

**Imperial College
London**

Centre for Higher Education Research and Scholarship

**Postgraduate Certificate in University
Learning and Teaching**

Student Handbook

2022-23

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Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming's discovery of Penicillin to Gabor's invention of holography, Imperial has been changing the world for well over 100 years.

You're now very much a part of this community of discovery and we hope you will take this opportunity to make your own unique contribution. At Imperial, we expect all members of our community, whether students or staff, to share and demonstrate our values of respect, integrity, collaboration, innovation and excellence in all we do and strive to achieve.

We understand that this is a challenging time for our student community due to the impact of coronavirus and we are committed to providing you with the very best academic resources to enrich your experience. Information on teaching and learning, services and facilities to support the wider student experience during the Covid-19 pandemic can be found on the College's webpages, alongside local information provided by your Department. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that's further training in an academic skill like note taking or simply having someone to talk to.

You'll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events – see page 6 for more information.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 360 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. Access to the gym and other sporting facilities will be dependent on government guidance. We are working to ensure that you have access to a variety of resources online to support your health and wellbeing if there are restrictions.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you're interested in getting involved then there will be opportunities for you to do so.



Our Principles

In 2012 the College and Imperial College Union agreed 'Our Principles' a series of commitments made between students and the College. The Principles are reviewed annually by the Quality Assurance and Enhancement Committee and changes recommended for Senate approval.

Imperial will provide through its staff:

- A world class education embedded in a research environment
- Advice, guidance and support
- The opportunity for students to contribute to the evaluation and development of programmes and services

Imperial will provide students with:

- Clear programme information and assessment criteria
- Clear and fair academic regulations, policies and procedures
- Details of full programme costs and financial support
- An appropriate and inclusive framework for study, learning and research

Imperial students should:

- Take responsibility for managing their own learning
- Engage with the College to review and enhance provision
- Respect, and contribute to, the Imperial community

The Imperial College Students' Union will:

- Support all students through the provision of independent academic and welfare assistance
- Encourage student participation in all aspects of the College
- Provide a range of clubs, societies, student-led projects and social activities throughout the year
- Represent the interests of students at local, national and international level



www.imperial.ac.uk/students/our-principles

1. Introduction to the Department

Welcome from Kate Ippolito, Programme Director

It is my great pleasure to welcome you onto Imperial College's MEd in University Learning and Teaching (ULT) and I look forward to working with you during your studies. Our current ULT programme came into being in 2011. Since then over 380 Imperial staff have taken the PG Cert ULT, with many of them continuing to study at Diploma or MEd level. Our aim is that all our graduates will be well equipped to make an enhanced contribution to teaching, learning and educational leadership throughout their careers at Imperial and beyond. Many of our graduates take on programme or module leader roles, act as Year leads or Directors of Undergraduate/Postgraduate Studies, or have other roles that contribute broadly to student learning. In addition, students and graduates of our programme often feature prominently in the lists of Departmental and Faculty teaching awards, the ICU Student Academic Choice Awards, and at the College level, the President's Awards for Excellence.

The MEd in ULT is very well aligned to Imperial's Learning and Teaching Strategy. Our tutors were involved in developing the strategy and our programme is designed to help Imperial teaching staff to develop educational understanding and approaches required to enact the strategy. Given the increased institutional focus on strategic educational decision-making, MEd graduates will be well-positioned to take a lead on associated curriculum review and development.

For more details on the College's Learning and Teaching Strategy see:

www.imperial.ac.uk/learning-and-teaching-strategy/

The ULT programme was reviewed both internally in 2021 and externally in 2014 and was rated as excellent. Student evaluations and the external examiners' reports consistently comment in particular on the high quality of feedback and support we provide. We believe an increased understanding of teaching and learning is beneficial to the experience of both staff and their students and work to model good practice throughout the programme. Each student has a personal tutor, and there are opportunities for you to give feedback to us throughout the programme, and via a staff-student liaison committee. You should also feel free to approach a member of staff at any time with any issues or concerns. We look forward to working with you in the year ahead, and hope you will find your programme both interesting and useful.

Academic and support staff

Academic team



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Key dates 2022–23

Term dates

Autumn term: 1 October 2022 - 16 December 2022

Spring term: 7 January 2023 - 24 March 2023

Summer term: 29 April 2023 - 30 June 2023

 <http://www.imperial.ac.uk/admin-services/registry/term-dates/>

Closure dates

Christmas/New year: College closes at your usual finishing time on Friday 23 December 2022. College re-opens Tuesday 3 January 2023

Easter Holiday: College closes at your usual finishing time on Wednesday 5 April 2023. College re-opens Thursday 13 April 2023

Early May Bank Holiday: Monday 1 May 2023

Spring Bank Holiday: Monday 29 May 2023

Summer Bank Holiday: Monday 28 August 2023

Key events

Great Exhibition Road Festival: 17-18 June 2023

 <http://www.imperial.ac.uk/whats-on/>

 <https://www.imperial.ac.uk/graduation>

2. Programme Information

Programme outline and structure

This programme, aimed at Imperial College London and associated staff, is a three-stage practice-based approach study of learning and teaching in the University setting. While focussing on the Imperial perspective, it uses this common starting point to engage participants in a scholarly study of the field of education. The aim is to facilitate a critical engagement with both generic and discipline specific educational theory and literature with a basis in the participants' need and practice to ensure relevance and utility.

This applied, work and evidence-based approach to learning and teaching provides participants, who are often experts in their own primary discipline, with an introduction to educational language, literature and theory. It does not attempt to produce experts in education but to help participants to take an evidence-based critical approach to engaging with the field of education as informed experts from other academic fields.

A three-stage programme: University Learning and Teaching

The MEd in University Learning and Teaching is designed as a flexible three-stage programme, meaning you can complete one, two, or all three stages of the programme. The first stage is a Postgraduate Certificate (PG Cert), that develops students as reflective practitioners. The second stage expands students' knowledge of teaching beyond their personal experience by critical engagement with wider generic and disciplinary educational theory. Together these two stages comprise the Postgraduate Diploma (PG Dip). The last stage offers training and support in educational research and allows students to investigate and inform their practice through completion of an MEd research project. Completion of all three stages results in the full Master's degree (MEd) in University Learning and Teaching.

Programme aims

The programme aims to:

- professionalise and recognise teaching and the support of student learning in all who undertake such roles at Imperial;
- offer a scholarly, evidence-based, practice related approach to professional development in learning and teaching up to the full Master's degree;
- attract highly motivated individuals who want to further their understanding and practice of teaching and learning in their personal and disciplinary context;
- enhance the ability of participants to:
 - reflect on their own teaching and learning;
 - search and read educational literature, critically engaging with it, judging its value for their own personal and disciplinary context;
 - carry out meaningful small scale educational enquiry projects;
- think creatively, from an evidence base, about education within and beyond their own practice;
- offer a foundation from which participants will be able to make, with confidence, a significant contribution to their institution, and the wider HE sector, in the area of learning and teaching.

UK framework for higher education qualifications - qualification descriptors

The programme is a Level 7 qualification under the *QAA UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards (October 2014)*

The following are descriptors for level 7:

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations;
- the independent learning ability required for continuing professional development.

Programme learning outcomes

On completion of the PG Cert, participants will be better able to:

- constructively appraise their own and others' teaching practice and/or support for learning;
- critically reflect on teaching and learning in light of relevant educational principles and practice;
- evaluate a range of teaching and learning approaches and judge their effectiveness within different educational settings;
- develop teaching and learning that is informed by reflection on practice and educational principles.

On completion of the PG Dip, in addition to the learning outcomes above, participants will be better able to:

- recognise the relevance of key educational concepts, theories, contextual issues and policy in higher education;
- critically engage with educational ideas and theories through the literature;
- take a theoretically informed approach to critically reflect upon educational practices and their impact on student learning;
- demonstrate effective writing in an educational style and context.

On completion of the MEd, in addition to the learning outcomes above, participants will be able to:

- critically assess appropriate use of educational research methods;
- utilise a critically informed in-depth understanding of relevant educational theory to inform the development of an appropriate research question and design;
- use appropriate research methods for a meaningful, small scale, contextually relevant educational enquiry project.

The full MEd ULT programme specification can be found at:

www.imperial.ac.uk/staff/educational-development/programmes/

The programme's competency standards documents can be found at:

www.imperial.ac.uk/staff/educational-development/programmes/pg-cert-ult/

Learning and teaching strategy

This Master's programme is based in participants' educational practice. It utilises a variety of educational methods to develop them as reflective practitioners and theoretically informed critical scholars capable of relevant educational research.

All aspects are enhanced by participants actually 'doing' them, reflecting and learning from this and then re-integrating their learning and the theoretical component with their actual practice. The intended learning outcomes are addressed through a combination of teaching and learning methods.

Scheduled learning and teaching methods

- Interactive lectures
- Flipped classroom
- Team-based learning
- Practical work and exercises
- Reading and writing in an educational paradigm
- Active participation in seminars
- Work-based situated learning
- Supervision
- Literature-based and empirical research projects
- Self-directed study, supported as appropriate
- Peer-observation and peer-assessment (e.g. student-led mock ethics panel)

Synchronous and asynchronous online and blended learning methods

- Blackboard used as a central information hub, including the provision of advance and additional material, and as a point of submission of assessed work.
- Use of synchronous and asynchronous online and blended learning as appropriate (e.g. modelled through Digital Learning module).
- Use of Panopto for flipped classroom preparation and video-based feedback.

Provision for accrediting prior learning (APL) or qualifications in Education

Students who may have completed a PG Cert in education or teaching and learning in another institution and who wish to join the MEd ULT at Diploma level are encouraged to contact the Programme Director, Kate Ippolito (k.ippolito@imperial.ac.uk), to discuss their transfer.

Please note that if you are joining the MEd in ULT programme having been awarded the PG Cert at another institution or CASLAT, in order to receive a qualification from Imperial you will need to complete the full MEd in ULT. You cannot exit after the Diploma stage with an award of the College because, in accordance with the [Accreditation of Prior Learning regulations](#), you need to have completed at least 2/3 (i.e. 60 ECTS) of your Master's qualification at the awarding institution.

Roles and responsibilities

EDU staff

The EDU academic staff are responsible for the programme design and delivery of the modules and seminars you attend as part of the programme, as well as any learning resources which are distributed to you. Individual tutors are responsible for providing you with feedback on any assignments for modules which they have run. You may ask for advice and further information from your tutors/supervisor, and they are available for face-to-face meetings and telephone conversations, and will respond to your e-mails as soon as they can. In addition, a personal tutor is assigned to every student.

Students

It is your responsibility to make a note of the dates, times and locations of seminars that you should attend. You are responsible for meeting assignment deadlines, or discussing extensions in advance of deadlines with your tutor. You are also responsible for arranging your teaching observations in good time, and for ensuring all submitted work is your own and that you have abided by the guidelines on plagiarism. The primary responsibility for managing your progress through the programme rests with you – however, email reminders will be sent about deadlines and other requirements and you are encouraged to contact the staff if you have any questions or queries.

Attendance and engagement

Full attendance at all scheduled Master's in ULT sessions, including online sessions, is expected. Students may find successful completion of the assignments very challenging if they do not attend the taught sessions. If students are unable to attend it may be recommended that they postpone their entry on to the programme until they are able to commit to the time. Should you have any problems attending any part of programme, you are expected to contact the Programme Director.

For online sessions we expect the same level of contribution as normally expected in in-person sessions. This includes:

- Engaging with the suggested pre-reading or pre-recorded lectures/videos
- Engaging in the activities associated with the pre-reading or the videos, be it self-reflection, participation in discussions or debates, group or individual activities
- Participation in the online session, ideally with cameras on

We will normally record appropriate aspects of online sessions, whilst respecting participants' right to have open discussions without being recorded. Please be aware that lack of engagement with the online provision will put you at a disadvantage when comes to writing your assignments, so please make sure you do whatever you can to contribute.

We understand that for some having the video on can be problematic. Whilst experience shows us that interaction is well supported by people having their cameras on, especially in small group

discussions, we are aware that this might not always be possible. Similarly, please make use of the Chat function if you'd prefer not to speak out loud online.

Should you fail to attend or engage with the programme in the ways described above, you will be required to meet with the programme director to discuss your continuation on the programme.

Programme fees

This programme is designed as professional development for all those who teach Imperial students, and as such is free for Imperial staff and those who provide substantial teaching to Imperial students.

Changes to registration status

Interruption of Studies

If you need to take a temporary break from your studies due to health-related, financial or other personal circumstances, you may want to take an interruption of studies (IoS). This would normally be for a period of 12 months and should be requested whilst programme teaching is still in progress. Please contact Kate Ippolito if you wish to discuss whether this would be a helpful option for you. For guidance on IoS see:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/changes-to-registration-status

Pausing between stages in the programme

The Master's in ULT programme is designed to be flexible and, as such, it is possible to pause between a stage of the programme (i.e. between the PGCert and PG Dip, or between the PG Dip and MEd stage). In line with the College's Single Set of Regulations, the maximum period of registration on the Master's in ULT is normally 48 months. You will be emailed during the summer term to ask if you wish to continue directly to the next stage of the programme, pending a satisfactory assessment outcome.

General course reading

You will be directed to specific reading through the MEd in ULT and, as the programme progresses, will be increasingly expected to explore the field for yourself. You will find links to Leganto reading lists for each stage of the MEd on Blackboard Learn.

A number of useful educational texts are available as e-books and recommended Education Journals via the Imperial College Library: <https://www.imperial.ac.uk/admin-services/library/subject-support/education-and-teaching/>

Discipline-specific reading

This list of educational journals is not exhaustive but may provide a useful starting point for exploring the discipline-specific educational literature:

Natural Sciences	Education and Computing
Biochemical Education	Education for Chemical Engineers
Biochemistry and Molecular Biology Education	Electronics Education
Chemical Education	Engineering Education
International Journal of Science and Mathematics Education	Engineering Science and Education Journal
International Journal of Science and Technology Education Research	European Journal of Engineering Education
International Journal of Science Education	International Journal of Mechanical Engineering Education
Journal of Mathematics Teacher Education	Journal of European Industrial Training
Journal of Science Education and Technology	Journal of Geoscience Education
Journal of Science Teacher Education	Medicine
Journal of STEM Education Innovations and Research	Advances in Health Sciences Education
Journal of Technology and Science Education	Advances in Medical Education and Practice
Microbiology Education	BMC Medical Education
Physics Education	Health Education Journal
Research in Science Education	Health Education Research
Science Education	International Journal of Medical Education
Science and Education	Journal of Medical Education and Research
Studies in Science Education	Medical Education
Engineering	Medical Teacher
Computer Education	Perspectives on Medical Education
Computers and Education	The Clinical Teacher

Join the Community of Practice

If you would like to participate in discussions about education outside of the classroom you can use two of our social media channels:



Twitter is an online news and social networking service where users post and interact with messages, 'Tweets', restricted to 140 characters. Registered users can post Tweets, but those who are unregistered can only read them. EDU has a Twitter account **@Imperial_EDU** where we post information relating to our unit and our courses. This year we will be using a hashtag to post additional educational information that can be useful for PG Cert students who wish to continue the discussion outside of class. You do not need to follow us to find PG Cert posts. Simply type in **#MEdULT** into the search bar and everything that has been posted will appear.



Scoop.it is a content curation tool that allows you to store content you find online and keep it in one place. You can also share it with other people. It's an alternative to Pinterest (Pinterest being more visual). We have our own Scoop.it account, which can be accessed here: www.scoop.it/u/imperial-educational-development-unit. On our account we will be hosting several topics that reflect what is covered throughout the MEd, for example feedback and assessment, Technology Enhanced Learning etc. Here we collate case studies that relate to those topics, articles, video lectures and so on. You don't need an account to view the resources, though you need one if you would like to comment/ discuss. All of the resources we store on Scoop.it will also be posted on Twitter, so you won't need to check both to engage.

Join the CHERSNet

If you are interested in exploring opportunities to develop and disseminate your own educational research interests (and in hearing hear more about the educational research that takes place across the College) you may wish to join CHERSNet: <https://www.imperial.ac.uk/staff/educational-development/networks-and-events/chersnet/>

Imperial Mobile app

Don't forget to download the free Imperial Mobile app for access to College information and services anytime, anywhere, including your programme timetable, College emails and a library catalogue search tool.

 www.imperial.ac.uk/imperialmobile



Welcome to Imperial app

The College has a Welcome to Imperial app which contains important information about campus operations, aspects of student life, a schedule of welcome activities and information about life in halls. All new students should download this guide to ensure they have the most up to date information and event schedule for the start of term. You can download the App from the Apple or Google App Stores.

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to Master's level study. More than just a study guide, it is packed with advice created especially for Imperial Master's students, including information on support, health and well-being and ideas to help you make the most of London.



 <https://www.imperial.ac.uk/students/success-guide/pgt/>

3. Assessment

Programme-level assessment information

The following list refers to assessment across the three stages of the MEd. Full assessment details (including assessment criteria, grade guidelines and assignment briefs) for this stage of the programme are provided in Section 4.

- To qualify for their award (PG Cert, PG Dip or MEd) students must complete all the appropriate programme requirements, and must normally achieve a pass mark in each module's assessed work.
- Assessed work is weighted in proportion to the ECTS credit for the overall degree mark.
- **Formative feedback** is returned two weeks after submission, provided the submission deadline has been met by the student. When this is not possible you will be told why and given an explicit timescale for your feedback. A mark sheet or the Turnitin Feedback Studio tool with clear marking criteria is used to ensure transparency and consistency in marking and this is supplied in this programme handbook. Feedback is aligned to the marking criteria. We strongly encourage you to feed forward your feedback to future work, and it is written with this purpose in mind. For specific information about formative assessment and feedback at this stage see Section 4.
- All summative assessment is **double marked**. A marking meeting is then held to discuss each summative assessment.
- The PG Cert and PG Dip will be awarded as 'pass' and are therefore not classified. The first 30 ECTS credits from the PG Cert do not count towards the final grade awarded in the MEd. However, work submitted for the PG Dip is marked with a percentage grade that will be weighted as 50% of the final MEd classification. The MEd qualification will be awarded as 'pass', 'merit' or 'distinction'.
- The pass mark for postgraduate taught programmes is an overall weighted average of 50% across the programme. In order to be awarded a final result of merit, a student must achieve an overall weighted average of at least 60%, plus normally at least 60% in the dissertation component; for a result of distinction a student must achieve an overall weighted average of at least 70%, plus normally at least 70% in the dissertation component.
- The Board of Examiners consider any borderline cases for uplift to the higher classification. For details of borderline uplift consideration see the College's Single Set of Regulations: <https://www.imperial.ac.uk/about/governance/academic-governance/regulations/>
- **Upper word limits** are clearly stated for each assignment and deviation from these will result in penalties of 5%.
- **Deadlines** have been provided for your benefit, so that feedback can be provided and so that you are well-supported towards successful completion of the programme. You are therefore expected to meet these deadlines. Should you miss a summative assessment deadline, in accordance with the College regulations, work submitted up to 24 hours after the assessment deadline (date and time) will be marked but capped at 50%. Work submitted more than 24 hours after the assessment deadline will not be accepted as a valid attempt and a mark of zero will be recorded. For full details see 'Marking and moderation regulations' at www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/. To request an extension to a deadline, see details on 'Extensions' in the section below.
- If no work is submitted for summative assessment then, in line with Imperial College regulations, a mark of not commended/fail will be recorded.
- Students are entitled to an **opportunity to resubmit** an assessment. The resubmission will be capped at 50%. The overall final mark for the programme is not capped and will be calculated in the normal way.

