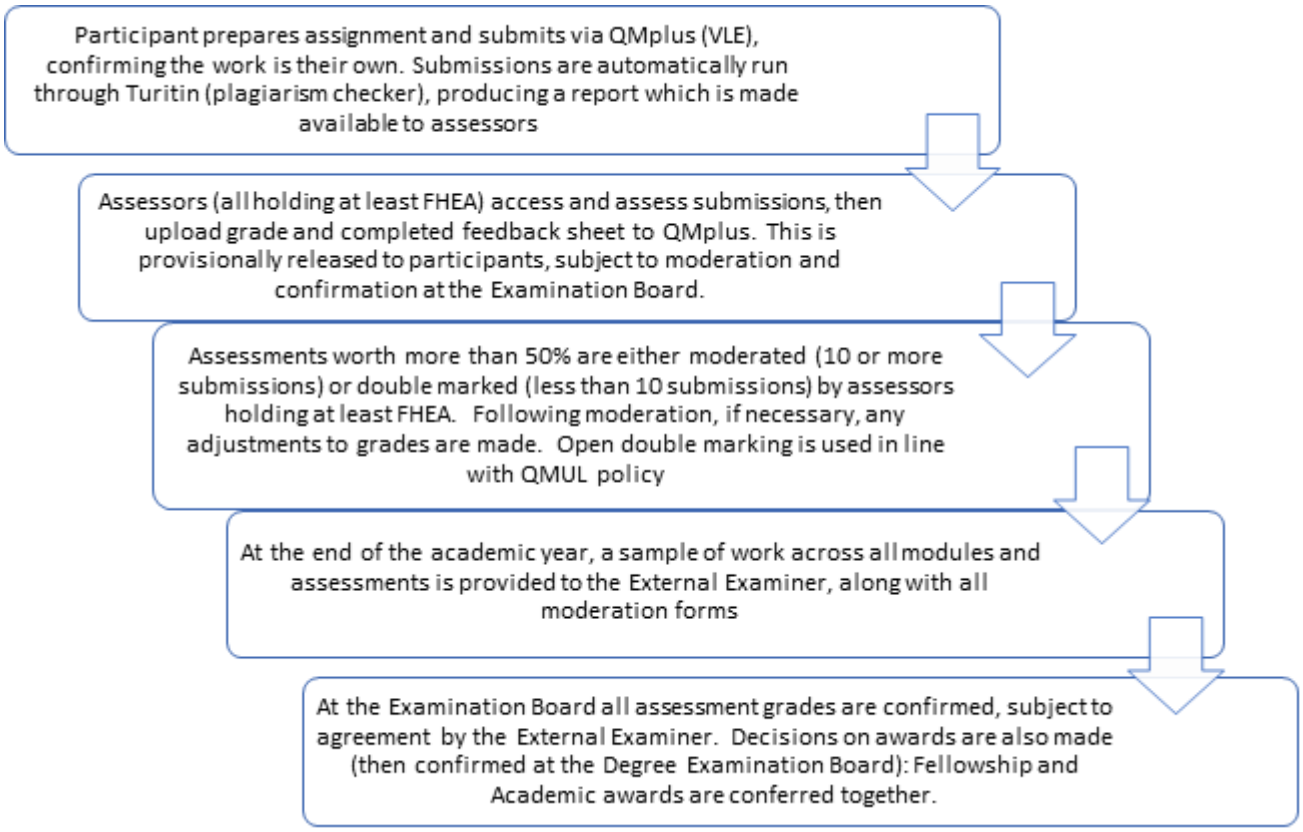
Assessment

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, presentations, and written assignments (e.g. curriculum design).

Each module has two summative assessments, meaning that there are four 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.

Flowchart of assessment process



Assessment on CILT is designed to integrate the requirements for academic credit and the requirements for HEA Associate 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 both fellowship and academic credit are awarded at the same point. The Queen Mary Academy Subject Examination Board makes recommendations on awards for both Associate Fellowship and academic credit to the QMUL Degree Examination Board which considers and approves awards and classifications.

Table 6 below details how assessments across the two modules of CILT contribute to meeting the requirements of Descriptor 1 of the UKPSF overall.

