Educational Development Unit

Postgraduate Programme in University Learning and Teaching

PG Dip 2016
Student handbook
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1. Introduction to Imperial College London and the EDU

Imperial is an incredibly vibrant research environment, which attracts researchers and students from all over the world. Our teaching aims to be research-informed, student focused and to provide a basis for advanced learning. The Educational Development Unit exists to support this mission and to provide practice-based training and support and educationally-led programmes of study, as well as providing consultancy to all levels of the College and co-ordinating the Imperial College Supporting Teaching Accreditation and Recognition (STAR) Framework.

See the Appendix for information on the Graduate School and its programme for postgraduate professional development.

2. 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 and I look forward to working with you during your studies. Our current ULT programme came into being in 2011. Since then over 160 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 DUGs, or have other roles that contribute broadly to student learning. In addition, graduates of our programme often feature prominently in the lists of Departmental and Faculty teaching awards, the ICU SACAs, and at the College level, the President’s Awards for Excellence. Imperial's recent recipient of the National Teaching Fellowship, Dr Jane Saffell, received her MEd ULT with merit in 2014.

The ULT programme was reviewed both internally and externally in 2014 and was rated as excellent. Student evaluations and the external examiners’ reports particularly comment on the high level 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 course, and via a staff-student liaison committee, but you should feel free to approach any 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 course both interesting and useful.
### Academic and administrative staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Martyn Kingsbury</strong></td>
<td>Head of Unit and Director, Educational Development</td>
<td><a href="mailto:m.kingsbury@imperial.ac.uk">m.kingsbury@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 1745</td>
</tr>
<tr>
<td><strong>Ms Alison Ahearn</strong></td>
<td>Tutor</td>
<td><a href="mailto:a.ahearn@imperial.ac.uk">a.ahearn@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 5981</td>
</tr>
<tr>
<td><strong>Ms Suyane Beasley</strong></td>
<td>Administrator, PG Dip and MEd</td>
<td><a href="mailto:s.beasley@imperial.ac.uk">s.beasley@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8691</td>
</tr>
<tr>
<td><strong>Mrs Nikki Boyd</strong></td>
<td>Tutor (part-time)</td>
<td><a href="mailto:n.boyd@imperial.ac.uk">n.boyd@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 9956</td>
</tr>
<tr>
<td><strong>Ms Jo Horsburgh</strong></td>
<td>Director, MEd</td>
<td><a href="mailto:j.horsburgh@imperial.ac.uk">j.horsburgh@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8848</td>
</tr>
<tr>
<td><strong>Mrs Kate Ippolito</strong></td>
<td>Programme director, Director, PG Cert Director, PG Dip</td>
<td><a href="mailto:k.ippolito@imperial.ac.uk">k.ippolito@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8789</td>
</tr>
<tr>
<td><strong>Dr Annette Mahon</strong></td>
<td>Tutor</td>
<td><a href="mailto:a.mahon@imperial.ac.uk">a.mahon@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 7375</td>
</tr>
<tr>
<td><strong>Ms Aoife McCarthy</strong></td>
<td>Unit Manager</td>
<td><a href="mailto:aoife.mccarthy@imperial.ac.uk">aoife.mccarthy@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8787</td>
</tr>
<tr>
<td><strong>Dr Iro Ntonia</strong></td>
<td>Tutor</td>
<td><a href="mailto:i.ntonia@imperial.ac.uk">i.ntonia@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 5891</td>
</tr>
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</tr>
<tr>
<td>Dr Monika Pazio</td>
<td>Tutor</td>
<td><a href="mailto:m.pazio@imperial.ac.uk">m.pazio@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8780</td>
</tr>
<tr>
<td>Dr Dave Riley</td>
<td>Tutor</td>
<td><a href="mailto:d.riley@imperial.ac.uk">d.riley@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8785</td>
</tr>
<tr>
<td>Ms Helen Wilkes</td>
<td>Administrator, PG Cert</td>
<td><a href="mailto:h.wilkes@imperial.ac.uk">h.wilkes@imperial.ac.uk</a></td>
<td>+44 (0)20 7594 8781</td>
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</tbody>
</table>

You will be allocated a member of academic staff from this list as your personal tutor at the beginning of the academic year.
3. Programme information

Programme outline and structure

This programme, aimed at Imperial College and associated staff, is a three-stage practice-based approach study of learning and teaching in the University setting. While focussing on the Imperial College 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.
- 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 teaching 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)

E-learning 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 e-learning and blended learning as appropriate (e.g. modelled through Digital Learning module).
• Use of Panopto for flipped classroom preparation and video-based feedback.