- Students should be aware that given the nature of the work under consideration, EDU exam boards are officially exempt from the need to maintain anonymity. However, a high level of confidentiality is upheld.

For further information please see the College's Academic and Examination regulations: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Mitigating circumstances

There may be instances during your studies when you are affected by unforeseen circumstances that affect your ability to submit assignments on time or to the standard expected. As well as health or personal issues, an unexpected increase in workload (for example, covering for the unplanned absence of a colleague) may also be considered grounds for mitigation given your status as a staff-student. In these cases you can make a claim for mitigation by submitting the mitigating circumstances request form, available at <https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/>. You should submit the mitigating circumstances request form within 10 working days of the assignment deadline and, where possible, in advance of the assignment being due. This completed form should be emailed to the relevant course inbox: (pgcertult@imperial.ac.uk/dipult@imperial.ac.uk/medult@imperial.ac.uk)

For further information and a link to the mitigating circumstances request form, please see the mitigating circumstances policy and procedure, available at: <https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/>

If the claim is accepted one of the following options will be applied:

- An additional attempt at the assessment for an uncapped (deferred) or capped (resit) mark – this would allow you to resubmit your assignment without the mark being capped at 50%. If you fail to submit an already capped resubmission due to mitigating circumstances, this would allow a second attempt at resubmission.
- For a late submission to be accepted and marked as though 'on time' – this would allow a submission after the deadline **without** the usual penalties for late submission (capped at 50% up to 24 hours after the assessment deadline or a mark of 0 thereafter). This extension will not normally be longer than two weeks. See 'Extensions' below.
- For the Board of Examiners to extend consideration at the borderline for an uplift in classification, in accordance with the regulations, or where a qualifying mark is required for continued progression.

Extensions

We acknowledge that our students are usually working full time and have busy professional lives. If there is a problem meeting a deadline, you are expected to contact the Course Director as soon as possible to discuss the situation. Extension requests will normally be handled as follows:

- **Formative assessment:** you should speak to your tutor or the module lead to agree a mutually convenient time for you to submit your work. Any extensions must be agreed in advance of the original deadline. An extension would normally not be longer than 2 weeks after the original due date. An extension at formative stage does not automatically result in an extension at summative stage.
- **Summative assessment:** extensions to summative assessment are normally only granted in cases of mitigating circumstances. Please follow the mitigating circumstances guidance above.

Academic Integrity and Academic Misconduct

As your programme of study continues, you will be taught the concept of academic integrity and how you can ensure that any work that you complete now, or in the future, conforms to these principles. This means that your work acknowledges the ideas and results of others, that it is conducted in an ethical way and that it is free from plagiarism.

Academic misconduct is the attempt to gain an academic advantage, whether intentionally or unintentionally, in any piece of assessment submitted to the College. This includes plagiarism, self-plagiarism, collusion, exam offences (cheating) or dishonest practice. Definitions of the main forms of academic misconduct can be found below, and full details of the policy are available at:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/plagiarism-academic-integrity--exam-offences/

Plagiarism

Plagiarism is the presentation of another person's thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse. Plagiarism may be intentional, by deliberately trying to use another person's work by disguising it or not citing the source, or unintentional where citation and/or referencing is incorrect.

Plagiarism must be avoided, with particular care on coursework, essays, reports and projects written in your own time but also in open and closed book written examinations. You can support your understanding of proper referencing and citation by using the resources available from the College such as the Library learning support webpages at:

www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/

Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

TurnitinUK is an online text matching service which assists staff in detecting possible plagiarism. The system enables institutions and staff to compare students' work with a vast database of electronic sources. Your programme team will explain how it is used in your programme.

www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/turnitin/

Collusion

This is the term used for work that has been conducted by more than one individual, in contravention of the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated under the Academic Misconduct procedure.

You should note that whilst the College encourages students to support each other in their studies you should be careful to ensure that you do not exceed any assessment brief with regards to individual work, acknowledge the contributions of others in your work, and do not leave yourself open to allegations that you have supplied answers to enable another student to commit academic misconduct.

Dishonest practice

This is the most serious category under the procedure. Examples of dishonest practice include bribery, contact cheating (buying work from an essay mill or other individual to submit as your own), attempting to access exam papers before the exam, making a false claim for mitigating circumstances or providing fraudulent evidence, falsifying documentation or signatures in relation to assessment or a claim for mitigating circumstances.

4. Postgraduate Certificate in University Learning and Teaching

PG Cert ULT Intended Learning Outcomes

On completion of the PG Cert, participants will be better able to:

- Constructively appraise their own and others' teaching practice and/or support for learning.
- Critically reflect on teaching and learning in light of relevant educational principles and practice.
- Evaluate a range of teaching and learning approaches and judge their effectiveness within different educational settings.
- Develop teaching and learning that is informed by reflection on practice and educational principles.

Programme structure

The PG Cert is organised through a series of modules, each of which have associated synchronous and asynchronous online seminars and activities, and an assignment that requires you to complete some directed reading. These modules build on the ideas introduced at the pre-requisite EDU workshops, attendance at which is compulsory for most probationary lecturers. The workshops normally also form part of the requirements for this PG Cert. They are:

- Introduction to Teaching for Learning
- Introduction to Supervising PhD Students at Imperial
- Introduction to Personal Tutoring

We recognise, however, that not all participants in the PG Cert this year will have had an opportunity to attend these workshops. If this applies to you, the PG Cert team will signpost you towards alternative workshops as appropriate.

More information about the workshops can be found at:

<https://www.imperial.ac.uk/staff/educational-development/workshops/>

Students can choose modules that best fit their interests and practice and may also seek advice from members of academic staff. Most modules have pre-requisites, usually pre-session reading and preparation to be submitted in advance of the module seminar. Students are advised to consider their workload when booking sessions to ensure that they have enough time to complete the reading and assignments in the timescales given. The deadline for submitting assignments for formative feedback is normally four to six weeks after the date of the module seminar.

The PG Cert is an accredited pathway to HEA recognition of individual engagement in teaching and learning. The programme is aligned with the UK Professional Standards Framework (UKPSF), and modules offer the opportunity for you to engage with the UKPSF in a manner appropriate to you and your practice. It is anticipated that most students on the course will likely seek recognition at D2 (Fellowship). Full details on the Framework are given in the Induction session, and you can also discuss your recognition level with EDU staff during the year.

Course credit

The PG Cert is a 30 ECTS credit course (equivalent to one-third of a Master's degree). There are two core modules: 'How Students Learn' (5 ECTS credits) and 'Reflection on Changing Practice' (10 ECTS credits). The latter involves writing an opening and closing statement for your final portfolio, as well as completing a number of teaching observations. This means you will need to complete three additional modules to account for the final 15 ECTS credits. It is your responsibility to ensure that you have signed up for and completed the required number of ECTS credit modules. All optional modules have an ECTS value of 5 credits. You should choose modules which relate to your teaching and which are of most interest to you. You should also make sure they fit in with your own personal timetable and teaching responsibilities. To gain credit for each module, you are required to attend module seminars, complete all pre-requisites and required reading and to submit, on time, assignments relating to each specific module for formative feedback. A full timetable of seminar dates and deadlines is given later in the handbook.

Assessment

Formative assessment

After the final seminar for each module, you will have four to six weeks in which to complete the reading and submit your assignment for formative feedback. You can normally expect to receive feedback two weeks after the deadline. It is important that you submit your assignments on time and engage fully with the feedback you are given so that you can improve your submission before the final portfolio is due.

Work is submitted through the dedicated module page on Blackboard Learn and must be submitted together with the module coversheet. This will help you to map your progress towards recognition by the HEA. Further details of how to submit are in the appendix.

Summative assessment process (portfolio submission)

The PG Cert is assessed via a portfolio. The portfolio should consist of:

- Cover page with name, award, intake date, submission date and declaration that the work submitted is your own
- Mapping of modules to the UKPSF
- Reflection on Changing Practice: opening statement
- 'How Students Learn' assignment
- Module 2 assignment
- Module 3 assignment
- Module 4 assignment
- Two references
- Reflection on Changing Practice: closing statement

The format of the final submission is a single PDF file, labelled with your name, award, and intake date. For example:

Jane Smith PG Cert ULT September 2021.pdf

- The font should be sans-serif (e.g. Arial or Calibri) 11pt, with line spacing of 1.15.
- Each component of the portfolio should start on a new page, and each page should bear the page number in the footer section. Your name should NOT appear in the header or footer sections.
- Forms from teaching observations are not submitted with the portfolio, as they are not assessed. They should, however, inform your writing of the closing statement and must be submitted to pgcertult@imperial.ac.uk in advance of portfolio submission.
- Any referencing in the assignments should be in Harvard style.

- Your two (non-EDU) references should come from people who can comment on your teaching. They can be a peer, a supervisor or a student. The important thing is that the reference is teaching focused, and supports what you have said in your portfolio. References should be around 500 words.

Further guidance about the portfolio submission will be available in the 'End of course briefing' section of the Reflection on Changing Practice module on Blackboard Learn.

In each of the module assignments you should have addressed any comments made by your tutor at the stage of formative assessment. It is important that you also show integration of the reading you have done.

The **closing teaching statement** should be reflective in tone and be 2,000 words (+10%) in total. What this means is that it is not enough to simply describe what you have done. Your opening statement forms something of a 'baseline', so you will find it useful to refer to this and to pick up on things that you perceive differently now compared to when you began. You will need to explain the how and why of your teaching over the past year and how you have interacted with the programme. You should talk about the modules you have done and what you have taken from them and how this has influenced your teaching. You may want to comment on the feedback you had for each module assignment.

In preparing your closing statement, you will need to be mindful of the need to draw together the strands of your portfolio and practice over the year and look ahead to future directions. Remember that to evidence a D2/Fellow application you will need to show engagement across all areas of activity, knowledge and understanding, and commitment to professional values. You will find it helpful to structure your statement in the following way:

- **What did you do?** A concise description of your engagement through the year, explaining what you have done and putting it in a personal context.
- **How did you do it?** An explanation of how and why you have approached your teaching, informed by the course, the readings and your experiences. You will need to refer to evidence in the modules and show alignment with the UKPSF.
- **Why did you do it that way?** Evidence and rationale for choices you have made, both practice-based and from the educational literature you have read. This will show integration of academic practice and pedagogy.
- **What difference did it make?** Your opportunity to show how your activity has affected outcomes for yourself, your students and Imperial. This will show the quality and currency of your teaching.
- **Future directions:** what next for your teaching and future development? This could be further formal study, for example on the Diploma, or taking on a new role allowing you to develop your practice. It will be important to show how you intend to maintain your professional development.

As the PG Cert is closely aligned with the Fellowship of the HEA, your portfolio will be independently assessed for academic credit (i.e. for the PG Cert) and for HEA Fellowship:

Assessment for academic credit (PG Cert)

Each completed portfolio will be double marked by a member of the EDU. A selection of submissions will be forwarded to the external examiner for their consideration. All assessed work is considered at the annual exam board. Students should be aware that given the small number of students and the nature of the work under consideration, EDU exam boards are officially exempt from the need to maintain anonymity, but a high level of confidentiality is upheld.

Students' submission for the final summative examination will be assessed according to the following criteria:

- Students will have attended the pre-requisite workshops as appropriate and the induction session, completed their teaching observations, and submitted their opening and closing teaching statements – these elements will be awarded 10 ECTS credits under the module 'Reflection on Changing Practice'. The additional 20 ECTS credits will be awarded for 4 module assignments, with reflective changes based on formative feedback and further learning. The 4 module assignments and opening and closing teaching statements should be presented in the summative portfolio.
- Through this, students will need to demonstrate the attainment of the intended learning outcomes for their individually chosen modules and the programme as a whole.
- Students will have to show critical engagement with the educational literature as indicated by appropriate critical use of the directed reading from each of the modules completed.
- Students will have to integrate workshop discussions, reading and practice and show appropriate individual and disciplinary context.
- Students will be expected to have reflected on individual outcome assignments and developed their ideas and demonstrate an ongoing commitment to professional development in education.
- All submissions will adhere to word limits and module specific criteria for submission.

A copy of the marking sheet is included in the appendix to this handbook.

The award of PG Cert is unclassified with student achieving a mark of 'commended' or 'not yet commended'. There is no award of merit or distinction at this level. If the work is not yet commended the student will usually be given the opportunity to resubmit their PG Cert portfolio in the next academic year for consideration at the next year's exam board.

HEA Fellowship assessment

In addition to marking for the award of PG Cert, each portfolio has the option to be assessed to consider whether it meets the standards for recognition by the HEA.

Assessment for HEA Fellowship is based on how well you demonstrate your ability to map your experience to D2 descriptors (see page 12). This is judged by comparing the claims on the coversheets that you are asked to submit for each of the modules to the content of your assignment. In other words, the assessor will be looking at how well you are able to claim your assignment and your practice reflects D2 descriptors.

Your FHEA claim will be assessed by two assessors who hold at least FHEA and who are members of the STAR panel. A sample will also be looked at by the external examiner who holds Senior Fellowship of the HEA.

There are two outcomes for Fellowship assessment – successful or not yet successful.

If your application is deemed not yet successful, you will be given specific feedback that will help you develop your portfolio further to meet D2 requirements. Like any other candidate going through the STAR Framework, you will be offered support via STAR drop-ins and, when ready, you will be able to resubmit your portfolio for Fellowship assessment. Your revised application will be looked at by two STAR panel members and a decision will be made whether you were successful on this occasion. If successful, your result will be approved via Chair's action or at the next STAR panel. As the assessment for HEA is independent from academic assessment it is not subject to an exam board, meaning you will not need to wait another academic year to hear your FHEA decision. If unsuccessful, you will be provided further support and feedback and invited to submit again.

The potential outcomes for the entire PG Cert are therefore as follows:

- Both PG Cert with HEA recognition at level applied for are awarded.
- PG Cert with HEA recognition, but at a lower level than applied for, e.g. the participant met all of the PG Cert requirements but there is lack of sufficient breadth in participant's practice to award FHEA. In such an unlikely case the participant will be asked to apply via a relevant STAR route.
- PG Cert only (with the opportunity to resubmit your HEA application), e.g. if the academic PG Cert requirements were met but there is insufficient evidence of, engagement in and understanding of Descriptor 2.
- HEA recognition only, e.g. if there is sufficient evidence to award FHEA but the portfolio does not meet academic standards required to award the PG Cert.
- Neither are awarded, normally with the allowance to resubmit for the PG Cert qualification at the next exam board and for HEA Fellowship at next available STAR review panel.

PG Cert ULT timetable 2022-23

Online via Teams

In person SK campus

Session	Day	Date	Start	End	Tutor(s)	Assignment deadline
Induction (Day 1)	Monday	19-Sep-22	10.00	11.30	Tiffany Chiu	n/a
Induction (Day 2)	Tuesday	20-Sep-22	10.00	12.00	All	n/a
Induction (Day 3)	Wednesday	21-Sep-22	10.00	11.30	Tiffany Chiu	n/a
How Students Learn A	Friday	14-Oct-22	10.00	13.00	Tiffany Chiu, Mark Anderson	After part B
Evaluating Education A	Thursday	03-Nov-22	14.00	17.00	Nikki Boyd	After part B
How Students Learn B	Friday	04-Nov-22	10.00	13.00	Tiffany Chiu, Mark Anderson	09-Dec-22
Digital Learning A	Friday	11-Nov-22	10.00	13.00	Mark Anderson	After part B
Evaluating Education B	Thursday	17-Nov-22	14.00	17.00	Nikki Boyd	03-Jan-23
Educational Supervision A	Monday	21-Nov-22	10.00	13.00	Martyn Kingsbury	After part B
Digital Learning B	Tuesday	29-Nov-22	10.00	13.00	Mark Anderson	17-Jan-23
Educational Supervision B	Thursday	08-Dec-22	10.00	13.00	Martyn Kingsbury	26-Jan-23
Approaches to Teaching A	Wednesday	11-Jan-23	10.00	13.00	Richard Bale	After part B
Research and Teaching*	Friday	13-Jan-23	10.00	13.00	Iro Ntonia	24-Feb-23
Student Engagement and Partnership*	Tuesday	17-Jan-23	14.00	17.00	Mike Streule	28-Feb-23
Student Transition and Progression A	Friday	03-Feb-23	10.00	13.00	Tiffany Chiu	After part B
Approaches to Teaching B	Tuesday	14-Feb-23	10.00	13.00	Richard Bale	13 and 28 Mar-23
Student Transition and Progression B	Friday	17-Feb-23	10.00	13.00	Tiffany Chiu	31-Mar-23
Educational Design A	Friday	24-Feb-23	10.00	13.00	Kate Ippolito	After part B
Assessment and Feedback A	Monday	06-Mar-23	10.00	13.00	Monika Pazio	After part B
Mid-course briefing	Wednesday	08-Mar-23	13.00	16.00	Tiffany Chiu	n/a
Ethics in Education*	Thursday	16-Mar-23	10.00	13.00	Nikki Boyd	04-May-23
Educational Design B	Friday	17-Mar-23	10.00	13.00	Kate Ippolito	05-May-23
Assessment and Feedback B	Monday	20-Mar-23	10.00	13.00	Monika Pazio	08-May-23
Education Strategy*	Monday	27-Mar-23	14.00	17.00	Jo Horsburgh	15-May-23
Final course meeting	Wednesday	24-May-23	14.00	17.00	Tiffany Chiu	n/a
Summative portfolio submission			Monday 26 June at 10.00			

How Students Learn is a compulsory, core module that all students will attend.

*These four sessions are part of the Higher Education in Context module. Students taking this module should choose two of these four topics.

PG Cert ULT academic calendar 2022-23

September 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19 Induction (Day 1) 10.00-11:30 on Teams	20 Induction (Day 2) 10.00-12:00 In-person	21 Induction (Day 3) 10.00-11:30 On Teams	22	23
26	27	28	29	30

October 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14 How Students Learn A 10.00-13.00 In-person
17	18	19	20	21
24	25	26	27	28

November 2022				
M	T	W	T	F
	1	2	3 Evaluating Education A 14.00-17.00 In-person	4 How Students Learn B 10.00-13.00 In-person
7	8	9	10	11 Digital Learning A 10.00-13.00 On Teams
14 Opening teaching statement deadline	15	16	17 Evaluating Education B 14.00-17.00 In-person	18
21 Educational Supervision A 10.00-13.00 In-person	22	23	24	25
28	29 Digital Learning B 10.00-13.00 On Teams	30		

December 2022				
M	T	W	T	F
			1	2
5	6	7	8 Educational Supervision B 10.00-13.00 In-person	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11 Approaches to Teaching A 10.00-13.00 In-person	12	13 Research and Teaching* 10.00-13.00 In-person
16	17 Student Engagement and Partnership* 14.00-17.00 In-person	18	19	20
23	24	25	26	27
30	31			

*This session is part of the Higher Education in Context module. Students taking this module should choose two out of the four topics. Please see the PG Cert handbook for details.

