
Queen Mary Academy Taught Programmes

CILT (Certificate in Learning and Teaching)

Programme Handbook

For participants starting from September 2024



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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 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. 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 Advance HE 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 Professional Standards Framework ([PSF2023](#)). 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. The PSF 2023 is fundamental to the learning outcomes of the programme and the programme and its modules are explicitly mapped to the dimensions of the framework at Descriptor 1 D1 (Associate Fellow).

Assessment on the programme is designed to integrate the requirements for academic credit and the requirements for Advance HE 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 PSF2023 consists of two elements – the Dimensions of the Framework and the four Descriptor statements. The Descriptors incorporate the PSF2023 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 those supporting student learning
- 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 **PSF2023 dimensions** of practice:

Professional Values <i>In your context, show how you...</i>	Core Knowledge <i>In your context, apply knowledge of</i>	Areas of Activity <i>In your context, demonstrate that you...</i>
<ol style="list-style-type: none"> 1. Respect individual learners and diverse groups of learners 2. Promote engagement in learning and equity of opportunity for all to reach their potential 3. Use scholarship, or research, or professional 	<ol style="list-style-type: none"> 1. How learners learn, generally and within specific subjects 2. Approaches to teaching and/or supporting learning, appropriate for subjects and level of study 3. Critical evaluation as a basis for effective practice 	<ol style="list-style-type: none"> 1. Design and plan learning activities and/or programmes 2. Teach and/or support learning through appropriate approaches and environments 3. Assess and give feedback for learning

<p>learning, or other evidence-informed approaches as a basis for effective practice</p> <p>4. Respond to the wider context in which higher education operates, recognising implications for practice</p> <p>5. Collaborate with others to enhance practice</p>	<p>4. Appropriate use of digital and/or other technologies, and resources for learning</p> <p>5. Requirements for quality assurance and enhancement, and their implications for practice</p>	<p>4. Support and guide learners</p> <p>5. Enhance practice through own continuing professional development</p>
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The requirements to meet Associate Fellow are listed in its Descriptor D1 (Associate Fellow) below. You can track how you will develop against the PSF 2023 dimensions through the alignment of the programme learning outcomes with the dimensions, illustrated in **Table 3**.

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



**Descriptor 1 aligns with Advance HE
recognition as Associate Fellow.**

The programme's alignment with PSF 2023 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 PSF 2023.

Alignment of programme structure to PSF 2023 Descriptors

CILT will focus on learning and assessing your development towards the **Advance HE Associate Fellow** standard (See Descriptor 1 above), enabling you to demonstrate how the dimensions of the PSF 2023 are evidenced in your practice. CILT will support the development of your evolving understanding of teaching, learning support methods and student learning. The course assessment will require you to show how you meet Descriptor 1 within your practice.

The following table outlines how CILT meets the requirements of PSF 2023 Descriptor 1. However, the course in practice will support the development of practice in line with many other dimensions of the framework and participants may be able to also demonstrate these as appropriate within their context.

Descriptor 1 requirements	Course content	Assessment
<p><i>In your context, show how you use Professional Values, including at least V1 and V3</i></p> <ul style="list-style-type: none"> Respect individual learners and diverse groups of learners (V1) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3) 	<p>In module 1 you will develop and reflect on your practice of design and delivery of education, via the analysis of your authentic session plan. Module 2 focuses on your education practice in your context. You will explore a range of evidence-based approaches to teaching and learning, evaluating which are most appropriate for your learners and your contexts.</p> <p>Throughout both modules of CILT you are required to reflect on the inclusivity of your practice and your learner needs.</p> <p>For module 1 you are required to draw on relevant scholarship, research and professional learning to inform the design of an authentic session and your reflection on this. Module 2 develops this reflection further where you will be required to use generic and disciplinary scholarship relevant to your context.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 2 – Learning resource</p> <p>Module 1 Assignment 1 & 2 – Authentic session plan; Reflection on practice</p> <p>Module 2 Assignment 2 – Reflection on Observation of Practice</p>
<p><i>In your context, apply appropriate Core Knowledge including at least K1, K2 and K3</i></p> <ul style="list-style-type: none"> how learners learn, generally and within specific subjects (K1) 	<p>In module 1 you will explore theories of learning and their relevance to your own disciplinary area. This will inform the analysis of your authentic session plan. Module 2 develops reflection on this aspect of your practice further, through analysis of a learning resource and your design decisions.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 1 – Learning resource</p>