Table 6

Assessment	**UKPSF Descriptor D1**
ADP7216 - Authentic session plan ADP7216 Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment	D1.i Successful engagement with at least two of the five areas of activity

ADP7216 - Authentic session plan ADP7216 - Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment ADP7217 – Reflections on observations of professional practice	D1.ii Successful engagement in appropriate teaching and practices related to these areas of activity
ADP7216 - Authentic session plan ADP7216 - Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment ADP7217 – Reflections on observations of professional practice	D1.iii Appropriate core knowledge and understanding of at least K1 and K2
ADP7216 - Authentic session plan ADP7216 - Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment ADP7217 – Reflections on observations of professional practice	D1.iv A commitment to appropriate Professional Values in facilitating others' learning
ADP7216 - Authentic session plan ADP7216 - Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment ADP7217 – Reflections on observations of professional practice	D1.v Relevant professional practices, subject and pedagogic research and/or scholarship with the above activities
ADP7216- Authentic session plan ADP7216 - Reflection on your teaching and/or supporting learning ADP7217 – Presentation of created resource for learning, teaching and assessment	D1.vi Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment

ADP7217 – Reflections on observations of professional practice	

Since 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 maximum score you would then receive for the module you are resitting is 50% (pass).

The programme team can provide support with all reassessment and you will be advised of the deadline and instructions for submission. All reassessment work is double marked and reviewed by the external examiner.

Submission

You will submit all coursework online through the submission portal on the relevant QMPlus module page. On the submission page you will be asked to confirm that the work you are submitting is your own. Please see the university 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.

Academic Integrity

Queen Mary defines academic misconduct as cheating (or attempted cheating) that occurs in relation to an assessment. It includes, but is not limited to, plagiarism, examination offences, falsification of data, collusion, use of a ghost-writing service, impersonation, and breach of any of the Academic Regulations on Assessment. Queen Mary takes any allegation of academic misconduct seriously, and will investigate it in accordance with the Academic Misconduct Policy. Penalties for academic misconduct can be severe, including failure with no right of resit, and expulsion from Queen Mary.

Academic misconduct includes, but is not limited to, the following:

- Plagiarism;
- Examination offences;
- The use, or attempted use, of ghost writing services for any part of assessment;
- 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);
- The fraudulent reporting of source material, experimental results, research, or other investigative work;
- Collusion in the preparation or production of submitted work.

It is your responsibility to ensure that you understand academic misconduct and how to avoid it. If in doubt, ask for further guidance from your module tutor. All work submitted on the programmes will be checked through Turnitin – a plagiarism detection software.

You will be able to check your assignment submissions 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 will receive a set grade of either: 85%, 75%, 65%, 55%, 45%, 35%. The classification ranges for the programme are: Distinction (70 – 100%), Merit (60 – 69.9%), Pass (50 – 59.9%), and Refer (0 – 49.9%). **Appendix 3** details the programme's generic grading scheme and demonstrates how this aligns with the UKPSF to ensure participants meet the requirements of Descriptor D1 (Associate Fellowship). Individual assessments on the modules will have criteria based on that scheme.

All assessment will be moderated (on modules with 10 or more 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.

Complaints or concerns

We would encourage all participants to discuss any concerns with the programme team in the first instance. Please contact your module tutor or the Programme Manager with any concerns and we will be very happy to discuss these with you and try to find a resolution to any issues.

A student who wishes to make a complaint about academic or non-academic matters they experience during their time at Queen Mary may do so under the Queen Mary Student Complaints Policy. The student complaints process is made up of two stages - Formal Complaint and Complaint Review. Please see details of this process on the ARCS website.

Data protection

Queen Mary processes the personal data of staff, students and other individuals with whom it has a relationship, known as data subjects. Privacy notices will explain the purposes for this, among other things, usually at the point of collection.

Queen Mary's central privacy notice can be seen at https://www.qmul.ac.uk/privacy/. This advises individuals about their rights and provides contact details of our Data Protection Officer, as well as other important information. Links to the main privacy notices for students, staff, direct applicants and research participants can be found on this webpage.

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 observations of practice
- 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. 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.

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 topics on the modules you take.

While we encourage you to attend all webinars and seminars, you won't be penalised for not attending sessions if you're unable to. If you are unable to attend the live session, then you will need to watch the recording and complete asynchronous activities.

Failure to engage in at least 80% of a module's teaching and learning activities (synchronous and asynchronous) may result in your de-registration from the programme. (See Queen Mary Academic Regulations).

If you leave Queen Mary during the programme and have completed at least half of it, you will be able to continue to complete your programme with us. You may choose instead to use the credits already gained towards a similar qualification at your new institution.

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) and your Associate 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 Associate 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: remaining in good standing and further development

Achieving Associate Fellowship of Advance HE 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.

Once 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.

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.