February 2023				
M	T	W	T	F
		1	2	3 Student Transition and Progression A 10.00-13.00 On Teams
6	7	8	9	10
13	14 Approaches to Teaching B 10.00-13.00 In-person	15	16	17 Student Transition and Progression B 10.00-13.00
20	21	22	23	24 Educational Design A 10.00-13.00 In-person
27	28			

March 2023				
M	T	W	T	F
		1	2	3
6 Assessment and Feedback A 10.00-13.00 On Teams	7	8 Mid-course briefing 13.00-16.00 On Teams	9	10
13	14	15	16 Ethics in Education* 10.00-13.00 In-person	17 Educational Design B 10.00-13.00 In-person
20 Assessment and Feedback B 10.00-13.00 On Teams	21	22	23	24
27 Education Strategy* 14.00-17.00 In-person	28	29	30	31

*This session is part of the Higher Education in Context module. Students taking this module should choose two out of the four topics. Please see the PG Cert handbook for details.

April 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2023				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
16	17	18	19	20
22	23	24 Final course meeting 14.00-17.00 In-person	25	26
29	30			

June 2023				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 Summative portfolio submission by 10.00	27	28		

- Please refer to the PG Cert ULT timetable to check modules' details and their respective formative assessment deadlines.
- Please arrange your teaching observations early. They need to be completed before the final portfolio submission.

Teaching observations

As part of the PG Cert you are required to arrange to have your tutor observer see your teaching on two occasions. You will also be observed by a peer and receive feedback on one of your teaching sessions. In addition, you are required to arrange to observe, and give feedback to, another student on the course on one occasion. You will be paired with both your tutor observer and your peer observer at the induction session.

The teaching observations are not assessed, but are an important requirement of the course and must be completed in order to be awarded the 10 ECTS credits for the **Reflection on Changing Practice** module.

The observations are intended to be formative to allow you to develop your teaching skills over the course of the year with structured feedback and support. It is important to emphasise the non-assessed nature of this activity. The observer will provide constructive oral and written feedback as part of a conversation with you after the session, and you will be an active participant in this dialogue. The feedback is only between you and your observer, it is not passed to your line manager. It will be an important tool and source of evidence when you come to write your Closing teaching statement. You are encouraged to reflect on the observation experience (as observer and observee) and keep notes of this reflection to aid your later writing.

What do observees need to do before the teaching observation?

The *Teaching Observation Dialogue Form* is central to the observation process (see page 47 of this handbook). Before the session, the observee must complete Part A of the form and send it to the observer.

What do observers need to do during and after the teaching observation?

During and after the session, the observer will record their comments in Part B, along with the key points from the feedback conversation, and then return the completed form to the observee. Detailed guidance about the observation process (for observers and observees) is available in the *Teaching Observation Guide*. Both of these documents can be downloaded from Blackboard.

Experience has shown that teaching observations are one of the most successful and powerful aspects of the PG Cert. To get the most out of them, it is essential that you prepare well in advance.

- Contact your observer in good time to arrange for them to come and see you as it is often difficult to arrange teaching observations at short notice.
- Advise them of the location of your teaching, bearing in mind they may not be familiar with all campuses – particularly if you are teaching in a hospital. They may also need you to facilitate their access to specific buildings or rooms. If the teaching will take place online, ensure your observer is sent details on how to access the session.
- Send your *Teaching Observation Dialogue Form* with Part A of the form completed, along with any materials you will use in the session (slides, hand-outs etc.) at least a day in advance.

It is important that you allow time before and after the session to meet with the observer so you can discuss the teaching.

Clinical teaching

It is possible for tutors to observe clinical teaching. However, as issues of patient privacy arise, we ask that clinicians seeking observation of their ward teaching do the following:

- Ensure that patient consent has been obtained. Verbal consent is acceptable, so long as the patient is clear about the role of the observer.

- Ensure that the charge nurse is informed of the teaching observation taking place.
- Discuss with the observer the likely format of the teaching and if physical examination of a patient is involved in advance of the observation. In certain circumstances, it may not be appropriate for an observer to be present.
- There may be COVID19-related guidelines or restrictions in place in hospitals that could impact access to the premises, and these could be subject to sudden changes. Therefore, NHS and individual hospital policies should be checked by the observee for the latest updates before you arrange an observation in a clinical setting. Furthermore, some colleagues may feel uncomfortable about entering a hospital setting for non-clinical purposes. Whether you are planning to be observed by a tutor or peer, or preparing to observe one of your peers, this should be a matter for negotiation between both parties. Please get in touch with your Personal Tutor to discuss any concerns you may have about this.
- If you are planning to include observations of clinical teaching as part of your PG Cert, please indicate this to your observer at the beginning of the programme.

Modules

All students must complete two core modules below:

1. **How Students Learn (5 ECTS)**
2. **Reflection on Changing Practice (10 ECTS):** This core module involves two written tasks: opening and closing teaching statements. The opening teaching statement should be written at the start of the course and the closing teaching statement should be written at the end of the course, but has no taught component. To be awarded these 10 ECTS credits, students must also have attended the necessary pre-requisite workshops and the induction session, and have completed all teaching observations.

In addition, you will need to select **three** of the following elective modules:

3. Approaches to Teaching (5 ECTS)
4. Educational Design (5 ECTS)
5. Assessment and Feedback (5 ECTS)
6. Student Transitions and Progression (5 ECTS)
7. Educational Supervision (5 ECTS)
8. Digital Learning (5 ECTS)
9. Higher Education in Context (5 ECTS)
10. Evaluating Education (5 ECTS)
11. Education in Practice (5-10 ECTS)

Each module comes with a complete module guide, which is sent out prior to the session. This includes pre-reading, links to relevant information and any pre-session requirements.

Core modules

1. How Students Learn (5 ECTS) [Delivery mode: in-person]

Aims

This module introduces you to the main educational theories informing pedagogy in Higher Education, through the lens of how students learn. It offers you the opportunity to consider what makes students learn effectively, and how this can be reflected in teaching. The module will provide you with the chance to consider theory and practice in relation to your own context.

Teaching methods

The module includes some pre-reading and an activity to be completed before the first taught session, and is taught over two in-person seminars followed by an individual written piece of work submitted for formative assessment. Supplementary reading materials will also be made available, which aim to provide an introduction to the theories identified.

Ahead of the first taught session, you will be required to participate in and complete a group work component centred around core learning theories derived from developmental psychology and the field of education. There will be a particular focus on constructivism and social constructivism, which currently underpin HE teaching and learning policy and practice. This will form the basis for considering the human learning process and will require you to reflect on both how your students and yourself learn. You will be expected to reflect on how these key educational theories have informed your own teaching and learning practice throughout.

In between the two taught sessions, you will be expected to design an individual teaching session plan using a teaching session that you are currently teaching or a session that you have run in the

past and would like to revise for future practice taken from your own professional Imperial context. You will be encouraged to use constructivism or social constructivism to inform your learning design.

The second taught session will explore the implementation of knowledge and values covered in the first seminar in your individual teaching and learning practice. You will first participate in a peer discussion of the session plans you each designed with tutor-led plenaries to inform any amendments. The session will then focus on how to plan for effective learning using constructivism and social constructivism as an educational guide, and adopting a learner-centred approach throughout.

Intended Learning Outcomes

By the end of this module, you will be better able to:

1. Critically consider features of effective learning from a personal perspective
2. Discuss key features of constructivism and social constructivism, and their impact on teaching and learning
3. Appropriately apply theories of learning in designing teaching and learning activities
4. Critically evaluate own practice informed by relevant theories of learning

Initial reading

Ambrose, S.A. et al (2010) *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, Jossey-Bass.

Jordan, A., Carlile, O. & Stack, A. (2008) *Approaches to Learning: A Guide for Teachers*. Maidenhead, Open University Press.

Assignment

You will submit an individual written assignment of 1,500 words. The assignment should present the design or re-design of a teaching session taken from your own professional context at Imperial, and should be supported by relevant educational rationale. You will also contribute to the production of a group artefact.

You should refer to the educational literature provided when writing your rationale, whilst also showing a consideration of how theory can be applied in practice. You are expected to be reflective in your rationale, and provide both contextual and theoretical justification for the arguments presented. You will also contribute to the production of a group poster where you will discuss key features of constructivism and social constructivism, and their impact on learning and teaching.

Formative tasks and feedback before, during and after sessions, such as presenting a session plan and draft submission, will prepare you to complete the summative assessment for the module. Full assignment details will be provided in the seminars.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A4, A5) D.2.2 (K2, K3, K5, K6) D.2.3 (V3, V4) D.2.4 D.2.5
Word count	Tutors
Group poster, 1500 (+10%) word individual written assignment	Dr Tiffany Chiu and Dr Mark Anderson

2. Reflection on Changing Practice (10 ECTS) [Delivery mode: N/A]

Aims

This module comprises largely self-directed learning, under the supervision of a tutor. It involves you reflectively mapping the theory and ideas gained throughout the PG Cert programme onto your professional practice, taking a scholarly approach to defining your personal teaching philosophy and relating this to the UK Professional Standards Framework. This is an integrative reflective module where you contextualise and explicitly reflect on your learning through the PG Cert.

To inform this reflective, developmental process, you will be observed teaching in your authentic setting by a tutor and a PG Cert student peer who will provide feedback on your teaching practice. You will also be required to observe a PG Cert student peer teaching in their authentic setting and provide oral and written feedback that will support your peer in developing their teaching practice.

Intended Learning Outcomes

By the end of the module, you will be better able to:

1. Critically appraise and reflect upon your own and others' teaching and support for learning in light of relevant educational principles and practice
2. Evaluate a range of teaching and learning approaches and judge their effectiveness in your context
3. Develop teaching and learning that is informed by reflection on practice and educational principles
4. Take an evidence-based approach to relating your practice to the UK Professional Standards Framework
5. Effectively communicate key educational ideas and experiences using a variety of online media

Assignment

Two individual written assignments of a maximum of 2,000 (+10%) words each. This comprises:

1. **Opening teaching statement** in which you will present reflections on your existing teaching and learning beliefs and practices at the beginning of the PG Cert (2,000 words (+10%)).
2. **Closing teaching statement** in which you will present reflections on your changing teaching and learning beliefs and practices and relate this to the UK Professional Standards Framework (2,000 words (+10%)).

You will create and submit your opening and closing teaching statements using **Padlet**. Padlet is an Internet application that allows people to express their thoughts on a common topic easily. It works like an online post-it board where people can put any content (e.g., images, videos*, documents, text) anywhere on the page, together with anyone, from any device. **Instructions on how to use Padlet are available in Appendix 5.**

*** If you wish to use video format for some parts of your content, general guidance is that a 2-minute video is about 300 words.

You will be allocated a link to your wall, which will be made available on Blackboard. As the links to individual walls will be available on Blackboard, other PG Cert students may be able to view your wall. If you do not want others to be able to access your work, please let us know and we will change the settings to make it private.

Further details will be provided during the PG Cert induction session.

ECTS credits	UKPSF indicative mapping
10	This will be dependent on how the rest of the portfolio maps to D2. However, the reflection questions are based around the following: D.2.1 (A1, A2, A3, A4, A5) D.2.2 (K1, K2, K3, K4, K5, K6) D.2.3 (V1, V2, V3, V4) D.2.4 D.2.5 D.2.6
Word count	Tutors
2 x 2,000 = 4,000 (+10%) words	Dr Mark Anderson and Dr Tiffany Chiu

Elective modules

You will select three of the following modules:

3. Approaches to Teaching (5 ECTS) [Delivery mode: in-person]

Aims

This module offers you an opportunity to consider how student approaches to learning can be affected by our choice of teaching approaches. You will explore a range of teaching approaches, with a particular focus on encouraging active, deep learning among students. The module also explores the concept of teaching as a performative activity, providing an opportunity for you to reflect on your skills of performance, facilitation, improvisation, and your expertise in your role as a teacher.

Teaching methods

This module is taught in two three-hour face-to-face sessions, with an initial seminar, a formative task and a final seminar, in which you will have an opportunity to practise presenting to your colleagues by giving a short, improvised presentation. The sessions use a variety of methods including group work and discussion, pair work and individual work. You will be encouraged to reflect on your practice in light of the relevant literature covered in the sessions.

Intended Learning Outcomes

By the end of the module you will be better able to:

1. Describe different approaches to learning.
2. Critically consider how to encourage deeper approaches to learning.
3. Evaluate a range of teaching approaches used in your discipline.
4. Identify areas of your practice where adaptive expertise could be applied.
5. Reflect on your skills of facilitation, presentation and improvisation, and on how these promote learning among students.

Assessment

Formative Assessment

For the formative task, you will be asked to carry out some directed reading about the concept of teaching as performance and the use of improvisation in teaching. This reading will inform an in-class task which will be completed in the second seminar. This task will involve giving a short oral presentation to the class (max. 5 minutes) on a topic which will be revealed at the start of the seminar. You will have 5 minutes to prepare your presentation, incorporating what you have read about performance and improvisation. You will have the option to have your presentation filmed so that you can watch it afterwards in order to review your performance and presentation. This task serves as useful preparation for the summative oral presentation.

Summative Assessment

The summative assessment is an individual oral presentation (15 minutes + 5 minutes questions) and a reflective statement of 500-1000 words. In the oral assessment, you will be required to present about different approaches to teaching in your discipline and to critically reflect on teaching and learning in light of relevant educational principles. The reflective statement requires you to reflect on your performance as a teacher and to consider how your skills of presentation, facilitation and improvisation encourage different approaches to learning among your students. The oral presentation will be recorded so that you can watch the recording and use this to inform your reflections for the reflective statement. You will have an opportunity to receive formative feedback on the reflective statement before submitting the final version as part of the summative PG Cert portfolio.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A4, A5) D.2.2 (K1, K2, K3, K4, K5) D.2.3 (V1, V2, V3) D.2.4 D.2.5
Assessment	Tutor
Oral presentation (15 minutes + 5 minutes Q&A);	Dr Richard Bale
Reflective statement (500-1000 words)	

4. Educational Design (5 ECTS) [Delivery mode: in-person]

Aims

This module provides students with the opportunity to deepen their understanding of the inter-related elements of educational design and to develop practical strategies for designing well-structured, inclusive units of learning (e.g. a series of sessions such as lecture, lab, tutorial, or whole module).

The module is designed to enable students to:

- become more insightful about the links between learning, teaching, assessment and evaluation in curriculum design in general;
- reflect on the design of a specific unit of learning from their teaching;
- benefit from constructive feedback about designing for learning from colleagues.

Teaching methods

This module is taught through two face-to-face seminars. In an initial face-to-face seminar we will explore concepts and principles of educational design (including constructive alignment) and internal and external factors to be taken into account (including Imperial's Learning and Teaching Strategy). You will then complete a practical educational design task related to your teaching. A second face-to-face seminar will provide opportunity for you to discuss and receive feedback on this task, and to develop your educational design further. These learning activities, in combination with directed reading and self-study, should prepare you to carry out the design or re-design of a unit of learning from your teaching. This will be submitted for formative assessment and feedback.

Intended Learning Outcomes

By the end of the module you will be better able to:

1. Apply concepts and principles that underpin educational design to your own context.
2. Critically analyse and respond to various factors that influence curriculum design.
3. Map key elements of a unit of learning and critically assess the relationships between them.
4. Plan an evaluation strategy to support ongoing educational re-design.
5. Evaluate your own and others' approaches to educational design.

Requirements

You must be involved in multi-session teaching (i.e. teaching the same learners over a series of sessions), and ideally be responsible for a module within a programme. This is to ensure that this module is relevant and of value to you. You should attend both seminars to complete the module.

Assessment

Formative assessment

You will be asked to develop a Scheme of Work and to present this at the second face-to-face session to a group of peers and tutor who will give developmental feedback.

Summative assessment

You will be required to submit an individual written assignment of 2000 words (+10%). This should:

- present the design or re-design of a unit of learning in your own teaching context;
- state the educational rationale for the decisions and approaches taken, supported with reference to educational literature.

Pre-seminar reading of 3 papers will be made available two weeks before the relevant seminar. In advance, you should also consider a unit of learning (e.g. series of teaching sessions or module) that you may wish to design or re-design and bring documentation (e.g. module specification, session plans). Further assignment details and suggested reading will also be provided in the face-to-face sessions.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A3, A4, A5) D.2.2 (K1, K2, K3, K4, K5) D.2.3 (V1, V3, V4) D.2.4 D.2.5

Word count	Tutor
2000 (+10%) words	Kate Ippolito

5. Assessment and Feedback (5 ECTS) [Delivery mode: online]

Aims

Assessment and feedback are fundamental, yet often under-examined elements of the university learning experience. They present a high risk activity for both students and their teachers, and, as such, can provoke student dissatisfaction and reluctance towards innovation amongst teachers.

This module provides students with an opportunity to discuss challenges and possibilities in student assessment and feedback and develop a deeper understanding to inform the practical development of fair and more educationally effective approaches to assessment and good quality feedback.

Teaching methods

This module will be taught through two live online seminars. The first session will focus on assessment and will cover qualities of good assessment design, group, peer- and self-assessment. Prior to the first seminar the students should identify an assessment activity that they are involved in (as designer, teacher, marker or feedback giver) and bring documentation to the session (e.g. related ILOs, assessment brief, course specs, marking criteria etc.) They will discuss the pros and cons of this assessment tool/documentation within the group. The second session will focus on feedback. The students will be asked to bring three examples of marked work (low, high and middle grade boundaries) with feedback they gave on that piece of work, and will reflect on the quality of their feedback in light of the literature on effective feedback and student perceptions on effective feedback. Reasons for student disengagement with feedback will also be explored. These learning activities from both sessions, in combination with directed reading and self-study should prepare students to complete a written assignment on a design or re-design of a future assessment for their students. This will be submitted for formative assessment and feedback.

Intended Learning Outcomes

By the end of the module students will be better able to:

1. Apply key assessment principles to make assessment fair and more effective for learning
2. Discuss the advantages and disadvantages of types of assessment – self, group or peer
3. Reflect critically on your existing assessment and feedback approaches and how they impact on student learning
4. Apply key principles of good feedback to own practice

Assignment

Students will be asked to submit an individual written assignment of 2000 (+10%) words, presenting and justifying the design/re-design of a future assessment for their students. This should demonstrate understanding of and the ability to apply key assessment principles to make assessment fair and more effective for learning. You are required to be reflective about your previous approaches to assessment, challenge accepted practice in your context and provide theoretical and contextual justification for your design rationale. Further details will be provided during the face-to-face sessions.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A3) D.2.2 (K2, K3, K5) D.2.3 (V2, V3) D.2.4

	D.2.5
Word count	Tutor
2000 (+10%) words	Dr Monika Pazio

6. Student Transition and Progression (5 ECTS) [Delivery mode: online]

Aims

This module will focus on how you can help students to manage their transition to university, in particular to UG and PG study at Imperial College, and the academic demands this will place on them. You will be given opportunity to evaluate your own and departmental practice in relation to transition and tackle three key areas of interest: student identities, independent learning and building resilience & sense of belonging.

The module will also explore challenges and opportunities relating to student progression through their university programme and the role teaching staff play in this process. Issues explored will include managing student expectations, balancing support and challenge and techniques for making teaching and learning more inclusive in the Imperial College context.

Teaching methods

Building on the pre-reading tasks, the live sessions for this module will be constructed around discussion and a range of activities designed to promote critical reflection on and engagement with the key issues in transition and progression. The seminar sessions and associated reading are designed to allow you to explore sector-wide thinking about how best to facilitate effective academic transitions and progression and to relate this consistently to what makes sense at a research-intensive STEM university like Imperial.