Faculty identifier

There is an option for students to request a faculty identifier to be added to the exit award to indicate the disciplinary field of the work. The possible identifiers will therefore be chosen from Engineering, Natural Sciences, Medicine and Business. There is also the option of no faculty identifier for those who wish it and/or work in a cross-faculty role. In order to add the optional faculty identifier we would expect that assessment submissions show substantial critical engagement with the disciplinary context and discipline-specific educational theory and literature.

Higher Education Academy (HEA) accreditation

Imperial College London is a member of the HEA and the PG Cert ULT forms part of the accredited CPD programme. The PG Cert course has been specifically designed to align with the Professional Standards Framework (UKPSF), and students taking this course are considered for Fellowship at the appropriate level at the same time as their portfolio is assessed for the PG Cert award. The Diploma and MEd stages of the programme are part of the same framework but will require individuals to make a separate application for recognition at the appropriate level. Further information is available on the STAR website:

www.imperial.ac.uk/staff/star-framework/

Provision for accrediting prior (experiential) learning (AP(E)L) 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 take the EDU PG Diploma are encouraged to contact the Programme Director, Kate Ippolito (k.ippolito@imperial.ac.uk), to discuss their transfer.

The Programme Director and one other programme tutor will consider AP(E)L for appropriate M-level PG Cert in teaching and learning or similar according to College rules and regulations. Whilst we aim to avoid unnecessary repetition, participants will normally
submit a brief portfolio summarising their experience, reflecting on their teaching and showing appropriate national and/or Imperial College context.

**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 and topics which you should attend, although reminders will be sent. 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**

Full attendance at all scheduled MEd ULT 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.

**Programme fees**

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

**Changes to registration status**

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). Please contact Kate Ippolito if you wish to discuss this. For guidance on IoS see:

www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/changes-to-registration-status
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. Below is a selection of texts which you should find useful as a starting point:


*These books are available as e-books via the following Imperial College Library link:

[www.imperial.ac.uk/admin-services/library/subject-support/education/e-books](http://www.imperial.ac.uk/admin-services/library/subject-support/education/e-books)

Also available via the Imperial College Library are direct links to recommended Education Journals:

[www.imperial.ac.uk/admin-services/library/subject-support/education/key-e-journals/](http://www.imperial.ac.uk/admin-services/library/subject-support/education/key-e-journals/)
## 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:

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>Education and Computing</th>
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</thead>
<tbody>
<tr>
<td>Biochemical Education</td>
<td>Education for Chemical Engineers</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology Education</td>
<td>Electronics Education</td>
</tr>
<tr>
<td>Chemical Education</td>
<td>Engineering Education</td>
</tr>
<tr>
<td>International Journal of Science and Mathematics Education</td>
<td>Engineering Science and Education Journal</td>
</tr>
<tr>
<td>International Journal of Science and Technology Education Research</td>
<td>European Journal of Engineering Education</td>
</tr>
<tr>
<td>International Journal of Science Education</td>
<td>International Journal of Mechanical Engineering Education</td>
</tr>
<tr>
<td>Journal of Mathematics Teacher Education</td>
<td>Journal of European Industrial Training</td>
</tr>
<tr>
<td>Journal of Science Education and Technology</td>
<td>Journal of Geoscience Education</td>
</tr>
<tr>
<td>Journal of Science Teacher Education</td>
<td>Medicine</td>
</tr>
<tr>
<td>Journal of STEM Education Innovations and Research</td>
<td>Advances in Health Sciences Education</td>
</tr>
<tr>
<td>Journal of Technology and Science Education</td>
<td>Advances in Medical Education and Practice</td>
</tr>
<tr>
<td>Microbiology Education</td>
<td>BMC Medical Education</td>
</tr>
<tr>
<td>Physics Education</td>
<td>Health Education Journal</td>
</tr>
<tr>
<td>Research in Science Education</td>
<td>Health Education Research</td>
</tr>
<tr>
<td>Science Education</td>
<td>International Journal of Medical Education</td>
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<tr>
<td>Science and Education</td>
<td>Journal of Medical Education and Research</td>
</tr>
<tr>
<td>Studies in Science Education</td>
<td>Medical Education</td>
</tr>
<tr>
<td>Engineering</td>
<td>Medical Teacher</td>
</tr>
<tr>
<td>Computer Education</td>
<td>Perspectives on Medical Education</td>
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<tr>
<td>Computers and Education</td>
<td>The Clinical Teacher</td>
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</table>
4. Programme-level assessment information