<ul style="list-style-type: none"> • approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2) • critical evaluation as a basis for effective practice (K3) 	<p>In module 1 you will reflect on design choices for a given authentic session, and how these best support your diverse learners. Module 2 enables you to consider your teaching practice in the classroom via participation in observation of teaching and reflection on this process.</p> <p>Module 1 will introduce you to a range of approaches to evaluating the effectiveness of your teaching, including critical self reflection. Module 2 further supports your development as a critically reflective practitioner through the peer observation process.</p>	<p>Module 1 Assignment 2 – Reflection on practice Module 2 Assignment 2 – Reflection on observation of practice</p> <p>Module 1 Assignment 2 – Reflection on practice Module 2 Assignment 2 – Reflection on observation of practice</p>
<p><i>In your context, demonstrate your effective and inclusive practice in at least two of the five Areas of Activity</i></p> <ul style="list-style-type: none"> • design and plan learning activities and/or programmes (A1) • teach and/or support learning through appropriate approaches and environments (A2) 	<p>Modules 1 and 2 require you to reflect on the process of designing an individual learning session and the design of a learning resource / activity.</p> <p>As part of module 2 your education practice will be observed, and you will take part in developmental discussions with your observers as part of this process.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 1 – Learning resource</p> <p>Module 2 Assignment 2 – Reflection on observation of practice</p>

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:

		Module learning outcomes	Dimension mapping which contributes to meeting the D1 descriptor statements
CILT Programme Learning Outcomes	Critically appraise theoretical foundations and current trends of teaching and learning in higher education	ADP7216 (1),	V3
	Apply pedagogic theories and practices to teaching and learning in your discipline	ADP7216 (1), ADP7217 (9)	K1, K2, A1, A2
	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas	ADP7217 (2,13),	V3
	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role	ADP7217 (8),	V3, K3
	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, K3, V1, V3
	Design and implement assessment and feedback strategies that measure and promote learning success	ADP7217 (4)	A1, K1, K2, V1, V3
	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)	V3, K3
	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)	V1, K2, K3 A1, A2
	Facilitate student learning effectively in order to maximise learners' equality of opportunity	ADP7217 (10)	V1, K3, K2 A1 A2
	Engage critically and collaboratively with educational practice, literature and evidence	ADP7216 (4), ADP7217 (7)	V3, K3
	Evaluate and apply mechanisms for assessing and enhancing the quality of academic practice	ADP7217	K3
	Learn from discussions with colleagues, educational research and scholarship, and observations, including across different disciplines	ADP7216 (8, 9, 12, 13), ADP7217 (12)	K3

	Evidence meeting the Dimensions of Practice in Descriptor 1 of the PSF2023	All	V1, V3, K1, K2, K3, A1, A2 as a minimum
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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 Ana Cabral, SFHEA	<p>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.</p> <p>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.</p> <p>Her current research interests include teaching and learning in HE, reflective practice, student engagement and co-creation.</p>
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.
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.

<p>Olumide Popoola, FHEA</p>	<p>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.</p>
<p>Dr Jo Trelfa, SFHEA</p>	<p>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.</p>

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.

Eligibility

To be eligible for the programme you must be Queen Mary staff and teaching Queen Mary students.

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 – our courses are only open to Queen Mary educators (please see our website for more details)
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	<p>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</p>
	STEP 5	<p>Read through the Taught Programmes Online Induction material on QMplus (you will be sent the link before your course begins)</p> <p>The online induction area will include details about your programme and modules, information about programme rules and procedures, details of the teaching team and opportunities to ask any questions you may have.</p>
	STEP 6	<p>Complete enrolment</p> <p>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.</p>
	STEP 7	<p>Choose your seminar group for your (first) module</p> <p>Programme modules are usually run in a number of groups. You will be given the groups schedule – day of the week and time they will be taught – and asked to select your preference.</p>
	STEP 8	<p>Check your QM Plus (online learning environment) course and preparation materials</p> <p>In case of access trouble email its-helpdesk@qmul.ac.uk with your user name, starting in 'yd'</p>
	STEP 9	<p>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</p> <p>To re-enrol, login to MySIS with your 'student' details and select 'My Enrolment'.</p>