Intended Learning Outcomes

By the end of the module, you will be better able to:

1. Recognise and discuss key challenges of academic transitions
2. Identify approaches Imperial has taken to facilitate academic transitions and appraise their relevance and applicability to your own context
3. Critically reflect on and evaluate your own practice in relation to supporting student transition and progression
4. Develop informed, inclusive and responsive approaches for supporting and developing students

Assignment

You will submit an individual written assignment of 2000 (+10%) words that:

- discusses key challenges of academic transitions in your disciplinary context
- identifies approaches Imperial has taken to facilitate academic transitions and discusses their relevance and applicability to your own context
- critically reflects on and evaluates your own practice in relation to supporting student transition and progression
- identifies ways to develop practice, based on experience, relevant reading and discussion in the sessions.

Areas for consideration include:

- students' educational backgrounds and your discipline's unfamiliar learning environments;
- how to make your teaching and learning more inclusive;
- encouraging independent learning in your discipline;
- learning the academic expectations and terminology of your discipline;
- managing students' expectations and needs;
- how theory can help us in facilitating an effective transition and progression for students.

This work will typically require the integration of some relevant educational literature from the directed reading and seminar discussion, with contextual experience in your professional practice as a basis for evaluating and reflecting current practice and identifying ways to develop the support of student transition and progression. Further assignment details will be provided during the seminars. This assignment can be submitted for formative feedback.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A2, A4) D.2.2 (K1, K2, K3) D.2.3 (V1, V2, V3, V4) D.2.4 D.2.5
Word count	Tutor
2000 (+10%) words	Dr Tiffany Chiu

7. Educational Supervision (5 ECTS) [Delivery mode: in-person]

Aims

This module explores questions that arise through supervision of students at various stages through undergraduate, Master's and PhD level. The workshop Introduction to Supervising PhD Students at Imperial considers supervision to some extent, but concentrates explicitly on the practices and processes of PhD supervision at Imperial. This module looks at supervision more generally in terms of ongoing longitudinal support of students or juniors in varying contexts and briefly introduces educational ideas such as scaffolding, role modelling, communities of practice and developing independence as a way of thinking about the role of supervisor.

Teaching methods

This module is intended to be of interest to anyone engaged in the supervision of others within an educational context. This could be supervision of MSc or PhD students, but can also include undergraduates or indeed any situation where one is providing support and feedback to others, whether formal or informal, for example clinical supervision of a junior colleague.

This module has two seminar sessions and some guided reading, which aims to allow students on this module to consider their supervisory practices in relation to both their professional context and some relevant ideas and educational theory. The module assignment involves considering a personal approach to supervision with reference to how this relates to professional context and the ideas introduced in the seminar and reading.

Intended Learning Outcomes

By the end of the module, students will be better able to:

1. Consider what is meant by 'educational supervision' and relate this to your supervisory experience and professional/discipline context.
2. Compare practice and some of the assumptions made of supervision across contexts and relate this to your personal and/or wider disciplinary context.
3. Critically reflect on your personal supervisory experience and review your strategies and approaches in light of relevant pedagogic ideas.

Assignment

Assessment is by a 2,000 (+10%) word written piece describing a personal approach and strategy for supervision with regard to disciplinary context and personal practice. This will typically require the integration of some of the relevant theoretical knowledge from the directed reading and seminar with contextual experience as a basis for examining personal strategy for supervision and consideration alternatives. There is a need to be reflective about supervision, challenge accepted practice and provide a theoretically and contextually justified argument. Further assignment details will be provided during the face-to-face sessions.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A3, A4, A5) D.2.2 (K3, K5) D.2.3 (V3, V4) D.2.4 D.2.5
Word count	Tutor
2,000 (+10%) words	Professor Martyn Kingsbury

8. Digital Learning (5 ECTS) [Delivery mode: online]

Aims

Technology has the potential to enrich, enliven and even transform both the student learning and staff teaching experience. There is, however, a tendency to consider the use of technologies at a relatively late stage in the educational design process and treat it as an add-on rather than an opportunity to rethink teaching. This module will give participants the opportunity to rethink the place of technology in education and evaluate how their current or planned teaching and assessment practices could make effective use of Technology Enhanced Learning (TEL). This will be achieved by creating a learning design that incorporates the appropriate use of technologies. Participants will also have an opportunity to experience online learning, consider some of the theoretical frameworks for TEL and review practical examples of how technologies have been used to enhance learning at Imperial and elsewhere.

Teaching methods

This module will be taught in two live online seminar sessions. The first session will focus on the students and their relationship with technology. The second session will focus on the teacher, and teaching in the digital world and will cover effective technology applications into teaching. In between the two sessions you will work in groups on the online task that will explore different trends in Technology Enhanced Learning (TEL). The module will provide theoretical underpinning to embedding technology as well as provide a number of case studies and ideas for technology integration to facilitate both in-class and online learning.

Intended Learning Outcomes

By the end of the module students will be better able to:

1. Identify a range of learning technologies and their practical uses
2. Examine a range of trends in Technology Enhanced Learning (TEL) (and practice associated with those trends) and their practical uses from the broader TEL landscape (online task)
3. Apply theoretical ideas that support effective technology integration
4. Recognise some of the benefits and limitations of using technologies
5. Compare online and face-to-face learning experiences through participation in the online task (online task)

Assignment

Formative assessment

Students will collaborate in groups on creating a digital resource on one of the trends in Digital Learning. Through their participation in this task, the students will demonstrate their attainment of ILO2 and ILO5.

Summative assessment

Students will be asked to submit a learning design plan that will detail how they would use technologies to support student learning within their own teaching context. The design will include a rationale for the choices of technology and an explanation of how the technologies will be integrated into any face-to-face teaching. The plan should also include an analysis of how these practices are underpinned by theoretical ideas related to Technology Enhanced Learning. Further assignment details will be provided during the face-to-face sessions.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A4) D.2.2 (K1, K2, K3, K4) D.2.3 (V3, V4) D.2.4 D.2.5
Word count	Tutor
2000 (+10%) words	Dr Mark Anderson

9. Higher Education in Context (5 ECTS) [Delivery mode: in-person]

Aims

This module allows you to explore a range of issues which have an impact on teaching within higher education. Individual option aims are outlined in detail below.

Intended Learning Outcomes

By the end of the module you will be better able to:

1. Critically discuss a range of contextual factors which have an influence on higher education.
2. Outline and evaluate how contextual factors influence your personal and disciplinary practice.
3. Critically reflect on how contextual factors can impact student learning and the student experience.

This module involves attending **two** of the following four options:

Option 1: Ethics in Education

Aims

This option aims to raise your awareness of the basics of ethical theory and reasoning. This is followed by the opportunity to relate this theory in a structured manner to possible and actual ethical dilemmas in your practice. Ethical dilemmas addressed in the module may relate to a number of educational issues such as personal tutoring, assessment, inclusion, and providing references for PhD students. This module will also introduce you to the British Educational Research Association (BERA) ethical guidelines and consider some of the key ethical issues involved in conducting educational research.

Teaching methods

This option is taught through a combination of pre-reading tasks and a face-to-face interactive session, which will provide the foundation in three prominent ethical approaches (Deontology, Consequentialism and Virtue Ethics) before unpicking actual or potential ethical dilemmas encountered by those teaching at Imperial. These discussions will be closely tied to the Imperial context at all times, and you will have opportunity to discuss ethical issues that you have faced – or anticipate that you may face – during your time at Imperial. This seminar is supplemented by a variety of resources aimed at supporting you with their assignment which shall be available via Blackboard Learn.

This option is intended to be of interest to anyone undertaking teaching or supervision work at Imperial.

Assignment

You will be asked to write an assignment which should analyse an ethical dilemma presented by teaching or supervision in their particular professional context at Imperial. This analysis should be carried out in the light of our exploration of ethical approaches outlined in the pre-reading and discussed in the seminar. Full assignment details will be provided in the face-to-face session.

ECTS credits	UKPSF indicative mapping
2.5	D.2.1 (A2) D.2.3 (V1, V2, V4) D.2.4 D.2.5
Word count	Tutor
1,000 (+10%) words	Mrs Nikki Boyd

Option 2: Research and Teaching

Aims

Imperial College is a research intensive university; its staff are often involved with cutting edge disciplinary research of international significance. As such, research activity is given high priority and teaching is often viewed as a secondary activity that is separated from research. This module challenges you to examine ways of integrating your research and teaching roles where possible, using them to mutual benefit.

Teaching methods

You will attend a face-to-face interactive taught session, during which we will consider personal and disciplinary contexts and share examples of how teaching and research may (or may not) be integrated. This will form the basis of a discussion about recognising and maximising potential opportunities for integration. The tenets of enquiry-based learning and opportunities for pedagogic

research will also be covered with respect to Imperial's Learning and Teaching strategy (and with links forward to the MEd programme).

Assignment

You will be asked to submit a short piece of writing of 1000 words (+10%) with evidence of integrating the given reading and at least one other reference appropriate to your context. This work should briefly summarise your personal and disciplinary context and your views on the opportunities for and/or barriers to integrating their research and teaching activities. Full assignment details will be provided in the live session.

ECTS credits	UKPSF indicative mapping
2.5	D.2.1 (A1, A2, A3, A4, A5) D.2.2 (K3) D.2.3 (V3, V4) D.2.4 D.2.5
Word count	Tutor
1,000 (+10%) words	Dr Iro Ntonia

Option 3: Education Strategy

Aims

This module introduces you to some key ideas around educational strategy and the impact that this has on teaching and learning within higher education institutions. You will be given the opportunity to analyse the current policy landscape in higher education and how this influences strategic decision making relating to teaching and learning. You will also explore the latest Learning and Teaching Strategy (2017) and discuss the role this plays in shaping student experience at Imperial.

Teaching methods

This option is taught through one face to face session which is designed to allow you to explore key issues relating to higher education strategy while maintaining a focus on the impact strategy has on actual teaching practice. The session opens by defining strategy as a concept and then relating it to teaching and learning in higher education. In addition, contemporary influences on learning and teaching strategies such as higher education policy, fees and the influence of stakeholders in the sector will be discussed. The session is discursive in nature and prior to the session, you will be asked to undertake some pre-reading and preparation based on this reading.

Assignment

You will be asked to submit a written assignment (1000 words (+10%)) which firstly analyses the strategic aims outlined in the Learning and Teaching Strategy (2017) and secondly, discusses an example from your own practice where attempts have been made to implement these aims. This should demonstrate an understanding of the influences on the design of learning and teaching strategies, as well as discussing the practical application of such strategies. Full assignment details will be provided during the face-to-face session.

ECTS credits	UKPSF indicative mapping
2.5	D.2.1 (A1) D.2.2 (K6) D.2.3 (V2, V3, V4) D.2.4 D.2.5

Word count	Tutor
1,000 (+10%) words	Dr Jo Horsburgh

Option 4: Student Engagement and Partnership

Aims

This topic will explore the multiple definitions and contexts of student engagement. Extending and contrasting this to student partnership will allow students to more deeply consider the terms and see how they relate to their own practice and context. The topic will also consider the benefits and potential limitations of student engagement and partnership approaches to the student experience and situate these approaches in the wider higher education context.

Teaching methods

You will undertake an initial asynchronous online session where we unpack the spectrum of definitions across student engagement and student partnership. During a following 2-hour face to face session we will then evaluate examples of student engagement and student partnership activities, within the context in which they occur. Finally, you will have an opportunity to consider how student engagement and partnership could be enhanced in your own practice or individual context, as well as where the limitations might lie. This option is supported with further reading on the subject, to further understand student engagement and partnership in the wider higher education sector.

Assignment

You will be asked to submit a short piece of writing (1000 words (+10%)) to either evaluate an existing student engagement or partnership activity in your context or to conceptualize a future initiative. Either way the evaluation should situate the activity or initiative within the learning of the taught session. Full assignment details will be provided in the taught session, which in-line with the ethos of student partnership, will be mutually discussed and agreed upon within the session.

ECTS credits	UKPSF indicative mapping
2.5	D.2.1 (A1, A2, A4, A5) D.2.2 (K3) D.2.3 (V1, V2, V3, V4) D.2.4 D.2.5
Word count	Tutor
1,000 (+10%) words	Dr Mike Streule

10. Evaluating Education (5 ECTS) [Delivery mode: in-person]

Aims

This module will explore ways to monitor and evaluate our approaches to teaching and learning, and to measure the impact of our educational practice. We will consider what our ultimate goals are as educators. What does 'good learning' actually mean? What types of evidence can we identify, collect and share that might accurately demonstrate current effectiveness and the changes brought about by educational interventions?

By engaging critically with different methods of evaluation, you will learn how to collect data about various aspects of student learning, behaviour and experience.

Teaching methods

The first part of this module is taught through an initial face-to-face seminar followed by a formative task for you to complete. Then there will be a second face-to-face seminar that will help you prepare to put your ideas about evaluation into practice. You will have an opportunity to develop an evaluation strategy for your own teaching context and to discuss this with peers in the seminars.

This will be supported by directed reading of 5-10 key papers or readings that form an appropriately accessible theoretical underpinning.

Intended Learning Outcomes

By the end of the module you will be better able to:

1. Explore the value of educational evaluation;
2. Critically consider the meaning of 'effective' learning, and how this might be evidenced in your own context;
3. Critically evaluate educational initiatives by analysing case studies;
4. Design tools to evaluate the impact of an educational approach or intervention;
5. Conduct meaningful evidence-based evaluation of educational initiatives in your own context.

Requirements

You should ensure that you are actively involved in teaching activities during your participation in this module, as you will need to be able to apply your evaluation strategy to some aspect of your current practice. You must also attend both seminars to complete the module.

Assessment

Formative assessment

You will be asked to develop ideas and a draft plan for an evaluation strategy that you could implement in your teaching context.. You should be prepared to discuss your plans and justify your choice of methods in the second seminar.

Summative assessment

The summative assessment will involve implementing and reflecting upon an evaluation strategy for some aspect of your own teaching and learning practice. You will draw from a range of recommended readings and in-class discussions to develop and apply an evaluation approach that you feel is most appropriate to your setting. In your summative written assignment, you will explain the rationale for your approach and discuss the strengths, limitations and outcomes of your evaluation.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A4, A5) D.2.2 (K1, K2, K3, K4, K5) D.2.3 (V3, V4) D.2.4 D.2.5

Word count	Tutor
2,000 (+10%) words	Mrs Nikki Boyd

11. Education in Practice (5-10 ECTS) [Delivery mode: N/A]

Aims

The EDU recognises that some students have significant educational experience and/or responsibilities, for example, in terms of course design or management. The Education in Practice project is a work-based route through the PG Cert that allows those students to integrate their existing or planned work with educational study.

Teaching methods

Teaching methods will vary due to the individually negotiated nature of the project. It is expected that a mixture of 1:1 supervision, attendance at PG Cert module seminars and other EDU workshops, as appropriate, would be used by most students. Students on this route will be assigned a supervisor, with whom they will work closely.

Depending on the scope of the work, 5 or 10 ECTS credits may be awarded for this project, the exact value will be negotiated and agreed in advance of project commencement. It is anticipated that this route will be offered to comparatively few students, who will have to demonstrate their suitability for the project route, especially if aiming to take more than 5 ECTS credits through this path.

Intended Learning Outcomes

By the end of the module, students will be better able to:

1. Critically reflect on an aspect of your educational practice in light of educational literature
2. Plan and execute a work-based educational project
3. Apply an evidence-informed approach to develop recommendations for future educational practice in your context

Students completing higher credit value versions of this module may also need to address appropriate ILOs from other modules to ensure that they achieve the ILOs of the PG Cert. This will be monitored by the module leader.

Assignment

Individual written assignment: 2000 word individual written assignment for 5 ECTS or 4000 word individual written assignment for 10 ECTS. This requires the student to present their 'Education in Practice' project approach and outcomes and to critically reflect on educational practice in light of relevant literature and evidence.

ECTS credits	UKPSF indicative mapping
Between 5-10 ECTS	Depends on the focus of the individual's work
Word count	Tutors
For 5 ECTS: 2000 (+10%) words For 10 ECTS: 4000 (+10%) words	Dr Tiffany Chiu Mrs Kate Ippolito Dr Mark Anderson

PG Cert ULT forms, guides and observation guides

The following pages contain documents you will use during the PG Cert year. These will be available to download from Blackboard Learn.

- Teaching observation dialogue form
- Teaching observation guide
- PG Cert ULT module assignment cover sheet
- PG Cert ULT module assignment feedback form
- PG Cert ULT UKPSF (D2) portfolio mapping form
- PG Cert ULT final portfolio cover sheet
- PG Cert ULT final portfolio mark sheet

Teaching Observation Dialogue Form

The questions are prompts rather than a prescriptive checklist and they will not be equally applicable to all contexts.

Part A: This should be filled in by the observee and sent to the observer in advance of the session

Observee	Observer	Date / period of observation	<input type="checkbox"/> Tutor observation <input type="checkbox"/> Peer observation
Session title		Programme / module / other	
Number of students	Year(s)	Department(s)	
<p>1. Broad aims / purpose of session <i>(where does this session occur within a module / programme? Where are the students / participants on their learning journey? How have these factors influenced the design of this session? What are the key pedagogical goals?)</i></p>			
<p>2. Intended learning outcomes <i>(what will students be better able to do as a result of the session? For instance, with respect to knowledge, skills, attitudes? How do the teaching and learning activities align with the ILOs and assessment?)</i></p>			
<p>3. Mode / context of facilitation <i>(is this a face-to-face or online session? If online, is it synchronous or asynchronous? What principles underpin the learning design? Is this a large-group session / lecture, small-group teaching, a tutorial, guided individual study, or some combination?)</i></p>			

4. Notes (your personal / professional perspectives as the observee, your own developmental background to this session. What particular hopes, questions, expectations do you have as teacher / designer / facilitator? Any anxieties? How will you evaluate the effectiveness of the session? Anything specific you would like feedback on from the observer?)

Part B The focus of the specific feedback will be largely dependent on the context of the session. The prompt questions are offered as a guide to the observer, and may provide points for discussion between the observer and observee where appropriate.

5. Aspects for special comment *(if the observee requested specific feedback in section 4 above, you can add or summarise it here).*

6. Enhancing practice: what were the strengths and aspects of good practice? *(Please refer to 'Teaching Observation Guide' for suggested areas of focus).*

7. Enhancing practice: what aspects of practice might be enhanced, and how? *(Please refer to 'Teaching Observation Guide' for suggested areas of focus).*

The observer should complete and save this form in the following format:

'student name_observer surname_TO or PO' (Tutor or Peer Observation)
For example: Lev Vygotsky_Wagner_TO.doc
or Jean Piaget_Bloom_PO.doc

The form should then be emailed to the observee and a copy forwarded to pgcertult@imperial.ac.uk.

It is the responsibility of the student being observed to ensure that the PG Cert team have received completed forms for both the tutor and peer observations.

If you have any questions, please contact pgcertult@imperial.ac.uk.

Teaching Observation Guide

Advice for observers and observees

This guide is intended to facilitate your teaching observation activity as part of the PG Cert ULT course. Teaching observations throughout the programme are not assessed but are intended to be formative and developmental. While not forming part of the assessment for the certificate, they are a required element of the programme. You should complete all of the observations (**being observed twice by a tutor, once by a peer, and conducting an observation of a peer**) in good time before the final PG Cert submission deadline. To facilitate the developmental aspect of observations, you should try to spread them over a period of time during the year to allow you to reflect on and perhaps implement any suggestions that have been made.

The range of teaching activity that can be observed is wide. It can include lectures, lab demonstrations, supervision sessions and tutorials, PBL, TBL, workshops, ward-based teaching, and 'remote' online teaching (including synchronous or asynchronous). You may request to be observed on both occasions for the same type of teaching (e.g. lecturing); alternatively you may wish to have feedback on different types of practice. If you are teaching a long session such as a lab or a long lecture, it is not necessary for the whole session to be observed. Instead, you can discuss with your observer which hour-section of the teaching would be most useful to have observed. For online teaching that involves asynchronous student engagement over a longer period of time, it might be appropriate to arrange a sequence of shorter 'observations' over the duration of the course. This can be negotiated between observer and observee.