Programme regulation of assessment

The following list refers to assessment across the three stages of the MEd programme. Full assessment details for this stage within the programme are provided in Section 5 of this Handbook.

- To qualify for their award (PG Cert, PG Dip or MEd) students must complete all the appropriate course requirements, and must achieve a pass mark in each module with assessed work.
- **Formative feedback** to students is returned by two weeks after submission of work. When this is not possible students are told why and given an explicit timescale for their feedback. A mark sheet with clear marking criteria is used to ensure transparency and consistency in marking and this is supplied to the students 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 page 18.
- All summative assessment is **double marked.** A moderation meeting is then held to discuss each summative assessment and includes consideration of borderline cases. In certain cases, a third marker may assess the assessed work.
- Candidates are normally only considered for promotion to pass, merit or distinction if their aggregate mark is within 2.5% of the relevant **borderline.** Nevertheless, candidates whom the Board deems to have exceptional circumstances may be considered for promotion even if their aggregate mark is more than 2.5% from the borderline. In such cases the necessary extra marks would be credited to bring the candidate’s aggregate mark into the higher range.
- 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 and this will count towards the final MEd classification. The full MEd qualification will be awarded as either ‘pass’, ‘merit’ or ‘distinction’.
- The pass mark for postgraduate taught courses is 50%. In order to be awarded a result of merit at the MEd stage, a candidate must achieve an overall aggregate mark of at least 60%; for a result of distinction a student must achieve an overall aggregate mark of at least 70%.
- **Upper word limits** are clearly stated for each assignment and deviation from these will result in penalties of 5%.
- All MEd students will have an oral examination (not normally at PG Cert or PG Dip).
- Assessed work is weighted in proportion to ECTS credit for overall degree mark and thus grade.
- **Deadlines** have been provided for the benefit of students, so that feedback can be provided and so that they are well-supported towards successful completion of the programme, therefore students are expected to meet these deadlines. At the same time there is an acknowledgement that students are usually working full-time and
have busy professional lives. If there is a problem meeting a deadline, the student is expected to contact the Course Director as soon as possible to discuss the situation and, if possible, an extension to the deadline may be granted. Given this flexibility, mutually agreed extended deadlines will then be treated as absolute. Should students miss a deadline (either normal or extended) there will be a penalty of 5% deducted from the mark of that assignment for every day, or part day, late after the deadline.

- Students may present mitigating circumstances that they believe have affected their academic performance in relation to examinations, major pieces of coursework and projects, and difficulties impacting upon a substantial part of the academic year. These will be managed in accordance with College regulations and on an individual basis, and the Board of Examiners will use its discretion to make a decision. You are encouraged to discuss this with the Course Director or your personal tutor (see page 4 for contact details) For full details of the process see ‘Mitigating circumstances policy and procedures’ at www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

- If no work is submitted for summative assessment then, in line with Imperial College regulations, a mark of not commended/fail will be recorded, without exemption.

- Students are entitled to an opportunity to re-submit an assessment. This resubmission will be capped at 50%. The final mark for the programme is not capped and will be aggregated in the normal way.