<table>
<tr><td rowspan="8">Module 1

Curriculum & Syllabus</td><td colspan="2">Learning and Teaching in Higher Education (ADP7116 / ADP7216)</td></tr>
<tr><td colspan="2">Semester 1 (YEAR 1)</td></tr>
<tr><td>Weeks 1-6
Principles of Teaching and Learning</td><td>Weeks 7-11
Practice and Reflection on Teaching</td></tr>
<tr><td>1. How students learn</td><td></td></tr>
<tr><td>2. Orientation (Activating Prior Knowledge)</td><td>Peer feedback sessions</td></tr>
<tr><td>3. Presentation (Demonstrating New Content)</td><td>6. Reflection and evaluation of teaching</td></tr>
<tr><td>4. Application (Facilitating Construction of New Knowledge)</td><td>7. Models of teaching: Flipped classroom</td></tr>
<tr><td>5. Review (In-session Assessment and Feedback)</td><td></td></tr>
<tr><td>Submission of Assignment 1</td><td>Submission of Assignment 2</td></tr>
<tr><td>Formative Assessment</td><td colspan="2">Peer and tutor feedback on forum posts and other online activities; informal feedback in class including on presentations (topic 3); peer feedback on authentic session plan.</td></tr>
<tr><td>Summative Assessment</td><td colspan="2">Assignment 1 – Authentic Session Plan - 30% weighting

This assignment requires you to design a plan, including session aims, learning outcomes and activities, for a session of teaching or facilitating learning that you will deliver this academic year. The plan will be accompanied by a narrative analysis. 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 Teaching and/or Supporting Learning – 70% weighting

Up to 2,000 words, reflecting on your practice teaching and/or supporting learning over the course of the semester, feedback on the session plan you submitted for assignment 1, and the topics covered on the module. This should include reflection on the feedback received, how this has influenced your practice, and consideration of the wider contexts of your practice.</td></tr>
</table>

Projected Student Workload	*Teaching hours*: 7 x 2 hour seminars + 1 x 2 hour peer feedback session (face to face) / 7 x 1 hour webinars + 1 hour asynchronous activities (distance learning) and 1 x 2 hour peer feedback session = 16 hours *Summative assessment time*: 9 hrs for A1; 25 hours for A2 = 34 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 **Curriculum & Syllabus**	**Learning and Teaching in the Discipline (ADP7117 / ADP7217)**	
	Semester 2 (YEAR 1)	
	Weeks 1-6*	**Weeks 7-11**
	1. The Wider Context of Your Practice	
	2. Critical theory in pedagogy	7. Presentations of resources developed: Assignment 1
	3. Small group learning and teaching	8. Presentations of resources developed: Assignment 1
	4. Large group learning and teaching	9. Student support
	5. Assessment, marking and giving feedback	10. Reflecting on teaching observations
	6. Drop-in Sessions to discuss Assignment 1 Presentations	11. Drop-ins to discuss feedback and Assignment 2
Formative Assessments and authentication of practice	i. **Weeks 1-5, 9-10:** ongoing, informal formative feedback on in-class work and online preparation. ii. **As scheduled by participant:** Observation of Professional Practice by Queen Mary Academy staff or senior colleague followed by feedback and peer dialogue **(authentication of practice)** iii. **As scheduled by participant:** 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 observations – 60% weighting** Up to 2,000 words written reflection on the 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*: 7 x 2 hour seminar (face to face) / 7 x 1.5 hour webinars + 0.5 hour asynchronous activities (distance learning) + 2 hr presentations session in semester 2 = 16 hours *Summative assessment time*: 26 hrs for A1; 10 hours for A2 = 36 hours *Formative assessment time* = 30 hours *Independent reading & reflection* = 68 hours **Total:** 150 hours.

Generic assessment criteria and grade descriptors (grading scheme) for the QM Academy Taught Programmes - CILT

Disclaimer: These are subject to review and can be modified before the start of scheduled September and / or January starts of programmes.
Submitted assignments are awarded set marks of 85%, 75%, 65%, 55%, 45% or 35% (except in case of late work where penalties are applied).
The overall pass mark for the programme and to successfully meet the requirements for Associate Fellowship is 50%.

Criteria	Distinction (85%)	Distinction (75%)	Merit (65%)	Pass (55%)	Refer (45%)	Refer (35%)
Critical Analysis UKPSF: A1, A2, K1, K2, V1, V2, V4, D1.i, D1.ii, D1.iii, D1.iv	You explicitly justify a range of pedagogical choices underpinning your practice and evaluate the implications for all relevant key stakeholders.	You explicitly consider and justify the conceptual choices behind your practice, evaluating the implications for key stakeholders (students, staff/faculty, institution, discipline, sector).	You provide some informed judgements about your practice, analysing the needs of only one or two of the key stakeholders mentioned in the Distinction descriptor.	You provide some rationale for your practice but do not explicitly address the implications of this for stakeholders.	You may summarise aspects of your practice and pedagogical choices, but do not consider their implications.	There is no discussion of the pedagogical choices underpinning your practice nor of their implications for stakeholders
Evaluation of practice UKPSF: A1, A2, A3, A5, K1, K2, K4, K5, V3, V4, D1.i, D1.ii, D1.iii, D1.iv, D1.v	You evaluate your practice using evidence from a full range of sources. You clearly define the aims and criteria of the evaluation, and key measures indicating success.	You evaluate your practice using evidence from a full range of sources. You clearly define the aims and criteria of the evaluation, and key measures indicating success.	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	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 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	The work contains no evaluation of the effectiveness of your practice and there are no planned changes to practice identified.