If you are a clinician seeking an observation of teaching that involves a patient, please see the additional information on pp. 29-30.

Your role as a student (observee)

The onus is on you as the student to contact your observers well in advance of your teaching to make arrangements. Observers will not be expected to accept short notice requests unless it is convenient for them to do so.

Once you have confirmed arrangements, you should send your observer:

- Details of the teaching you will be doing and **a copy of the Teaching Observation Dialogue Form with Part A filled in by yourself**;
- A copy of any associated teaching or design materials as appropriate (e.g. intended learning outcomes for the session, a session plan or learning design, slides, worksheets, explanatory notes, screenshots of online spaces, etc.);
- For face-to-face sessions, send directions of where the teaching will take place (please don't assume that your observer may know their way around your department, campus or hospital as well as you do, or that have the necessary key-card access. It's a good idea to arrange to meet at an entrance or other easily accessible place and guide them to the teaching room. Though not a requirement it is often helpful to provide a contact phone number).
- For online sessions, provide everything the observer will need to access the platform (e.g. MS Teams), including a link, any login details they may need, and a clear indication of what time they should join the session.

To get the most out of the observation, think in advance about what feedback you would like to receive. Perhaps you would particularly like to hear your observer's thoughts on how you interact

with students, the effectiveness of your learning design, the extent to which active learning has been facilitated, or possible accessibility or inclusivity issues. Please see below for more possible areas of focus for the most common forms of teaching and supporting learning.

The observations are intended to be dialogical, and the more guidance you can give your observer, the better they can help you with their feedback. Of course, it can feel a little uncomfortable for any of us to have our teaching ‘scrutinised’ or ‘judged’. But remember – observers are on your side (indeed, you are an observer yourself!) and this is a dialogical, developmental exercise. Most people find the experiences of both observing and being observed highly useful and rewarding.

Your role as an observer

Below, we offer some general guidance for observing various teaching scenarios, but this is not intended to be comprehensive or prescriptive. While the core principles of effective learning and engagement are widely relevant, every teaching situation is unique. The discipline, the timing, the mode of facilitation, the tools, the teachers’ preferences and practices, and the individual needs of learners all combine to create an almost infinite variety of learning situations. **An effective observer learns to take a holistic view of the context, and adopt a constructive and encouraging approach to tailoring and communicating feedback.**

Observing face-to-face sessions

On the day of the observation be sure to arrive in good time to meet your observee as they will want to have a few moments before the start of the class to do any last minute tasks such as loading slides etc. Ideally, you and the observee would have 5-10 minutes to introduce yourself and chat in advance of the session. It’s a nice idea if you ask the observee if they have any particular requests for the observation and if they have a preference for where you sit, particularly in smaller class settings. Otherwise, try to find a relatively unobtrusive spot out of the direct eye line of the person teaching. During the class, use the Teaching Observation Dialogue Form to give some structure to your observation, bearing in mind any specific feedback requests from the observee.

Some questions to provide focus might include:

- Are the learning outcomes clearly signposted to the students?
- Is there constructive alignment between the ILOs, the teaching and learning activities and the associated assessment?
- Is this session clearly placed within its wider learning context (module or programme)?
- What opportunities do learners have to interact, participate or engage in dialogue?
- Are there opportunities for ‘active’ learning? How could they be enhanced?
- Is the teacher’s communication style clear, appropriately-paced, accessible and engaging?
- What potential barriers to access, participation or inclusion can you identify (always assume they exist)? How might these be addressed?
- How does the teacher know that students are learning as the session progresses?

At the end of the teaching session, meet with the observee to offer and discuss your feedback, a process which generally takes 20-30 minutes. Do be mindful that the observee may have another appointment immediately after the session. If the observee can’t stay for a full discussion, please arrange an alternative time to chat (perhaps online or by phone) as soon as possible. Aim to be constructive in your feedback, and remember to mention the aspects of the session you felt were particularly positive as well as those that could be improved. It’s useful to consider your own experience of teaching, and to think about the feedback you would find helpful if you were the one being observed.

Observing synchronous (live) online teaching

If you have been invited to observe a live online session (e.g. a meeting on Zoom, Teams or some other web conferencing platforms), all of the guiding questions outlined for face-to-face teaching

above remain relevant and can be adapted to specific aspects of the online experience. There are also some additional elements you could consider, such as:

- What was the pedagogical rationale for teaching this particular session synchronously? Are there elements that are (or could be) facilitated asynchronously, and what impact does or might that have on learning, participation and engagement?
- Which platforms or tools are being used for the session? Were there any challenges or limitations encountered with these? Are there any alternative tools that might address them?
- Are all the students situated in a similar same time zone? What other issues of accessibility or inclusivity might be anticipated (e.g. access to technology, ability or comfort levels with online communication, etc.)?
- Are any supporting materials or slides made available digitally for students to access beforehand/afterwards? How might presentation media/visuals appear on different devices or screen sizes?
- How long does the session go on for? Is this an effective/appropriate length for a live online session?
- What opportunities are there for students to engage in dialogue or activities?
- What channels are provided for follow-up questions or discussion after the session?

Observing asynchronous online teaching

Some online teaching contexts may consist partly or entirely of asynchronous engagements. In such cases, where there are no live sessions to observe in real time, a slightly different approach to 'observation' is needed.

In asynchronous contexts, we recognise that the 'teaching' (i.e. the learning design, the pedagogical rationale, the delivery, the materials) occurs at the design stage, so it is around the learning design that observers need to focus much of their attention. Thus, the observation session might take the form of a discussion with the observee about the pedagogical choices underpinning the learning experience. If there are spaces for asynchronous learner engagement or interaction (e.g. discussion forums) you could also examine the extent, depth or consistency of student engagement and participation, and (if appropriate) the effectiveness of the teacher's approach to moderating or interacting with learners online.

Many of the guiding questions suggested above for face-to-face or synchronous online teaching are also relevant to asynchronous contexts, particularly around accessibility, inclusivity, choice of technologies, constructive alignment and active learning. Additional areas for focus and dialogue might include:

- How clear are the instructions for learners about when and how to engage with the learning materials (including indicative time students should spend on the materials/activities)?
- Is the asynchronous learning well-integrated into the overall module or programme, and is the relationship between them clearly signposted?
- How are students being motivated to engage asynchronously? How will the teacher be able to tell if students have not engaged?
- How well does the learning design encourage active learning, by encouraging students to 'do something' with the materials rather than just passively consuming content?
- What support channels are in place for learners who need help accessing or working with the tools, platforms or content?

In summary, the PG Cert observation process acknowledges that effective teaching is about much more than the delivery side of things (presentation or content). Teaching involves designing, planning and making educational choices based on pedagogical principles that facilitate and encourage participation, active engagement and effective learning. In any of the various possible contexts of teaching you might be asked to observe (or in which you chose to *be* observed), these are the core themes around which your evaluation and dialogue should focus, with an emphasis on exploring opportunities for enhancement.

We also recommend that you keep your own notes about what you have learned from this process, as both observer and observee. Your notes will provide a valuable reference for you as you reflect upon your teaching practice and prepare your PG Cert Closing Statement later in the programme.



At the end of the observation, the observer should make any final notes on the Teaching Observation Dialogue Form and email a copy of this to both your observee and to pgcertult@imperial.ac.uk for our records.

If you have questions about any aspects of teaching observations, please contact Dr Tiffany Chiu (t.chiu@imperial.ac.uk).

PG Cert ULT 2022-23 Module Assignment Cover Sheet

Name	
Module	
Date submitted	
<p>Please check the box to indicate that you have read and agreed to the following statement:</p> <p>I declare that the work contained herein is my own, that the work has not been submitted elsewhere for an award and that where other sources have been used, they have been appropriately acknowledged. <input type="checkbox"/></p>	

Please use the table below to provide a reflection on how your assignment addresses descriptor D2.

If you are not applying for Fellowship and have therefore not included UKPSF mapping, please check this box

A	D2.	Areas of activity
		Notes
K	D2.	Core knowledge
		Notes
V	D2.	Professional values
		Notes

In approximately 300 words, please use this space to demonstrate how you have met

- **D2.4** *successful engagement in appropriate teaching practices related to the areas of activity*
- **D2.5** *successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice*
- **D2.6** *successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices*

PG Cert ULT 2022-23 Module Assignment Feedback Form

Student:

Module:

Submission date:

Feedback date:

Tutor:

Submission deadline met?

Feedback deadline met?

- 1. How well does the submitted work address the assignment brief?**

- 2. Does the assignment show how the appropriate module learning outcomes have been met?**

- 3. How well is the required reading integrated into the assignment?**

- 4. Comments on the style and presentation of the work (appropriate referencing, presentation, use of language).**

- 5. Have the stated areas of activity, core knowledge and professional values been addressed by the assignment? Does the assignment map well to the relevant D2 descriptors?**

- 6. Recommendations for revision prior to final submission, and any general comments.**

PG Cert ULT Individual Mapping Proforma

		How Students Learn	Reflection on Changing Practice	Assessment & Feedback	Digital Learning	Educational Design	Educational Supervision	Student Transitions and	Approaches to Teaching	Higher Education in Context	Evaluating Education	Education in Practice
Areas of Activity D2.1	A1 Design and plan learning activities and/or programmes of study											
	A2 Teach and/or support learning											
	A3 Assess and give feedback to learners											
	A4 Develop effective learning environments and approaches to student support and guidance											
	A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice											
Core Knowledge D2.2	K1 The subject material											
	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme											
	K3 How students learn, both generally and within their subject/disciplinary area(s)											
	K4 The use and value of appropriate learning technologies											
	K5 Methods for evaluating the effectiveness of teaching											
	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching											
Professional values D2.3	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											
	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice											

In approximately 500 words, please use this space to demonstrate how you have met

- **D2.4** *successful engagement in appropriate teaching practices related to the areas of activity*
- **D2.5** *successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice*
- **D2.6** *successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices*

PG Cert ULT 2022-23 Final Portfolio Cover Sheet

Name:	
CID:	
PG Cert year:	
Date submitted:	

Contents:

Please complete the table below and check that you have included all of the following:

1. Mapping to UKPSF (if applicable)
2. Opening teaching statement
3. Module 1 (insert title)
4. Module 2 (insert title)
5. Module 3 (insert title)
6. Module 4 (insert title)
7. Two references (if applicable)
8. Closing teaching statement

Please check the box to indicate you have read and agreed to the following statement:

I declare that the work contained herein is my own, that the work has not been submitted elsewhere for an award and that where other sources have been used, they have been appropriately acknowledged.

Please check the box to indicate you have read and agreed to the following statement:

I declare that my claim for Fellowship of the Higher Education Academy is my own.

Please check the box below if you already hold Fellowship of the Higher Education Academy:

I already hold FHEA and therefore have not included mapping to UKPSF or references.

Please check the box below if you do not wish to apply Fellowship of the Higher Education Academy:

I do not wish for my portfolio to be considered for HEA Fellowship and therefore have not included mapping to UKPSF or references

PG Cert ULT 2022-23 Final Portfolio Mark Sheet

Student name:

CID:

Marker name:

Marker 1 Marker 2

Teaching observations: Tutor Peer

Portfolio is complete (module assignments totalling 20 ECTS, opening and closing teaching statement, cover sheet, UKPSF mapping and references if applicable)

Yes

No

1. Does the portfolio demonstrate the appropriate attainment of the intended learning outcomes?
2. Do the module assignments demonstrate critical engagement with the educational literature and appropriate integration of the reading with practice?
3. Does the final teaching statement demonstrate a development of teaching and learning practice over the course of the programme?
4. Is the portfolio written in an appropriately reflective style and presented clearly with appropriate referencing?
5. Does the student show commitment to ongoing professional development in education?
6. Does the portfolio meet the requirements for Fellowship of the HEA?

Summary comments for academic credit:

Summary comments for HEA Fellowship:

Recommendation to exam board:

Commended Not yet commended

Recommendation for Fellowship (D2):

Commended Not yet commended

5. Board of Examiners

Board of Examiners

The Board of Examiners meets twice annually - in July to confirm progression for PG Cert and PG Dip students and in October to agree the awards for students at all three levels of the programme.

Listed below are all the assessors for the programme:


 Professor Martyn Kingsbury

 Dr Mark Anderson

 Dr Richard Bale

 Mrs Nikki Boyd

 Dr Tiffany Chiu


 Dr Jo Horsburgh

 Mrs Kate Ippolito

 Dr Iro Ntonia

 Dr Monika Pazio

External Examiners

 Dr Dawne Irving-Bell, Edge Hill University

External examining acts as an essential part of the College's quality assurance and enhancement process, serving to ensure that academic standards are maintained. The knowledgeable and independent views of external examiners are invaluable in certifying that the College's awards are appropriate and comparable as well as highlighting good practice and potential areas of enhancement.

During your programme you may be invited to meet your external examiners to discuss how you have found the programme or for a type of assessment called a viva voce (verbal exam). It is not appropriate, however, for you to seek to submit complaints or representations directly to external examiners or to seek to influence them other than by giving feedback in a meeting. Inappropriate communication towards an examiner would make you liable for disciplinary action.

A summary of External examiners reports from the previous academic year can be found here:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/external-examining/

6. Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

For any face to face teaching, your main location of study will be:

South Kensington Campus
Exhibition Road
South Kensington
LONDON, SW7 2AZ

Facilities

Computer access and printing is available at the Central Library. The Department's postgraduate office is located in the Educational Development Unit, Level 5 Sherfield Building.

Library Services

The Central Library at South Kensington is open around the clock for study space pretty much all year. Make sure you find out who your departmental librarian is as they'll be able to help you find resources for your subject area. Also, don't forget to check out the Library's range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. Alongside these physical spaces and resources, the Library provides over 300,000 electronic books, journals and databases available both on and off campus and a free document delivery service to help you source books and articles from around the UK and the rest of the world. In order to keep you safe many of our services are operating remotely and we will be controlling the numbers who can visit our libraries. Services may be slightly reduced but you can keep up to date with the latest developments on our website and on Twitter @imperiallibrary.

 www.imperial.ac.uk/library

Shuttle bus

A free shuttle bus runs between our South Kensington, White City and Hammersmith Campuses on weekdays. Seats are available on a first-come, first-served basis. You need to show your College ID card to board. You can download the timetable and check the latest service updates at:

 www.imperial.ac.uk/estates-facilities/travel/shuttle-bus

Maps

Campus maps and travel directions are available at:

 www.imperial.ac.uk/visit/campuses

Accessibility

Information about the accessibility of our South Kensington Campus is available online through the AccessAble access guides:

 www.accessable.co.uk/organisations/imperial-college-london

Smoke-Free Policy

All Imperial campuses and properties are smoke-free. This means that smoking by staff, students or visitors is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.

 www.imperial.ac.uk/smoke-free

SafeZone

SafeZone is a College app through which you can quickly and directly contact the Security team whenever you need them. Whether you're in an emergency situation, in need of First Aid or want to report an incident on campus, SafeZone allows you to be immediately put in touch with a member of our Security team and, at the touch of a button, can share your location and personal profile so that they can respond quickly and effectively to your specific needs. It also allows the entire College community to stay informed in the event of a major incident in London or wherever you may be in the world. Safezone also provides information on other services, such as real-time updates on the College shuttle bus.



SafeZone is optional to register for and is now available to download on the Apple and Android App stores. Visit www.imperial.ac.uk/campus-security for more details about SafeZone.

All existing phone numbers for the Security team are still operational. In the event of an emergency, you can still call 4444 from any internal College phone. In the event of a wider incident in London, you can now also call 0300 131 4444, Imperial's Emergency Recorded Message Line, which will point you in the direction of up-to-date information and advice.

Changes due to Coronavirus (COVID-19)

The College will keep you informed about any further changes that may affect you due to the impact of coronavirus (COVID-19). The COVID-19 FAQs on the website are a repository of helpful information and the latest guidance can be found at:

 <https://www.imperial.ac.uk/about/covid-19/>


7. Health and Safety


Keeping you safe is a top priority for us. Since 1 April 2022, the UK Government removed all restrictions on public areas, including Universities and education settings. Imperial College still encourages students to wear face coverings in crowded areas, to stay at home if you have symptoms of respiratory disease, to get fully vaccinated, to cover your coughs and sneezes, and to respect others' personal space.


The College's Health and Safety Policy can be found at:

 www.imperial.ac.uk/safety/safety-by-topic/safety-management/health-and-safety-policy-statement/

Your Departmental safety contact is:

 Erh-Ya (Asa) Tsui

 EDU, Level 5 Sherfield Building

 0207 5948784

 e.tsui@imperial.ac.uk

The College Safety Department

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College's activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.

All College activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.

Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:

 www.imperial.ac.uk/safety

To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the Safety Department directly.

Occupational Health requirements

The College Occupational Health Service provides services to:

- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.

 www.imperial.ac.uk/occupational-health

8. College Policies and Procedures

Regulations for Students

All registered students of the College are subject to the College Regulations. The relevant set of regulations will depend on your programme and year of entry, please see our Regulations webpage to determine which apply to you:

www.imperial.ac.uk/about/governance/academic-governance/regulations

www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy

We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:

www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf

Please note that your examination scripts once completed are belong to the College under the GDPR legislation. Please see the College GDPR webpages for further information at:

www.imperial.ac.uk/admin-services/secretariat/information-governance/data-protection/internal-guidance/guide-2---exam-records/

Provisional Marks Guidance

Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:

www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/mark-and-moderation/Guidelines-for-issuing-provisional-marks-to-students-on-taught-programmes.pdf

Late Submission Policy

You are responsible for ensuring that you submit your coursework assessments in the correct format and by the published deadline (date and time). Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission and will incur a penalty (a cap at the pass mark, or it is classed as a fail). Further guidance on Late Submission of Assessments can be found on the Academic Governance website:


www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/mark-and-moderation/Late-submission-Policy.pdf

If you submit late due to mitigating circumstances, you may be able to make a claim that means that the cap on your mark is lifted. Please see below and the policy document.

Mitigating Circumstances

During your studies you may be affected by sudden or unforeseen circumstances. You should always contact your personal tutor for advice and support. If this happens at the time of, or immediately preceding your assessments you may be able to make a claim for mitigating circumstances. If successful this claim enables the Board of Examiners when reviewing your marks at the end of the year to have greater discretion with regards to offering repeat attempts (either capped or uncapped), a repeat year, or with your progression or final classification. Please note, the Board are not permitted to amend the marks that you were awarded, only to take your claim into account making decisions.

All claims must be supported by independent evidence and submitted within 10 working days of the assessment deadline. Any claim made after this deadline is likely to be rejected unless there is a good reason (such as you were still unwell) until the point of submitting the claim. Details of the College's Mitigating Circumstances procedure can be found under the Mitigating Circumstances tab on the page below:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Through the procedure you may also be able to request an extension to deadline to some forms of assessment. Wherever possible it is expected that this is used as it will enable you to complete your studies within the same College year (rather than over the summer holiday or in the next year).


Your department will have specific instructions for making a claim for mitigation or for requesting an extension. Details can be found in section 3.