Module Details

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

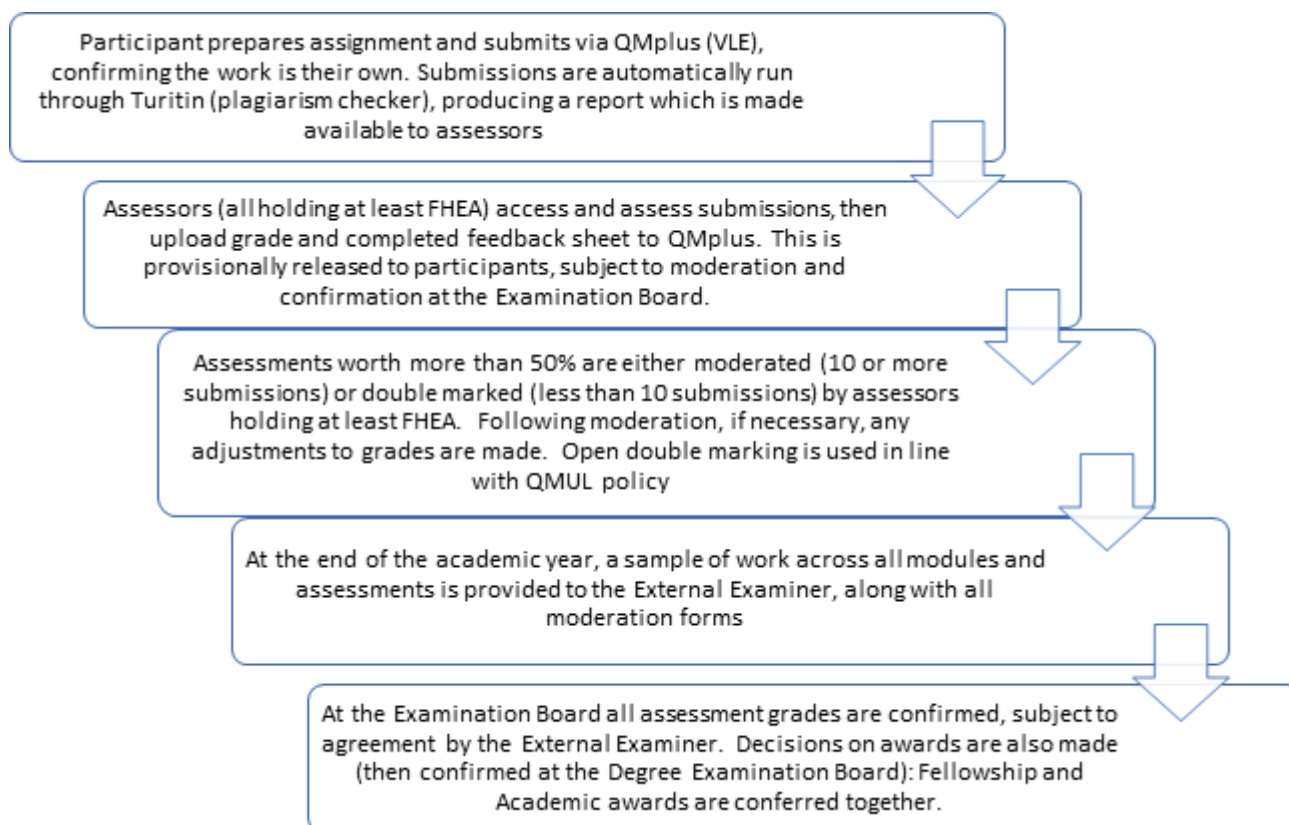
Assessment

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 Advance HE 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 PSF 2023 overall.

Table 6

Assessment	PSF2023 Descriptor D1 Dimensions which contribute to meeting PSF 2023 Descriptor D1 statements in your context
ADP7216 – Authentic session plan	A1, K1, K2, K3, V1, V3
ADP7216 Reflection on your teaching and/or supporting learning	A2, K1, K2, K3, V1, V3
ADP7217 – Presentation of created resource for learning, teaching and assessment	A1, A2, K1, K2, K3, V1, V3

ADP7217 – Reflections on observations of professional practice	A2, K1, K2, K3 , V1, V3
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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 PSF 2023 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 you to 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 PSF2023 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.