- 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.

For detailed information about assessment criteria, grade guidelines and assignment briefs for each level of the programme see Section 5, page 17.

For further information please see the following link to the College’s Academic and Examination regulations:

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

**Plagiarism**

“Plagiarism, which is the presentation of another person’s thoughts, words or images and diagrams as though they were your own and which is a form of cheating, must be avoided, with particular care on coursework, essays, reports and projects written in your own time and also in open and closed book written examinations” (College Registry, 2016).

For further information on plagiarism including specific information for Master’s students please see the following link:

www.imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness
Information on plagiarism can also be found in later in this handbook under Cheating offences policy and procedures.

For detailed guidance on correct Harvard referencing convention see the Appendix.
5. Postgraduate Diploma in University Learning and Teaching (PG Dip ULT)

Structure and outline

Our programme divides the full Master’s into three equal 30 ECTS stages. Completing the PG Cert (or an equivalent qualification elsewhere) gives you 30 ECTS units worth of ‘credit’. The PG Diploma in ULT year adds a further 30 ECTS units worth of study bringing the ECTS unit ‘credit’ up to the 60 ECTS units required for a Diploma. Should you decide to continue to the full Master’s a further 30 ECTS worth of study is required, bringing the total to the prerequisite 90 ECTS credits.

The PG Diploma year comprises 30 ECTS units worth of study, where each unit represents a notional 25 hours study time. The PG Diploma therefore involves 750 hours of study, made up of face-to-face contact in workshops, seminars and supervision and also as self-study and preparation of assignments etc.

This is a significant commitment, especially given that you will be engaging with a new academic field and a different literature than you may be used to in your own primary discipline. This also requires some continuity and therefore the PG Diploma would normally be completed within 12 months with two taught weeks, each with associated assignments, and a significant supervised library project.

PG Diploma ULT Learning Outcomes

On completion of the PG Diploma, in addition to the PGCert ULT learning outcomes, 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 teaching practices and their impact on student learning.
- Demonstrate effective writing in an educational style and context.

“I thought this was a really well thought out curriculum. I really enjoyed the way that our role as learners and as peer teachers was weaved into it and alternated to achieve an experiential way of teaching. It is inspiring to see learning delivered in this way” (PG Diploma student 2015-16).
Face-to-face teaching schedule

<table>
<thead>
<tr>
<th>Taught Week 1</th>
<th>12-16 September 2016 (10.00-16.00)</th>
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<tr>
<td>Engaging with Educational Literature Module</td>
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<tr>
<td><strong>Taught Week 2</strong></td>
<td>3-6, 9 January 2017 (10.00-16.00)</td>
</tr>
<tr>
<td>Writing Critically in Education Module</td>
<td></td>
</tr>
<tr>
<td><strong>Progress Update Seminar 1</strong></td>
<td>Thursday 6 April 2017 (13.30-16.30)</td>
</tr>
<tr>
<td>Library Project Module</td>
<td></td>
</tr>
<tr>
<td><strong>Progress Update Seminar 2</strong></td>
<td>Tuesday 6 June 2017 (10.00-13.00)</td>
</tr>
<tr>
<td>Library Project Module</td>
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</table>

Formative assessment and feedback

In the PG Diploma students get informal formative feedback on their participation in the taught week activities and tutors provide detailed formative feedback on drafts of Assignment 1, Assignment 2 and the Library Project. Students can guide tutors as to which aspects specifically they would like feedback on. Feedback will normally be given within two weeks of submission. Students will also receive formal feedback on their summative work. This will identify both strengths and areas for improvement and should be fed forward and used to inform subsequent work. There will also be the opportunity to give and receive peer feedback during the seminars and on assignments.

Summative assessment

In the PG Diploma summative examination is by submission of two assignment essays, approximately 5 weeks after each of the taught weeks. The Engaging with Educational Literature module assignment assesses critical reading of educational literature, while the Writing Critically in Education module assignment assesses critical writing in an educational style. The module 1 and 2 essays will be completed in order, the critical reading task first, before the critical writing task, and both of these before the Library Project.