Support for ongoing or long-term conditions, or for registered disabilities would not normally fall under the remit of mitigating circumstances and students should be supported through their studies with Additional Examination Arrangements. More details can be found at:

 <https://www.imperial.ac.uk/disability-advisory-service/current-students/support-available/adjustments-and-support/>


Academic Misconduct Policy and Procedures

As has been highlighted under the Academic Integrity section, it is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Any proven form of academic misconduct is subject to penalties as outlined in the College's Misconduct Policy and Procedures.

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Unsatisfactory Engagement

Unfortunately sometimes students struggle to make satisfactory progress in their study or their engagement with their studies falls below our expectations. The College has a process to identify and support students by reaffirming these expectations with an action plan. If a student does not engage satisfactorily with these supportive measures, they can be withdrawn from their studies. The full details of this process, and the appeals procedure relating to it can be found at:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline/


Mutual Expectations

The mutual expectations document provides a suggested starter list of expectations that master's students and their project supervisors might expect from each other. It is designed to facilitate conversations to establish effective partnerships and it is recommended that the document is discussed at the first meeting between a main project supervisor and a new student. It should be noted that this is not exhaustive and that Departments may have variations in roles and responsibilities; supervisors should be aware of any such variations and will feed this into their discussions with students. Further, it is recognised that supervisors may not always be best placed to meet all the expectations laid out in the document, but should be aware of who, in their department, can. Students and project supervisors are encouraged to discuss, tailor and personalise the document further to suit. It is also recommended that students and their project supervisors re-visit the document throughout the duration of the project.

 www.bb.imperial.ac.uk/bbcswebdav/xid-12494962_1

Academic Appeals Procedure

We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency, claims for mitigating circumstances have been considered reasonably and in line with the regulations of the College, and that the decisions of the Boards of Examiners maintain the integrity of our academic awards. In the event that you believe that you have grounds to appeal these decisions, we have laid out clear and consistent procedures through which appeals can be investigated and considered:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Arithmetic Marks Check


If you consider that there may have been an error in the adding up of your marks, you may request an arithmetic mark check. Please note that this must be requested within 10 working days of the official notification of your results from the Results team in Registry. You may not request a marks check for a previous year of study.

Student Complaints

The College strives to ensure that all students are well supported in their studies and receive a good experience of their programme and the wider College activities. If you feel that your experience has not lived up to these expectations the College has an agreed Students Complaints process through which your concern can be investigated and considered.

If you have any concerns about your experience at the College and have been unable to address these informally, you should contact Student Complaints who can provide advice about what is the appropriate way to seek to resolve this at:

 student.complaints@imperial.ac.uk

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure

The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

 www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/

Intellectual Property Rights Policy

For further guidance on the College's Intellectual Property Rights Policy is available on the College website:

 www.imperial.ac.uk/research-and-innovation/research-office/ip/ip-policy/

Further information about the Imperial Enterprise Lab can be found at:

 www.imperial.ac.uk/students/enterprising-students

 www.imperialenterpriselab.com/support/experts-in-residence

Use of IT Facilities


View the Conditions of Use of IT Facilities:

 www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/

General Data Protection Regulation (GDPR)

All staff and students who work with personal data are responsible for complying with GDPR. The College will provide support and guidance but you do have a personal responsibility to comply.

In line with the above please see the College's privacy notice for students which form part of the terms and conditions of registration with the College.

 <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/admissions/ICL---Privacy--Notice-for-Students-and-prospective-students.pdf>

9. Wellbeing, Support and Advice

In your department

Your department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time at Imperial.

Your Personal Tutor

You will be allocated a member of academic staff from the EDU as your personal tutor at the beginning of the academic year. Your Personal Tutor is your first point of contact for pastoral support and advice. You can arrange to have a meeting with them at any time during your studies by emailing them.

If necessary, they will direct you to an appropriate source of support.

The Senior Tutor is Dr Camille Kandiko Howson (c.howson@imperial.ac.uk)

Departmental Disability Officers

Departmental Disability Officers are the first point of contact in your department for issues around disability. They can apply for additional exam arrangements on your behalf and will facilitate support within your department.

Your Departmental Disability Officer is: Kate Ippolito

Email: k.ippolito@imperial.ac.uk

Telephone: 0207 5948789

More information on Departmental Disability Officers is available at:

<https://www.imperial.ac.uk/disability-advisory-service/current-students/support-available/departmental-disability-officers/>

More information about how to request additional arrangements for exams if you have a disability is available at:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/additional-exam-arrangements-in-respect-of-disability

Inclusive teaching and learning:

The MEd in University Learning and Teaching programme is designed to be inclusive and supportive of all students' learning. However, if you have any additional needs due to a disability, such as dyslexia, that may impact on your study and that you would like to make the teaching team aware of please contact Kate Ippolito (k.ippolito@imperial.ac.uk). All information will be handled confidentially within the teaching team.

Through the programme we will support you to develop the necessary skills for reading and writing in the Education discipline. Additionally, as Imperial students, you are entitled to access support offered by the [Disability Advisory Service](#), [Centre for Academic English](#), [Graduate School](#) or [Student Counselling and Mental Health Advice Service](#).

Imperial also has a suite of [inclusive technologies](#) that may be useful to all students and training in how to use these can be arranged by Diversity and Ability. Please contact the Disability Advisory Service for details.

Your Union

All Imperial students automatically become members of Imperial College Union when they register at the College. The Union provides a range of independent support.

Imperial College Union Advice Centre

The Union's advisers are on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

 www.imperialcollegeunion.org/advice

Student representatives

Imperial College Union operates two Representation Networks of over 600 elected student representatives – the Academic Representation Network and the Wellbeing Representation Network. Reps represent the voice of students and can direct you to internal and external support services. The Union's Liberation Officers also work to make sure that the views of under-represented and interest groups are heard at the College.

If you have any feedback about issues in your department relating to academic or wellbeing issues, you can speak to one of your student representatives.

 www.imperialcollegeunion.org/your-union/your-representatives/a-to-z

Student Hub

At the Student Hub, you can access advice about accommodation, admissions and financial support and get help with international student enquiries, questions about student records, and exams.

 www.imperial.ac.uk/student-hub

Student Support Zone

If you have moved home to take up your place at Imperial you will need to register with a new doctor (also known as a General Practitioner or GP) so that you can access NHS healthcare. It's important that you register with a doctor soon after you arrive – don't wait until you are sick, as this could delay your access to treatment.





Student Support Zone has lots of information about the resources available at Imperial and beyond to help you to stay healthy and happy. It's a great place to start when you're looking for some support – it covers advice about housing and money, health, wellbeing and maintaining a good work-life balance, and provides the details of who you can contact if you need some extra support.

 www.imperial.ac.uk/student-support-zone




Useful support contacts

Health and wellbeing


Imperial College Health Centre

 40 Prince's Gardens, South Kensington Campus
 020 7584 6301
 imperialcollege.hc@nhs.net
 www.imperialcollegehealthcentre.co.uk




Imperial College Dental Centre

 Prince's Gardens, South Kensington Campus
 020 7589 6623
 www.imperialcollegedental.co.uk

Student Counselling and Mental Health Advice Service

 020 7594 9637
 counselling@imperial.ac.uk
 www.imperial.ac.uk/counselling

Multi-Faith Chaplaincy Service



 Chemistry Building, South Kensington Campus
 chaplaincy@imperial.ac.uk
 www.imperial.ac.uk/chaplaincy

Disability Advisory Service


 Room 566, Level 5, Sherfield Building, South Kensington Campus
 020 7594 9755
 disabilities@imperial.ac.uk
 www.imperial.ac.uk/disability-advisory-service

International students' support

Centre for Academic English


 Level 3, Sherfield Building, South Kensington Campus
 english@imperial.ac.uk
 www.imperial.ac.uk/academic-english


International Student Support team

 020 7594 8040
 www.imperial.ac.uk/study/international-students

Careers

Careers Service

 Level 5, Sherfield Building, South Kensington Campus

 020 7594 8024


 careers@imperial.ac.uk

 www.imperial.ac.uk/careers

ICT and software


ICT Service Desk

 Central Library, South Kensington Campus

 020 7594 9000

 www.imperial.ac.uk/ict/service-desk

Software shop

 www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/devices-and-software/

10. Student Administration

The Student Administration Team are responsible for the administration and maintenance of the student records for all students studying at the College. This includes enrolments, programme transfers, interruption of studies, withdrawals and processing of examination entry for research degree students. The team also use this information to fulfil reporting duties to the Student Loans Company, Transport for London and the UKVI, as well as other external bodies.

The Team is responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

The Student Administration Team produce a variety of standard document requests for both current and previous students including council tax letters, standard statements of attendance and confirmation of degree letters.

Student Records



+44 (0)20 7594 7268

student.records@imperial.ac.uk

Degree certificates



+44 (0)20 7594 7267

certificates@imperial.ac.uk

11. Work-life Balance

The pace and intensity of study at Imperial can be demanding so it's important to find time for outside interests.

Imperial College Union

The Union's range of 360+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

 www.imperialcollegeunion.org/about-us

Move Imperial

Imperial College has a wide range of sports and activities on offer that cater for all standards and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

More information about Imperial student memberships and updates to our services can be found at:

 www.imperial.ac.uk/ethos/memberships/students

With an annual fee of £35 you will get use of the gym and swimming facilities on our campuses.

 www.imperial.ac.uk/sport

We have a huge collection of online resources, home workout videos, healthy recipes and playlists available to all as part of our MoveFromHome campaign, more information can be found at:

 www.imperial.ac.uk/sport/movefromhome

12. Student feedback and representation

Feedback from students


The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. Feedback is thoroughly discussed by your student representatives and staff.

Examples of changes implemented as a result of student feedback include:

- More varied assessment, including groupwork and digitally enhanced assessments.
- Increased support for applying for HEA Fellowship.
- More time to respond to draft feedback on PG Dip assignments
- Digitally enhanced written and audio feedback at PG Dip level
- Pre-session reading sent a greater time in advance of taught sessions and more closely aligned to in-session tasks
- Increased use of popular teaching techniques like team-based learning
- Introduction of progress tracking forms at MEd level to support students with their time management.

Student representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available on the Imperial College Union website.

 www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

Student representatives for each level of the programme are invited to volunteer at the beginning of the academic year and are required to attend the Staff Student Liaison Committee (18 January 2023) and to meet to discuss their experiences of the programme with the external examiner at the end of the academic year.

Staff-Student Committee

Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback

13. Student Surveys

Your feedback is important to your department, the College and Imperial College Union.

Whilst there are a variety of ways to give your feedback on your Imperial experience, the following College-wide surveys give you regular opportunities to make your voice heard:

- **Module Evaluation Questionnaire (MEQ)**

The MEQ is your chance to tell us about the modules you have attended. The questionnaire is open to students across all years of study and runs at the end of the autumn, spring and summer terms. The survey is confidential. The more you take part the more representative the results so please take a few minutes to give your views.

Last academic year, the College asked students to take part in the Postgraduate Taught Experience Survey (PTES). This is a national survey that helps us to compare how we are doing against other institutions, to make changes that will improve what we do in future and to keep doing the things that are valued by our students. The results of the 2022 survey are published online (link below). PTES is run bi-annually at the College.

The Union's "You Said, We Did" campaign shows you some of the changes made as a result of survey feedback:

 www.imperialcollegeunion.org/you-said-we-did

The Union's response to surveys can be found here:

 www.imperialcollegeunion.org/your-union/your-representatives/responses

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:

 www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys

For further information on surveys, please contact the Registry's Surveys Team at:

 surveys.registrysupport@imperial.ac.uk

14. And finally

Alumni Services

When you graduate you will be part of a lifelong community of over 190,000 alumni, with access to a range of alumni benefits including:

- discounts on further study at the College and at Imperial College Business School
- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wi-Fi, complimentary drinks, newspapers and magazines, and daytime left luggage facility

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.

 www.imperial.ac.uk/alumni

Appendix 1: The Graduate School



Welcome to Imperial College London and the Graduate School!

The Graduate School is responsible for the postgraduate experience at the College and we work closely with the Students' Union to ensure that when decisions are being made, which affect your time at Imperial, your voice is heard.

Another important aspect of our role is to offer you a free and exciting range of professional development opportunities. Our programme is offered to you through multi-mode delivery so that you can access it wherever you are in the world.

Our team of tutors have a variety of research and other career experiences. We understand the importance of developing professional skills and our programmes will help you to progress in your academic studies and research and will prepare you for your future career. Whether you wish to pursue a career in academia, industry or something completely different, professional development training will improve your personal impact. You will also get to meet students from other Departments when attending our courses.

The Graduate School runs exciting competitions throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun.

Our primary way to communicate to you will be through our monthly newsletter. However, do check our website, blog and social media platforms to keep up to date with all the latest activities available to you.

Finally, Imperial College is an extremely exciting, stimulating and diverse environment in which to work, to study and to research. Do make the most of all that the College and your programme has to offer.

Appendix 2: College policy on research misconduct

The College considers any allegation of research misconduct to be a matter of great concern and will investigate any such allegation fully. Given its international reputation and status, the College has a responsibility to the scientific community and to the public at large and therefore, where appropriate, will make public the outcome of any such investigation.

Definitions

The College has adopted the Royal College of Physicians' definitions of research misconduct as including piracy, plagiarism and fraud. The following definitions give indicative descriptions of the types of activity covered by this regulation. These descriptions are neither exclusive nor exhaustive:

- piracy is the deliberate exploitation of ideas and concepts from others without acknowledgement;
- plagiarism is the copying of ideas, data or text (or a combination of these) without permission or acknowledgement;
- fraud involves deception—usually, but not exclusively, the invention of data. This could also include the omission from analysis and publication of inconvenient components of a data set.

Other types of research misconduct may be separately defined, but the College views them as combinations or sub-types of those defined above. In addition to research misconduct, these procedures will also apply to cases of scientific negligence.

Procedures for the investigation of allegations of research misconduct

<https://www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/misconduct/>

Appendix 3: College statement on plagiarism

You are reminded that all work submitted as part of the requirements for any examination (including coursework) of Imperial College and the University of London must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism, that is, the presentation of another person's thoughts or words as though they were your own, must be avoided, with particular care in coursework, essays and reports written in your own time. Note that you are encouraged to read and criticise the work of others as much as possible. You are expected to incorporate this in your thinking and in your coursework and assessments. But you must acknowledge and label your sources. Direct quotations from the published or unpublished work of others, from the internet, or from any other source must always be clearly identified as such. A full reference to their source must be provided in the proper form and quotation marks used. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, figures, diagrams or software, you must refer to that person in your text, and include the work referred to in your bibliography. Departments are able to give advice about the appropriate use and correct acknowledgement of other sources in your own work. The direct and unacknowledged repetition of your own work that has already been submitted for assessment can constitute self-plagiarism. Where group work is submitted, this should be presented in a way approved by your department. You should therefore consult your tutor or course director if you are in any doubt about what is permissible. You should be aware that you have a collective responsibility for the integrity of group work submitted for assessment.

The use of the work of another student, past or present, constitutes plagiarism. Where work is used without the consent of that student, this will normally be regarded as a major offence of plagiarism.

Failure to observe these rules may result in an allegation of cheating. Cases of suspected plagiarism will be dealt with under the College's Examination Offences Policy and may result in a penalty being taken against any student found guilty of plagiarism.

Cheating offences policy and procedures

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Plagiarism advice for postgraduate taught course (Master's) students

www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness/

TurnitinUK Plagiarism Detection Service at Imperial College:

<https://www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/turnitin/>

Appendix 4: Using Blackboard Learn

Introduction

This guide gives a basic overview of using Blackboard as a student on the PG Cert in ULT. It covers:

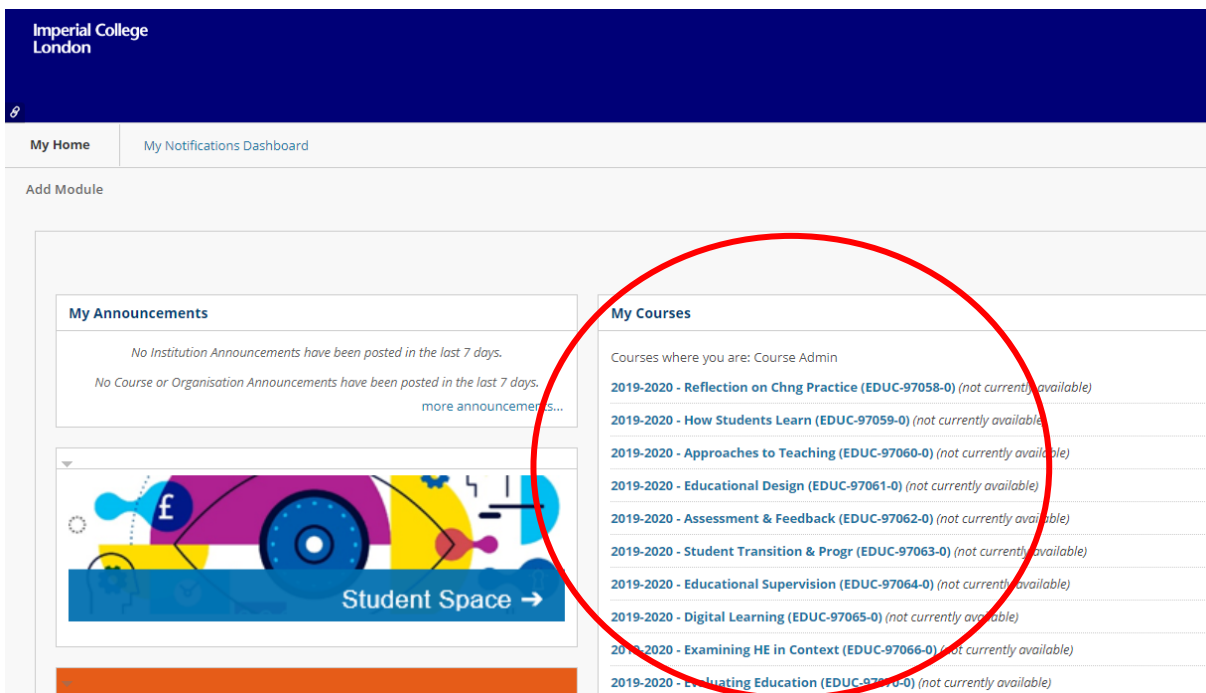
- Logging in
- Where to find course materials
- How to submit assignments

If you have any queries, please contact your course coordinator. You can also learn more about using Blackboard as a student at the following website:

<https://www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/blackboard/blackboard-student-user-guide/>

Logging in

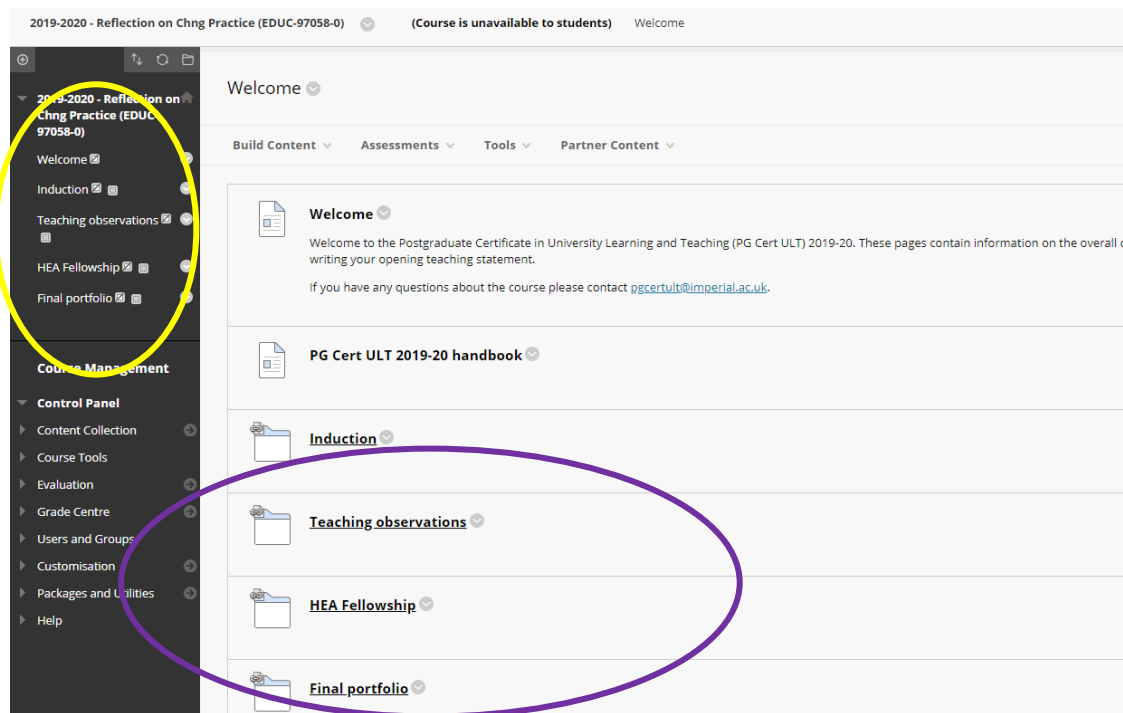
1. Go to <https://bb.imperial.ac.uk/>
2. Enter your College username and password.
3. Click Login.
4. Browse the courses available to you under My Courses (circled in red below). *Note that the text will read 'Courses where you are: Student'.* At the start of the PG Cert you will be enrolled on Reflection on Changing Practice and How Students Learn modules. The pages for the module choices you make will become available as they run throughout the year.