Module 1	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. <u>O</u> rientation (Activating Prior Knowledge)	Peer feedback sessions
	3. <u>P</u> resentation (Demonstrating New Content)	6. Reflection and evaluation of teaching
	4. <u>A</u> pplication (Facilitating Construction of New Knowledge)	7. Models of teaching: Flipped classroom
	5. <u>R</u> eview (In-session Assessment and Feedback)	
	Submission of Assignment 1	Submission of Assignment 2
Formative Assessment	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.	
Summative Assessment	<p>Assignment 1 – Authentic Session Plan - 30% weighting</p> <p>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 have delivered within the past 2 years. 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 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.</p> <p>Assignment 2 – Reflection on Teaching and/or Supporting Learning – 70% weighting</p> <p>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.</p>	

Projected Student Workload	<p><i>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</i></p> <p><i>Summative assessment time: 9 hrs for A1; 25 hours for A2 = 34 hours</i></p> <p><i>Formative assessment time = 30 hours Independent reading & reflection = 70 hours</i></p> <p>Total hours = 150 study hours</p>
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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	Learning and Teaching in the Discipline (ADP7117 / ADP7217)	
	Semester 2 (YEAR 1)	
Curriculum & Syllabus	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	<ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>
Projected Student Workload	<p><i>Teaching hours:</i> 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</p> <p><i>Summative assessment time:</i> 26 hrs for A1; 10 hours for A2 = 36 hours</p> <p><i>Formative assessment time</i> = 30 hours</p> <p><i>Independent reading & reflection</i> = 68 hours</p> <p>Total: 150 hours.</p>

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%, 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	You explicitly justify a range of pedagogical choices underpinning your practice and evaluate the implications for all relevant key stakeholders, including diverse learner needs and differences.	You explicitly consider and justify the conceptual choices behind your practice, evaluating the implications for key stakeholders (students, staff/faculty, institution, discipline, sector), including diverse learner needs and differences.	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	<p>You evaluate the effectiveness and inclusivity of 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.</p> <p>You justify these in relation to any prior or current challenges in your practice.</p> <p>You discuss the outcomes from your evaluation and their implications for practice in multiple domains (e.g. individual, departmental, disciplinary, institutional, sector-wide).</p>	<p>You evaluate the effectiveness and inclusivity of 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.</p> <p>You justify these in relation to any prior or current challenges in your practice.</p> <p>You discuss the outcomes from your evaluation, and their implications for practice, in at least 2 domains (e.g. individual, departmental, disciplinary, institutional, sector-wide).</p>	<p>The work contains evaluation of the effectiveness and inclusivity of your practice with clearly defined aims and criteria and based on evidence from one or two sources (e.g. self-reflection, student feedback and/or assessment performance, observation of teaching, external examination reports).</p> <p>The outcomes from your evaluation and their implications for practice are discussed only in the context of your individual practice.</p>	<p>The work contains some evaluation of your practice against broadly defined criteria for effectiveness and inclusivity.</p> <p>The outcomes from your evaluation, and their implications for your future practice, are discussed only briefly.</p>	<p>The work contains little explicit evaluation of the effectiveness and inclusivity of your practice.</p> <p>Evaluation outcomes and their implications for your practice are not discussed.</p> <p>Any planned changes to practice are not linked to evidence from evaluation.</p>	<p>The work contains no evaluation of the effectiveness and inclusivity of your practice and there are no planned changes to practice identified.</p>
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Learning from others	<p>Evidence of learning from others and collaboration with colleagues is embedded throughout the work.</p> <p>You integrate dissemination of your good practice with your reflection or enhancement plans.</p> <p>You demonstrate learning from a wide range of sources including beyond your discipline and institution, and engagement in communities of practice</p>	<p>There is evidence of learning from others and collaboration. You show explicitly how you have disseminated your practice to others.</p> <p>You give examples of learning from a range of sources included including discussions with colleagues, peers and tutors on CILT/PGCAP, students, and contexts beyond your own discipline/institution.</p> <p>You also identify aspects of others' practice that you can modify and implement in order to enhance your own practice.</p>	<p>The work shows that you have collaborated with others and learnt from their practice, but is either not explicit or not consistent.</p> <p>The discussion extends beyond your own department; you provide some examples from other contexts (disciplinary or institutional).</p>	<p>The work presents some evidence that you have collaborated with others or learnt from their practice.</p> <p>The discussion is limited to your own disciplinary or institutional context.</p>	<p>There is little or no evidence in the work that you have collaborated with others or learnt from their practice.</p> <p>You do not provide specific examples of work from colleagues teaching in your own context (e.g. departmental) or in other contexts (disciplinary or institutional).</p>	<p>No examples of learning from others or collaboration with others.</p>
Reflection & application to own practice	<p>Exemplary reflection on your practice throughout in which you critically analyse examples of successes and</p>	<p>Throughout the work you analyse relevant, detailed and specific examples of successes and</p>	<p>You share relevant examples of successes and challenges from your practice throughout the work,</p>	<p>You share examples from your practice (e.g. experiences, activities, techniques) in the work. While they</p>	<p>The work may mention examples from your practice (e.g. experiences, activities, techniques) but does not explicitly link them</p>	<p>Few or no examples from your practice are discussed in the work, with no links to educational research. No discussion of</p>