The major piece of summative assessment for the PG Diploma is the Library Project. This individually negotiated piece of work is supported by an individual tutor and summative examination is by submission of a report of 7,000 (+10%) words. The assignments and the library project will be marked against the marking criteria associated with each piece of work, as provided in this handbook. Please refer to the assessment criteria closely whilst planning and writing your assignments.

The award of PG Diploma is unclassified with students achieving a ‘commended’ or ‘not yet commended’ mark based on a mark over or under the 50% pass mark respectively. Although the Diploma is unclassified the essays and library project are given a percentage mark and this is used to help determine the final classification for those that continue to the MEd level (which is a classified qualification).
Engaging with Educational Literature module (Week 1)

Week 1 of face-to-face teaching is in September, before the start of term. The week comprises about 30 hours of teaching and group activities aimed at:

- introducing the PG Diploma structure and expectations;
- enabling students to search educational bibliographic indexes and select appropriate literature;
- developing approaches to critical reading of educational literature;
- critically examining the relevancy of educational theories such as behaviourism, constructivism and social learning theories;
- modelling teaching and learning strategies.

**Intended Learning Outcomes**

On successful completion of this module (including any required reading) students will be better able to:

1. Recognise key educational theories of learning (behavioural, cognitive and socio-cultural) and their distinguishing characteristics.
2. Critically engage with these theories and discuss their relevance in their own disciplinary and personal context.
3. Recognise that there are important differences between the bio-medical/scientific and the social science/humanities paradigms and that this is reflected in their respective literatures and use of language.
4. Use the educational bibliographic indexes and related library systems, and appropriate educational citation, quotation and referencing.
5. Critically engage with the educational literature, demonstrating an awareness of a range of appropriate sources.
6. Conceptualise and articulate the connections between education theory, literature and practice in higher education.
7. Critically reflect on and evaluate own and others’ teaching practices, and identify developments.

This week includes formatively assessed tasks and activities that build towards a summatively assessed essay (3,000 (+10%) words), designed to develop and assess critical reading of educational literature in the light of personal experience and disciplinary context.

“Varied presentations, pauses, flexing into discursive time for the group to 'digest'. Team based learning on Day 1 to establish a community.” (PG Diploma student 2015-16).

“Hearing other people's opinions about the pre-reading. This really helped to either reinforce concepts that I'd struggle with alone, or else clarify things I'd misunderstood” (PG Diploma student 2015-16).
## Engaging with Educational Literature module timetable (Week 1)

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</thead>
<tbody>
<tr>
<td><strong>Monday 12 September 2016 SALC 5</strong></td>
<td>Welcome to Diploma in ULT and introductions. What is learning, and what is teaching, in higher education? (KI)</td>
<td>Crossing paradigms: Study of educational theory and practice. What is the same, and what differs from your discipline? (MK)</td>
<td>Lunch</td>
<td>‘Learning as behaving’ and ‘Learning as thinking’: A Team-based Learning (TBL) Approach Behavioural and cognitive theories of learning and their relation to educational practice. (JH, KI)</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday 14 September 2016 SALC 5</strong></td>
<td>Reading critically: Deconstructing educational values, arguments and positions. Toulmin’s Model of Argument. (DR)</td>
<td>Lunch</td>
<td>Learning transitions: What transitions are our students making and how should we support them?</td>
<td>Independent critical reading in preparation for journal club session.</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday 15 September 2016 SALC 5</strong></td>
<td>How does learning theory inform teaching practice? Making sense of the multiplicity of theories of learning. (KI, DR)</td>
<td>Lunch</td>
<td>Independent literature search for relevant texts for Assignment One. In preparation for the development workshop, students should identify, access and justify their selection of one text according to the Assignment One brief and assessment criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday 16 September 2016 SALC 5</strong></td>
<td>Journal Club Session: Critiques of two educational papers. Group-based student presentations and discussion. Three parallel groups of presentations. (MK, KI, JH, IN, MP)</td>
<td>Lunch</td>
<td>Development workshop: Planning and preparing for Assignment One. Students should bring one text they have identified and justify reasons for selection. Peer and tutor feedback. (MK, KI, JH, IN, MP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Administrative/welcome session | Skills – reading educational literature | Educational theory into practice | Independent reading/research | Student-led sessions |