Example home page - your courses will vary from the above.

5. To access materials for a particular module, click on the relevant course title (e.g. 2020-2021 – How Students Learn).
6. You will then be taken to the home screen of the course you have clicked on, as per the example below. If you want to return to this page at any point, click 'My Blackboard' at the top right hand of the screen.

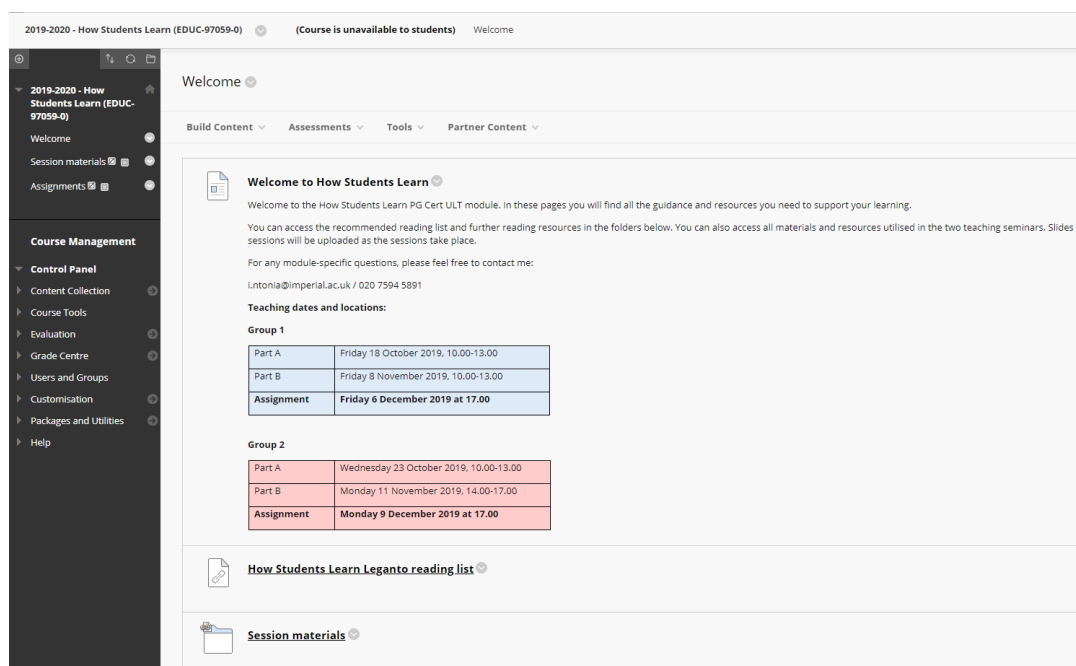
The Reflection on Changing Practice module is where you will find introductory information about the PG Cert, instructions for your opening and closing teaching statements, information on teaching observations and the submission area for your final portfolio.



You can access these items from the folder links on the module homepage (circled in purple) or by using the list on the left-hand side of the screen (circled in yellow).

Individual module pages contain all the module-specific information you need to participate, including:

- pre-reading and pre-session activities for the module
- hand-outs and slides
- additional reading
- assignment details and the assignment submission point



Submitting assignments

1. Go to the **module** page for which you wish to submit an assignment.
2. Click on the 'Assignments' folder (note that this may not become available until two weeks before the deadline)
3. Click on the title of the assignment e.g. 'How Students Learn assignment - Group 1'.
4. Click 'Browse My Computer' (circled in pink below) to choose a file from your computer. You should submit your assignment + cover sheet as a **single file**. Do not use the 'Write Submission' as this will not include any formatting. Make sure you have included your name and the **module** title in your file name, as well as following any specific instructions from the tutor on the page. If you have any queries contact the course coordinator before submitting.

ASSIGNMENT INFORMATION

Due Date Friday, 7 December 2018 17:00	Points Possible 0
---	-----------------------------

Please submit your assignment here if you attended on 19 October and 9 November. Please remember to include a completed cover sheet and attach as a single file.

ASSIGNMENT SUBMISSION

Text Submission

Write Submission

Attach Files

Browse My Computer

Browse Course

Browse Cloud Storage

5. If you realise you have attached the wrong file, **before clicking Submit** you can remove the file and attach an alternative by clicking 'Do not attach', circled in turquoise below:

ASSIGNMENT SUBMISSION

Text Submission

Write Submission

Attach Files

Browse My Computer

Browse Course

Browse Cloud Storage

Attached files

File Name

Link Title

Research proposal cover sheet 2019.docx

Research proposal cover s

Do not attach

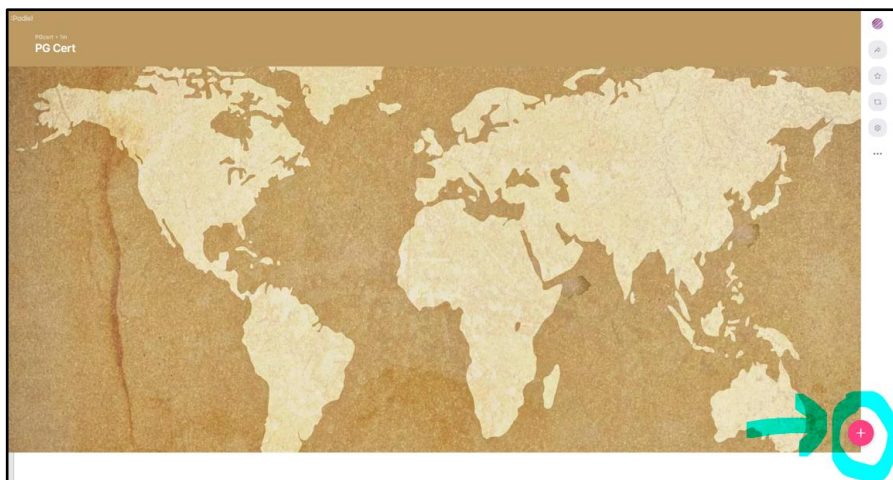
6. Once you are happy you have attached the correct file, click 'Submit'.

If you have any difficulties using Blackboard, please contact the course coordinator.

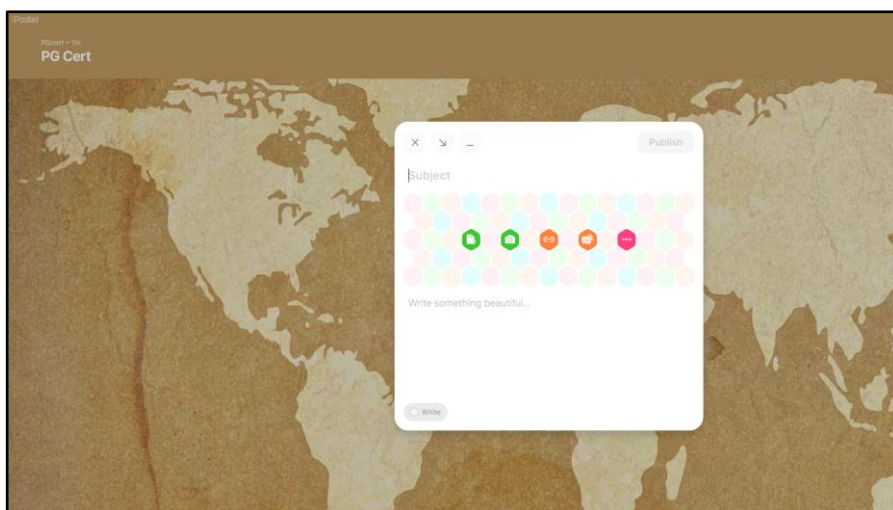
Appendix 5: Using Padlet

Adding a post to Padlet

To post a comment, click on '+' on the wall.



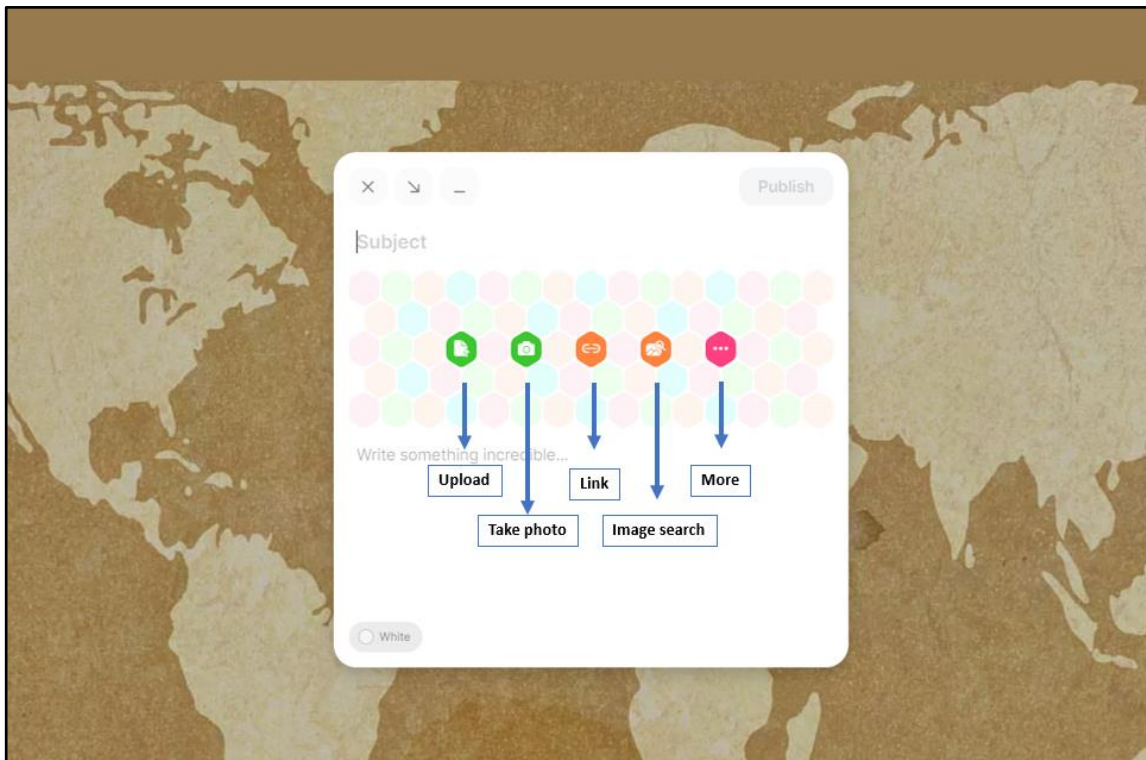
Once you click on it, a box will appear and you can start to type.



Use this box to type the content of your comment. Click on the 'Subject' space to give it a title. Click within the 'Write something... ' space to add your comment.

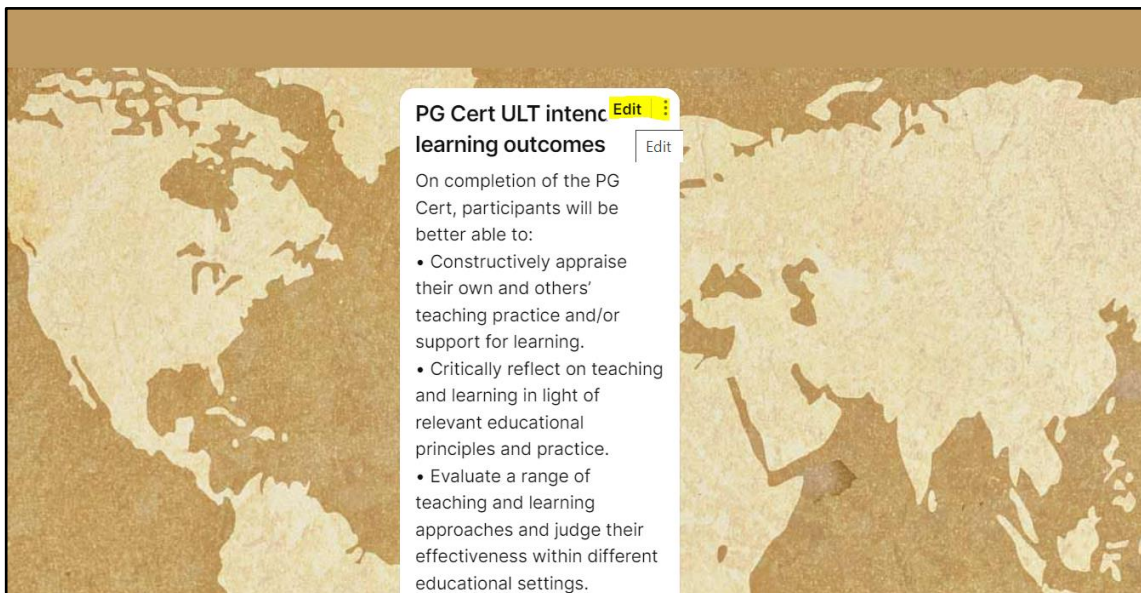
Adding resources to a post

To add a resource to a post, select and click on the buttons in the middle of the comment box, as shown below:

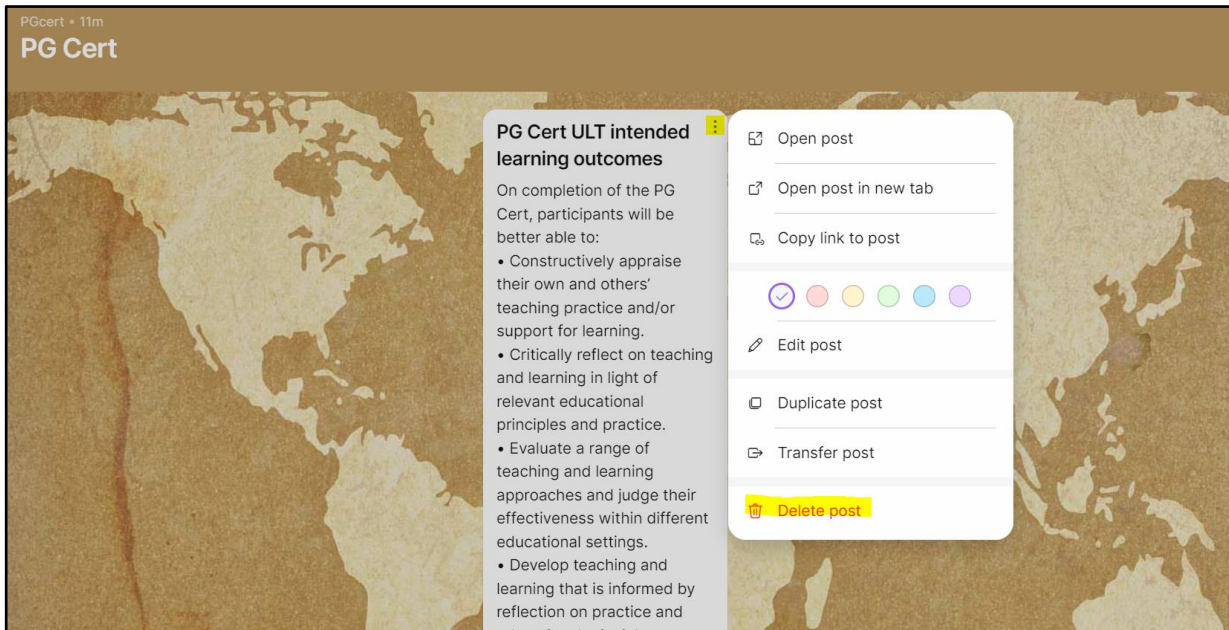


Editing or deleting a post

To edit a post, click on 'Edit' to edit your post.

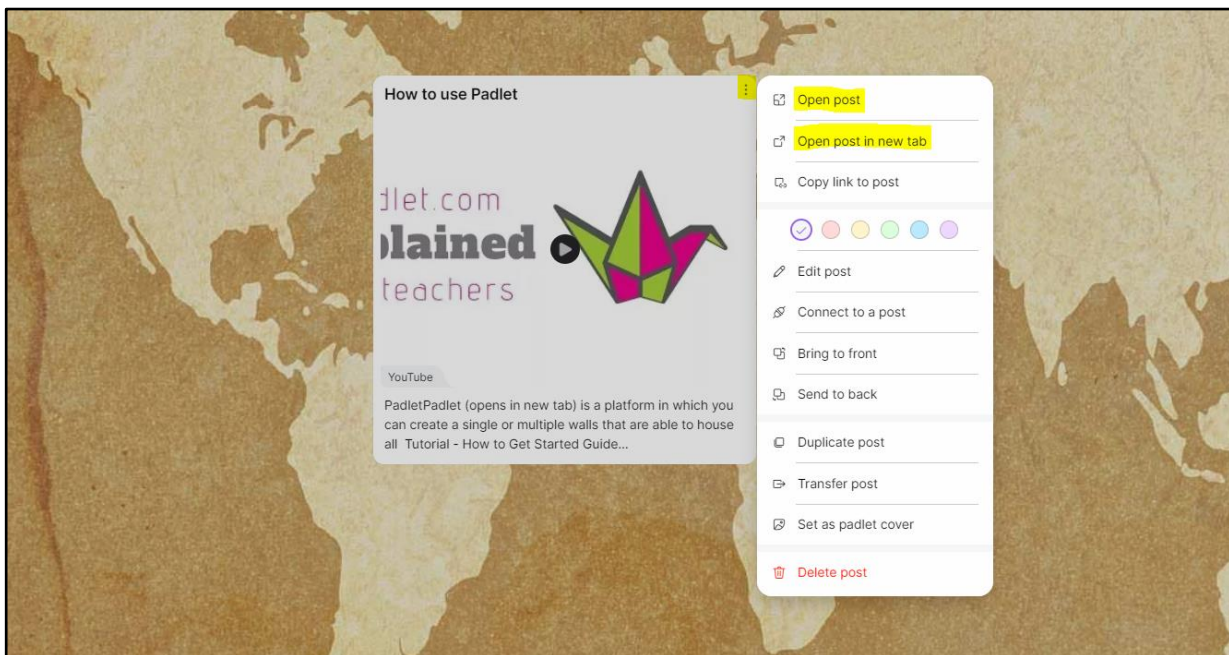


To delete the entire post, click on the three dots on your post to see options, as shown below:



Viewing an attachment

To view an embedded video resource, simply click play and the video will play within a wall. You also have an option to enlarge the video. To do this, click on the three dots that appears at the upper right of the post and you will see 'Open post' and 'Open post in new tab' options, as shown below:



To view a resource uploaded from your device, click on the part of the post into which it was embedded. It will be displayed in a bigger window within your Padlet wall, as shown below. You will have the option to download the resource, open in a new tab or view the full post. The options can be found by clicking on the 'three dots' icon in the top right hand corner.