	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. individual, departmental, disciplinary, institutional, sector-wide.	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 at least 2 domains (e.g. individual, departmental, disciplinary, institutional, sector-wide).	teaching, external examiner reports). The outcomes from your evaluation and their implications for practice are discussed only in the context of your individual practice.		linked to evidence from evaluation.	
Learning from others UKPSF: A1, K1, K2, V3, D1.iii, D1.iv, D1.vi	Discussion of practice is embedded throughout the work. You integrate dissemination of your good practice with your reflection or enhancement plans. You demonstrate learning from a wide range of	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,	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	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	No examples of discussion of practice with others, or of learning from others.

	sources including beyond your discipline and institution.	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.	(disciplinary or institutional).		(disciplinary or institutional).	
Reflection & application to own practice UKPSF: A1, A2, K1, K2, V3, D1.i, D1.ii, D1.iii, D1.iv, D1.v	Exemplary reflection on your practice throughout in which you critically analyse examples of successes and challenges from your practice in relation to educational research and theory. The reflection has clear aims throughout the work, and you use these as a focus for improving your practice.	Throughout the work you analyse relevant, detailed and specific examples of successes and challenges from your practice in light of educational research and theory. This reflection on your practice provides a basis of evidence for improving your practice.	You share relevant examples of successes and challenges from your practice throughout the work, reflecting on them and linking 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 (e.g. experiences, activities, techniques) 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 (e.g. experiences, activities, techniques) but does not explicitly link them to educational theory or research, and does not make a reflective case for improving practice.	Few or no examples from your practice are discussed in the work, with no links to educational research. No discussion of potential enhancements to practice.

Engagement with scholarship & literature UKPSF: A1, K1, K2, V3, D1.iii, D1.iv, D1.v	The work demonstrates close, critical engagement with a wide range of research and scholarship. It shows independent research into generic and discipline-specific literature, including across disciplines. Secondary sources are critically analysed in relation to your own practice. You explore the limitations of the evidence and position yourself within scholarly pedagogical debates.	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 light of your own practice. You explicitly consider the limitations of the evidence.	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 of their application to your practice.	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 practice. Key concepts, terms and theories may be misused or misrepresented.	There is little or no reference to scholarship in the work. Secondary sources are not discussed at all, or may be misinterpreted. Key concepts, terms and theories may be misued or misrepresented.
Quality of academic writing UKPSF: A1, A2, K1, K2, V1, V2, V3, V4, D1.i,	The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.	The work meets all six sub-criteria (see 'Refer' descriptors) and is exemplary for	The work meets at least 5 of the sub-criteria (see 'Refer' descriptors) and is a good example of writing at Level 7.	The work meets at least 4 of the sub-criteria (see 'Refer' descriptors), including consistency of referencing. It meets	The work meets 3 of the following criteria for academic writing at Level 7:	The work meets fewer than 3 of the following criteria for academic writing at Level 7:

D1.ii, D1.iii, D1.iv, D1.v, D1,vi	References are accurate and demonstrate a command of relevant literature.	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).	References are accurate and exceed the minimum.	threshold standards for academic writing at Level 7. References are accurate but do not exceed the minimum or go beyond core module readings.	1) aims and argument are clearly stated and sustained; 2) content is clear and concise, logically organised and relevant to the brief; 3) word limits or timings are observed; 4) references are consistent and accurate, following academic integrity principles; 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.	1) aims and argument are clearly stated and sustained; 2) content is clear and concise, logically organised and relevant to the brief; 3) word limits or timings are observed; 4) references are consistent and accurate, following academic integrity principles; 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: A1, A2, K1, K2, V1, V2, V3, V4, D1.i,	The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.	The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic	The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of	The work meets at least 4 of the sub-criteria (see 'Refer' descriptor), including consistency of referencing. It meets	Meets 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to follow and understand;	Meets fewer than 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to follow and understand;

D1.ii, D1.iii, D1.iv, D1.v, D1,vi	References are accurate and demonstrate a command of relevant literature.	presentation 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).	presentation at Level 7. References are accurate and exceed the minimum.	threshold standards for academic presentation at Level 7. References are accurate but do not exceed the minimum or go beyond core module readings.	3) timings are observed; 4) references consistent & accurate; 5) at least **five** scholarly references; 6) clear and accessible slides, abbreviations made clear.	3) timings are observed; 4) references consistent & accurate; 5) at least **five** scholarly references; 6) clear and accessible slides, abbreviations made clear.