**EDU tutors:** JH: Jo Horsburgh; KI: Kate Ippolito; MK: Dr Martyn Kingsbury; AM: Dr Annette Mahon; IN: Dr Iro Ntonia; MP: Dr Monika Pazio; DR: Dr David Riley  
**Guest tutor:** Heather Lincoln: Liaison Librarian, Business School & School of Professional Development, Central Library
Engaging with Educational Literature assignment brief
(Assignment 1)

Select two examples of educational literature (articles, chapters, policy documents etc.) and critically examine the claims made in your chosen literature in relation to your own teaching and learning context.

Each source of educational literature must represent a different type of literature, as listed below (i.e. at least two types of literature should be represented):

- Theoretical literature
- Research literature
- Practice literature
- Policy literature

Prompt questions

When developing your assignment consider the following:

Why did you select this article?
What type of literature is this?
What do you think the author is trying to achieve through their writing and how successful do you think they are?

Drawing on your educational experience and wider reading, in what ways do you agree and disagree with the claims the author makes?
What are the views of other authors in the field?

With reference to Toulmin’s Model of Argument, critically consider the evidence that the author draws on. Is this evidence and the way it is used persuasive to the reader?

See Assignment 1 mark sheet and the PG Diploma grade guidelines for full details of the assessment criteria, which you should read carefully when planning and developing your assignment.

Word limit - 3,000 words (+10%)
Mark sheet for Postgraduate Diploma 2016-17 – Assignment 1
(Engaging with Educational Literature)

Participant CID:
Marker’s Name:
Title of work:

Instructions
1. Please read the grade guidelines over page and enter comments under the headings below.
2. Then reach an overall judgement about the quality of the work, using the assessment criteria,
grade guidelines and learning outcomes for the module to guide your judgement. 50% or
more represents a pass mark.
3. Please indicate the percentage mark below.

<table>
<thead>
<tr>
<th>Please give % mark</th>
<th>Grade: Ungraded</th>
<th>Grade D (fail)</th>
<th>Grade C</th>
<th>Grade B</th>
<th>Grade A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39% or less</td>
<td>40-49%</td>
<td>50-59%</td>
<td>60-69%</td>
<td>70-100%</td>
</tr>
</tbody>
</table>

Assessment Criteria and Comments

1.) Integration and Application
a) Demonstrates an ability to read and integrate different types of literature and to apply these
to an area of their own practice.

2.) Critical Use of Literature
a) Identifies different viewpoints in the literature and explains how they might relate to one
another.

b) Is able to engage critically with the literature by identifying strengths and weaknesses
within the arguments and claims of the literature. For example, by considering the warrant,
the context, the application or the method used in the literature.

3.) Reflection Insight and Evaluation
a) In the context of the reading, demonstrates reflection and evaluation of own and others’
teaching practices.

4.) Academic Structure and Presentation
a) There is a good standard of presentation which includes; appropriate structure, clarity of
expression, use of appropriate educational language, correct (Harvard) referencing and
overall technical accuracy.

Overall Comments
## PG Diploma grade guidelines: characteristics of performance for each grade