	<p>challenges from your practice in relation to educational research and theory.</p> <p>The reflection has clear aims throughout the work, and you use these as a focus for enhancing the effectiveness and inclusivity of your practice.</p>	<p>challenges from your practice in light of educational research and theory. This reflection on your practice provides a basis of evidence for enhancing the effectiveness and inclusivity of your practice.</p>	<p>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 enhancing the effectiveness and inclusivity of.</p>	<p>may briefly link theory and research to practice, this reflection is surface-level only and/or is not explicitly focused on enhancing the effectiveness and inclusivity of your practice.</p>	<p>to educational theory or research, and does not make a reflective case for enhancing the effectiveness and inclusivity of practice.</p>	<p>potential enhancements to practice.</p>
Engagement with scholarship & literature	<p>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.</p> <p>Secondary sources are critically analysed in relation to your own practice. You</p>	<p>The work engages with a wide range of research and scholarship, including disciplinary pedagogies or scholarly debates within educational research.</p> <p>Secondary sources are critically analysed and evaluated in the light of your own practice. You explicitly consider</p>	<p>The work engages with research and scholarship from beyond the core module readings.</p> <p>Secondary sources are applied to your own practice and may be briefly evaluated or analysed.</p>	<p>The work engages with core readings or scholarship from the programme.</p> <p>Secondary sources are mainly paraphrased and some are analysed. There is limited critical analysis and evaluation of their application to your practice.</p>	<p>The work does not show engagement with relevant scholarship.</p> <p>Secondary sources may be paraphrased here but are not critically analysed and evaluated for their application to your practice. Key concepts, terms and theories may be misused or misrepresented.</p>	<p>There is little or no reference to scholarship in the work.</p> <p>Secondary sources are not discussed at all, or may be misinterpreted. Key concepts, terms and theories may be misused or misrepresented.</p>

	explore the limitations of the evidence and position yourself within scholarly pedagogical debates.	the limitations of the evidence.				
Quality of academic writing	<p>The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.</p> <p>References are accurate and demonstrate a command of relevant literature.</p>	<p>The work meets all six sub-criteria (see 'Refer' descriptors) and is exemplary for academic writing at Level 7.</p> <p>The references are accurate and exceed the minimum; they demonstrate significant and up-to-date breadth of literature review (including referring to some relevant scholarship within the discipline).</p>	<p>The work meets at least 5 of the sub-criteria (see 'Refer' descriptors) and is a good example of writing at Level 7.</p> <p>References are accurate and exceed the minimum.</p>	<p>The work meets at least 4 of the sub-criteria (see 'Refer' descriptors), including consistency of referencing. It meets threshold standards for academic writing at Level 7.</p> <p>References are accurate but do not exceed the minimum or go beyond core module readings.</p>	<p>The work meets 3 of the following criteria for academic writing at Level 7:</p> <p>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</p>	<p>The work meets fewer than 3 of the following criteria for academic writing at Level 7:</p> <p>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</p>

					are accurate and relevant; writing has been proof-read and abbreviations made clear.	are accurate and relevant; writing has been proof-read and abbreviations made clear.
Quality of academic presentation	<p>The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.</p> <p>References are accurate and demonstrate a command of relevant literature.</p>	<p>The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic presentation at Level 7.</p> <p>The references are accurate and exceed the minimum; they demonstrate significant and up-to-date breadth of literature review (including referring to some relevant scholarship within the discipline).</p>	<p>The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of presentation at Level 7.</p> <p>References are accurate and exceed the minimum.</p>	<p>The work meets at least 4 of the sub-criteria (see 'Refer' descriptor), including consistency of referencing. It meets threshold standards for academic presentation at Level 7.</p> <p>References are accurate but do not exceed the minimum or go beyond core module readings.</p>	<p>Meets 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to follow and understand; 3) timings are observed; 4) references consistent & accurate; 5) at least five scholarly references; 6) clear and accessible slides, abbreviations made clear.</p>	<p>Meets fewer than 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to follow and understand; 3) timings are observed; 4) references consistent & accurate; 5) at least five scholarly references; 6) clear and accessible slides, abbreviations made clear.</p>