Imperial College London

Centre for Higher Education Research and Scholarship

Postgraduate Certificate in University Learning and Teaching

Student Handbook

2021-22

PG Cert Handbook

This programme, aimed at Imperial College London and associated staff, is a three-stage practicebased approach study of learning and teaching.

- Open post in new tab
- Copy link to post
- Download attachment**
- Copy direct link to attachment
- Edit post
- Duplicate post
- Transfer post
- Set as padlet cover
- Delete post

PG Cert UCL handbook_2021

Appendix 6: Referencing your work in Education

Plagiarism

The detailed and accurate referencing of work is important in academic contexts and serves multiple purposes within professional communities and communications. One of the purposes of referencing is to avoid appearing to present others' work as your own – i.e. plagiarism.

Given that most students on this programme are College or NHS employees, it is expected that you will be familiar with plagiarism and how to avoid it. Nevertheless, it has to be stated that plagiarism will not be accepted and severe action may be taken against students who have plagiarised the work of others. To avoid inadvertent plagiarism, it is important that you understand what constitutes a problem or offence. You have access to an online information literacy guide:

www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness

College regulations on scientific misconduct and plagiarism are provided in this handbook. The detection of plagiarism by members of College or NHS staff can have severe consequences for their professional careers, over and above the regulatory consequences of plagiarism by typical taught postgraduates.

All assignments, dissertations, and portfolios submitted for summative assessment will be via Blackboard Learn and will be sent for checking by plagiarism detection services.

Harvard-style Referencing

There are many styles that can be used for referencing, this information is based on the Imperial Library guide and introduces the Harvard referencing style:

www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style

The Harvard style of referencing, which uses an 'author-date' approach, is required for all work submitted for the PG Cert, PG Dip and Master's in University Learning and Teaching.

When you begin your research for any piece of work, it is important that you record the details of all the information you find. You will need these details to provide accurate references, and to enable you to locate the information again at a later date, should it be necessary to do so. It can also be useful to keep a record of your literature search strategy and process, where did you search? What key words and search terms did you use? What key authors did you follow-up? This information can help you discussing your literature searching with your supervisor or other students or members of the academic team. The literature search strategy can also be required as part of the assessment on some assignments.

What is referencing?

The following section is adapted from the Library's guide to referencing, found here:

www.imperial.ac.uk/admin-services/library/learning-support/reference-management/what-is-referencing/

At its most basic referencing is used to demonstrate to your readers that you have conducted a thorough and appropriate literature search, and reading. Equally, referencing is an acknowledgement that you have used the ideas and written material belonging to other authors in your own work. Perhaps most importantly, and different from a scientific style, when writing in an academic way about a qualitative subject like education arguments and narratives consist of ideas from many authors often with your particular interpretation of these ideas. This type of work is best referenced in the Harvard style, which shows authors' names and year (and for quotes, page numbers) in the text helps the reader make sense of how the argument develops.

Why should I reference?

- Accurate referencing is a key component of good academic practice and enhances the presentation of your work: it shows that your writing is based on knowledge and informed by appropriate academic reading.
- You will ensure that anyone reading your work can trace the sources you have used in the development of your work, and give you credit for your efforts and quality.
- When writing in an 'Educational style' and building a narrative/argument from multiple ideas and contexts and showing how they are relevant to your thesis it is imperative to keep track of this process and train of thought by proper referencing.
- Your marks will reflect not just the content of your assignments but the sources you use and how you use and reference them.
- If you do not acknowledge another writer's work or ideas, you could be accused of plagiarism.

Referencing using the Harvard style

There are three main things to consider when referencing, citing the reference in the text, quoting from a reference in the text and correctly citing it and lastly writing the reference list and possibly a bibliography.

There are a number of rules relating to citations depending on the number of authors of a work, and if you are citing a quotation.

When you use another person's work in your own work, either by referring to their ideas, or by including a direct quotation, you must acknowledge this in the text of your work. This acknowledgement is called a citation.

When you are using the Harvard style, your citation in your text should include:

- The author or editor of the cited work
- The year of publication of the cited work

Examples are shown below in blue.

Citing one author

Vygotsky (1978) sees learning as situated: inextricable from, and influenced by, cultural and social settings.

or

Learning can be seen as situated: inextricable from, and influenced by, cultural and social settings (Vygotsky, 1978).

Citing two or three authors

If the work has two or three authors, include all names in your citation.

An advantage of PBL is that the practice of medicine involves dealing with uncertainty and PBL students may be advantaged by early exposure to this (Jones, McArdle & O'Neill, 2002).

Citing four or more authors

If the work has four or more authors/editors the abbreviation 'et al' should be used after the first author's name.

In fact, recent evidence suggests that students retain 15% less information delivered verbally by the lecturer during PowerPoint presentations versus a more traditional lecture presentation (Savoy et al., 2009).

Citing works by the same author written in the same year

If you cite a new work which has the same author and was written in the same year as an earlier citation, you must use a lower case letter after the date to differentiate between the two.

Freire specifically argued that the problem with lectures is that the teacher feels that they need to complete the 'act of knowing' before they are in a position to deliver the lecture (Freire, 1974a; Freire, 1974b).

Citing from chapters written by different authors

Some books may contain chapters written by different authors. When citing work from such a book, the author who wrote the chapter should be cited in the text, not the editor of the book.

Secondary referencing

Secondary references are when an author refers to another author's work and the primary source is not available. When citing such work the author of the primary source and the author of the work it was cited in should be used.

The student furthermore can gain a sense of control over his/her learning (Bernstein, 1977 cited in Reay & Arnot, 2004).

You are advised that secondary referencing should be avoided wherever possible and you should always try to find the original work.

Citing a direct quotation

If a direct quote from a book, article, etc., is used you must:

- use single quotation marks (double quotation marks are usually used for quoting direct speech);
- state the page number.

... from this perspective learning is situated and inherently social in character: 'Legitimate peripheral participation is proposed as a descriptor of engagement in social practice that entails learning as an integral constituent.' (Lave & Wenger, 1991, p 35).

Good quotation practice using the Harvard style

Quotations longer than two lines should be inserted as a separate, indented paragraph.

Lave and Wenger (1991) note that the role of the master is principally to provide legitimate access of the apprentice to the learning opportunities present in the community of practice, and not to teach.

'In all five cases there is very little observable teaching; the more basic phenomenon is learning. The practice of the community creates the potential 'curriculum' - that which may be learned by newcomers with legitimate peripheral access.' (p 93)

or

The role of the master is principally to provide legitimate access of the apprentice to the learning opportunities present in the community of practice, and not to teach.

'In all five cases there is very little observable teaching; the more basic phenomenon is learning. The practice of the community creates the potential 'curriculum' - that which may be learned by newcomers with legitimate peripheral access.' (Lave and Wenger, 1991: p 93)

If you want to insert a long quotation (over two lines) but do not want include all of the text, you can remove the unnecessary text and replace with '...'.

Lave and Wenger (1991) note that the role of the master is principally to provide legitimate access of the apprentice to the learning opportunities present in the community of practice, and not to teach.

'In all five cases there is very little observable teaching ... the community creates the potential 'curriculum' - that which may be learned by newcomers with legitimate peripheral access.' (p 93)

You should only do this when you use a quotation taken from one paragraph.

When you use quotations within your text, sometimes you may want to insert one or two words in the quotation so that your complete sentence is grammatically correct. To indicate that you have inserted words into a quotation, these have to be enclosed in square brackets.

Lave and Wenger (1991) note that the role of the master is principally to provide legitimate access of the apprentice to the learning opportunities present in the community of practice, and not to teach.

'It implies participation in an activity system about which participants share understandings concerning what they are doing [and] what that means in their lives and for their communities.' (p 98).

Citing an image/illustration/table/diagram/photograph/figure/picture

You should provide an in-text citation for any images, illustrations, photographs, diagrams, tables or figures that you reproduce in your work, and provide a full reference as with any other type of work.

They should be treated as direct quotes in that the author(s) should be acknowledged and page numbers shown; both in your text where the diagram is discussed or introduced, and in the caption you write for it.

For example:

Table illustrating differences between Piaget's and Vygotsky's theories (Woolfolk, Huges & Walkup, 2008, p 56).

or

Diagram 'Teaching in the magic middle' (Woolfolk, Huges & Walkup, 2008, p 57).

Citing from works with no obvious author

If you need to cite a piece of work which does not have an obvious author, you should use what is called a 'corporate' author. For example, many online publications will not have individually named authors, and in many cases the author will be an organisation or company.

A European Union Directive, which makes a default right to work no more than 48 hours per week (Working Time Directive, 2003), limits the training time available to surgeons.

If you are unable to find either a named or corporate author, you should use 'Anon' as the author name. Be careful: if you cannot find an author for online work, it is not a good idea to use this work as part of your research. It is essential that you know where a piece of work has originated, because you need to be sure of the quality and reliability of any information you use.

Citing from multi-media works

If you need to cite a multi-media work, you would usually use the title of the TV programme (including online broadcasts) or video recording, or title of the film (whether on DVD, online, or video) as the author. This would include, for example, videos posted on YouTube or other video-streaming web services.

Therefore, your citation should use the title that you identify as the author.

Cynics might argue that the experiment is another headline-grabbing TV stunt by brand Jamie Oliver, but might there actually be some serious lessons here for educationalists? (Dream School, 2011)

Citing from an interview or personal communication

Always use the surname of the interviewee/practitioner as the author.

MIT are also planning on reviewing their undergraduate research scheme (Bergren, 2008).

Writing a reference using the Harvard style

To write your own references you need different bits of information about each item that you read when you are researching a piece of work. These bits of information are called 'bibliographic' information.

For all types of references the key bits of information you need to start with are:

1. Author/editor: This means the primary (main) person who produced the item you are using. If you are using a website or web page, and there isn't an author, you can use what is called a 'corporate author'. This will usually be the name of the organisation or company to whom the website or web page belongs.
2. Date of publication/broadcast/recording: This means the date the item was produced. It is usually a year, but if you are using a newspaper article, an email, or a television recording, you will have to include a full date (day/month/year) in your reference.
3. Title of the item: This means the primary (main) title of the item you are using. That sounds very obvious, but have a look at a web page and try to work out what the main title is. We would advise common sense in this situation – you have to identify the key piece of information that describes what you have used, and will allow the reader of your work to identify that information.

It is worth keeping track of this information as you go and with any notes you make on a reference. This makes referencing work produced from your notes much easier. You may find this advice even more important when writing about education as you will generally be less used to the literature than you are in your 'primary discipline' and forming a written narrative often relies less on data and fact and more on ideas and argument. This requires you to 'unpack' and use references in a different way and ideas can all too easily get divorced from the source material when you assemble the final work.

The table below tells you about some of the variations you should look for when you are collecting your reference information.

Medium	Primary author/editor	Date of publication	Primary title of item
Email	Name of the person who wrote the email	The full date the email was sent: day/month/year	Subject of the email. This may include RE: or FWD
Journal article	Name of the person or persons who wrote the article	The year the journal issue was published	Title of the article (not the title of the journal)
Newspaper article	Name of the journalist, or if there is no journalist name, the name of the newspaper	The full date on which the article was published: day/month/year	Title of the article (not the title of the newspaper)
Website	This can be tricky. Use an individual name if you can find one, or the name of the organisation or company to whom the website belongs	Usually the current year, the year when the website was last updated, or the latest date next to the copyright statement/symbol	Title of the website
Web page	This can be tricky. Use an individual name if you can find one, or the name of the organisation or company to whom the website belongs	Usually the current year, but if the web page has a full date of publication, you may also need that: day/month/year	Title of the web page. You will need to use the title of the website if the web page doesn't have an individual title
TV broadcast	Title of the programme, or if the programme is part of a series, use the series title	The year the programme was broadcast	Title of the programme (it does not need to be written twice if you used it as the author information)
Personal interview	Name of the person being interviewed	The full date on which the interview took place: day/month/year	No title needed
Book chapter	Name of the author of the chapter	The year the book was published	Title of the book chapter (not the title of the book)

Depending on the type of material you want to reference you will also need other items of information, such as:

- Name of publisher

- Place of publication
- Page numbers
- Volume number
- Issue number
- URL (website or web page address)
- DOI (link for journal articles)
- Title of conference proceedings
- Report number
- Book or conference editor (if not your primary author)
- Book or conference title (if not your primary title)
- Journal title (the journal article title will be your primary title)
- Date of access (for online material)

Writing a reference list using the Harvard style

This is your list of all the sources that have been cited in the work. The list is inclusive showing books, journals, etc., listed in one list, not in separate lists according to source type.

- The list should be in alphabetical order by author/editor.
- Books, paper or electronic journal articles, etc., are written in a particular format that must be followed.
- Your reference list contains all the items you have cited or directly quoted from.
- When you have used more than one piece of work by the same author, in your reference list you should list the works in date order, beginning with the most recently published work.

Sometimes, especially when writing in a new field using an unfamiliar literature you read around the module considerably before settling on the references that you quote and cite to form your narrative argument. Should you wish to include this reading to indicate to your examiner items you have consulted but not cited, the addition of a bibliography might be useful. These items should be listed in alphabetical order by author and laid out in the same way as items in your reference list. If you can cite from every work you consulted, you will only need a reference list.

How to write references for your reference list (and bibliography): Harvard style

Below is a list of the information required to write a reference in the Harvard style for a number of commonly used sources; each with an illustrative example.

Book: print

- Author/Editor (if it is an editor always put (ed.) after the name or (eds.) if there are multiple editors)
- (Year of publication)
- Title (this should be in italics)
- Series title and number (if part of a series)
- Edition (if not the first edition)
- Place of publication (if there is more than one place listed, use the first named)
- Publisher

Vygotsky LS. (1978). *Mind in Society: the development of higher mental process*. Cambridge MA: Harvard University Press.

Book: online/electronic

- Author/Editor (if it is an editor always put (ed.) after the name or (eds.) if there are multiple editors)
- (Year of publication)

- Title (this should be in italics)
- Edition (if not the first edition)
- [Online]
- Place of publication (if there is more than one place listed, use the first named)
- Publisher
- Available from: URL
- [Date of access]

James, W. (1907) *Pragmatism*. [Online] Indianapolis, Hackett Pub. Co. Available from: <http://www.authorama.com/pragmatism-1.html> [Accessed 1st September 2011].

Book: chapter in an edited book

- Author of the chapter
- (Year of publication)
- Title of chapter followed by In:
- Editor (always put (ed.) after the name)
- Title (this should be in italics)
- Series title and number (if part of a series)
- Edition (if not the first edition)
- Place of publication (if there is more than one place listed, use the first named)
- Publisher
- Page numbers (use 'p.' before a single page number and 'pp.' where there are multiple pages)

Berthiaume, D. (2009) *Teaching in the Disciplines*. In: Fry, H., Ketteridge, S. & Marshall, S. (eds.) *A Handbook for Teaching and Learning*. 3rd edition. New York, Routledge. pp 215-225.

Journal article: print

- Author
- (Year of publication)
- Title of journal article
- Title of journal (this should be in italics)
- Volume number
- Issue number
- Page numbers of the article (do not use 'p.' before the page numbers)

Wink, DJ. (2006) *Connections between pedagogical and epistemological constructivism: Questions for teaching and research in chemistry*. *Foundations of Chemistry* 8(2), 111-51.

Journal article: online/electronic

If an electronic journal article has a DOI (digital object identifier), you can use this instead of the URL. The DOI is a permanent identifier provided by publishers so that the article can always be found online. Your lecturer may ask you to include the DOI, not a direct URL, in your written references.

To find the DOI, when you read an article online, check the article details as you will usually find the DOI at the start of the article. For more help, contact your librarian.

If you read the article in a full-text database service, such as Factiva or EBSCO, and do not have a DOI or direct URL to the article you should use the database URL.

- Author

- (Year of publication)
- Title of journal article
- Title of journal (this should be in italics)
- [Online]
- Volume number
- Issue number
- Page numbers of the article (do not use 'p'. before the page numbers)
- Available from: URL or DOI
- [Date of access]

Eva, KW. & Lingard, L. (2008) What's next? A guiding question for educators engaged in educational research. *Medical Education [Online]* 42(8), 752–754 Available from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2008.03135.x/full> [Accessed 1st September 2011].

or

Eva, KW. & Lingard, L. (2008) What's next? A guiding question for educators engaged in educational research. *Medical Education [Online]* 42(8), 752–754 Available from: DOI: 10.1111/j.1365-2923.2008.03135.x [Accessed 1st September 2011].

Note: articles published online may not have page numbers.

Web page/website

- Author/Editor (use the corporate author if no individual author or editor is named)
- (Year of publication) (if available; if there is no date, use the abbreviation n.d.)
- Title (this should be in italics)
- [Online]
- Available from: URL
- [Date of access]

General Medical Council (2009) *Tomorrow's Doctors* [Online]. Available from: http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors_2009.asp [Accessed 1st September 2011].

Personal communication

- Name of practitioner
- Occupation
- (Personal communication, followed by the date when the information was provided)

Riley, D. (2011) Senior Lecturer in Educational Development. (Personal communication, 1st September 2011).

Lecture/presentation

- Name of lecturer/presenter
- (Year of lecture/presentation)
- Title of lecture/presentation (this should be in italics)
- [Lecture/Presentation]
- Title of module/degree course (if appropriate)
- Name of institution or location
- Date of lecture/presentation (day month)

Riley, D. (2011) *Introduction to Cognitive Approaches to Learning*. [Lecture] Imperial College London, 1st September.

Thesis/assignment/portfolio (an unpublished piece of work)

Name of author

(Year of writing)

Title of thesis, assignment, portfolio (this should be in italics)

(Unpublished thesis/assignment/portfolio)

Name of institution for which the work has been written, (if appropriate)

Riley, D (2011) *The Use of Metaphors in Educational Literature* (Unpublished thesis, submitted for PG Diploma in ULT) Imperial College London.

Sources of further help

For more referencing examples:

www.imperial.ac.uk/admin-services/library/learning-support/reference-management

Want to use reference management software?

The Library recommends RefWorks for undergraduate and Master's students, and EndNote for postgraduate research students and staff. We would recommend using some reference management software, but would suggest that you use whatever you are used to; although perhaps this course would give you a chance to try something new - and it can be an advantage to keep your educational referencing database separate from that of your primary research field.

Information and training

Library services learning support:

www.imperial.ac.uk/admin-services/library/learning-support/workshops

Contact the Professional Services and non-academic staff librarians for more advice:

<https://www.imperial.ac.uk/admin-services/library/contact-us/your-librarian/professional-services-and-non-academic-staff/>