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ungraded: 0-39% (Fail)</th>
<th>Grade D: 40-49% (Fail)</th>
<th>Grade C: 50-59% (Pass)</th>
<th>Grade B: 60-69% (Merit)</th>
<th>Grade A: 70-100% (Distinction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration &amp; Application (Reading)</td>
<td>Demonstrates very little evidence of having read, or integrated, central texts and research findings; scarcely relates these to the topic.</td>
<td>Demonstrates a limited, fragmented knowledge of the literature and research findings; presents few and/or limited applications of these to the topic.</td>
<td>Demonstrates a modest, partially integrated knowledge of the basic literature and research findings; presents some modest applications of these to the topic.</td>
<td>Demonstrates a well-integrated knowledge of the basic literature and research findings; presents pertinent applications of these to the topic.</td>
<td>Demonstrates an excellent, well-integrated knowledge of the basic literature and research findings; presents convincing applications of these to the topic.</td>
</tr>
<tr>
<td>Critical use of literature (Reading)</td>
<td>Demonstrates very little or no awareness of differing viewpoints, and of relations between them.</td>
<td>Demonstrates limited awareness of differing viewpoints, and of relations between them.</td>
<td>Demonstrates modest awareness of differing viewpoints, and of relations between them.</td>
<td>Demonstrates awareness of differing viewpoints, and of relations between them. Is familiar with main texts and findings; presents some critique but is not incisive.</td>
<td>Demonstrates excellent awareness of differing viewpoints, and of relations between them. Is widely read, and is critically incisive.</td>
</tr>
<tr>
<td>Reflection, insight and evaluation (Reading)</td>
<td>Presents very little or no evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents little evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents modest and/or unclear evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents clear evidence of reflection and evaluation of own and others' teaching practices.</td>
<td>Presents strong evidence of complex, insightful reflection and penetrating evaluation of own and others' teaching practices.</td>
</tr>
<tr>
<td>Understanding &amp; Relevance (Writing)</td>
<td>Presents very little evidence of, or misunderstandings of, main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic; makes very few or no connections between them.</td>
<td>Presents limited evidence of, or flawed understandings of, main knowledge, concepts, theories, issues, policy ideas and practice relevant to the topic; makes few or simple connections between them.</td>
<td>Presents modest grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and makes some relevant connections between them.</td>
<td>Presents a good grasp of main knowledge, concepts, theories, policy (when applicable), ideas and practice relevant to the topic; makes salient connections between them.</td>
<td>Presents an excellent grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic; and makes interesting and/or compelling connections between them.</td>
</tr>
<tr>
<td>Reasoning Structure, Argument (Writing)</td>
<td>Provides few, or no hints, on the rationale and narrative arc of the study; submits work with very little or no structure; develops few or no arguments, presented arguments are flawed not sustained or are mutually contradictory; presents very little or no discussion of the work.</td>
<td>Provides little information about the overall rationale and narrative arc of the study; submits work with little structure; develops weak arguments, and/or the arguments are not followed through; presents little discussion of the work as a whole.</td>
<td>Acknowledges the rationale and narrative arc of the study; submits work with an adequate structure; develops and sustains some modest arguments; presents some discussion of the work as a whole.</td>
<td>Makes clear the rationale and narrative arc of the study; submits clearly structured work; develops clear and sound arguments with some defence but little evidence of creativity; presents a substantive discussion of the work as a whole.</td>
<td>Explains the rationale and narrative arc of the study; presents rigorously structured work; provides lucid, cogent and sophisticated arguments that are well substantiated and defended; presents a thorough and critical account of the work as a whole.</td>
</tr>
<tr>
<td>Independence (Writing)</td>
<td>Demonstrates very little or no independence of thought; accepts as given ideas and findings from the educational literature and research.</td>
<td>Demonstrates little independence of thought; accepts without question most ideas and findings from the educational literature and research.</td>
<td>Demonstrates modest independence of thought; questions some ideas and findings from the literature and research; shows an ability to generate practical recommendations.</td>
<td>Demonstrates independence of thought; routinely questions ideas and findings from the literature and research; shows an ability to generate robust recommendations.</td>
<td>Demonstrates independence of thought and argument; challenges ideas and findings from the literature and research; shows an ability to generate rigorous recommendations; is creative, innovative &amp; goal-oriented.</td>
</tr>
<tr>
<td>Technical accuracy* of presentation</td>
<td>Considerable error in level of technical accuracy in written work.</td>
<td>Some errors in level of technical accuracy in written work.</td>
<td>An acceptable, if fairly basic, level of technical accuracy in written work.</td>
<td>Considerable accuracy and correctness in technical presentation in written work.</td>
<td>Very few flaws in accuracy and correctness in technical presentation in written work.</td>
</tr>
</tbody>
</table>

*Technical accuracy is taken to include: punctuation, essay organisation, paragraph and sentence structure, spelling, tone, word usage, referencing.
Writing Critically in Education module (Week 2)

Week 2 of face-to-face teaching is in January, before the start of the spring term. This week comprises about 30 hours of teaching, group activities and seminars and follows a similar structure and pattern to Week 1. Having prepared participants to engage more critically with the educational literature in Week 1, this week delves more deeply into key educational concepts and considers critical writing skills for education. Once again there are a series of formatively assessed tasks and activities that build towards a summatively assessed essay. This is designed to develop and assess critical writing in educational style, through the critical examination of selected educational concepts in the light of personal experience and disciplinary context.

Intended Learning Outcomes

On successful completion of this module (including any required reading) students will be better able to:

- Unpack educational references and critically engage with others’ narrative arguments.
- Develop and articulate their personal narrative arguments about educational practice.
- Position themselves within their own disciplinary and educational contexts.
- Conceptualise and articulate the connections between education theory, literature and practice in higher education.
- Write appropriately and effectively for an educational readership/audience.
- Make recommendations for improving educational practice in your local context.

“Exposure to range of ‘big’ overarching theories to anchor thoughts” (PG Diploma student 2015-16).

“Being given plenty of time to understand new concepts/approaches. Very good mix of group work/peer discussion/whole group teaching - made the week very enjoyable. Timing was good allowing space for reading outside the taught sessions. Lots of guidance/linking throughout to assignment/library project” (PG Diploma student 2015-16).
## Indicative Week 2 timetable for PG Diploma – ‘Critical Writing in Education’ module

<table>
<thead>
<tr>
<th>Day &amp; Room</th>
<th>Day 1 Time</th>
<th>Day 2 Time</th>
<th>Day 3 Time</th>
<th>Lunch</th>
<th>Day 4 Time</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 3 January 2017</td>
<td>10.00 – 11.00</td>
<td>11.15 – 12.30</td>
<td>12.30 – 13.15</td>
<td>Lunch</td>
<td>13.15 – 14.30</td>
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<tr>
<td><strong>SALC 5</strong></td>
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<td>Learning as Feeling: Exploring the role of emotion in teaching and learning and how to manage it. (JH, KI)</td>
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<tr>
<td><strong>EDU tutors</strong></td>
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<td></td>
<td>Lunch</td>
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<tr>
<td><strong>JH</strong></td>
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<td></td>
<td>Theoretical Framing: Using theories as a lens to explore educational phenomena. (JH)</td>
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<tr>
<td><strong>KI</strong></td>
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<tr>
<td><strong>MK</strong></td>
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<td>Concept Mapping: Investigating the use of concepts maps as a tool for studying, teaching and researching. (DR)</td>
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<td><strong>AM</strong></td>
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<tr>
<td><strong>IN</strong></td>
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<td></td>
<td>Independent Reading in preparation for Journal Club</td>
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<tr>
<td><strong>MP</strong></td>
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<tr>
<td><strong>DR</strong></td>
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<td></td>
<td>Library Project Planning Session: Expectations and aspirations for the Library Project. (KI)</td>
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<tr>
<td><strong>Students as Partners:</strong></td>
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<tr>
<td><strong>Exploring the possibilities and practicalities of engaging students as partners in educational design, assessment and feedback and research. (KI)</strong></td>
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<td></td>
<td>Independent Planning Session: Preparing for Assignment Two, Journal Club or Library Project.</td>
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<tr>
<td><strong>Threshold Concepts:</strong></td>
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<tr>
<td><strong>Identifying and exploring personal threshold concepts on educational theory. (MK)</strong></td>
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<td></td>
<td>Writing Assignment Two: Revisiting academic essay writing approaches and key educational concepts. (KI)</td>
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<tr>
<td><strong>Learning, Participation and Identity:</strong></td>
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<tr>
<td><strong>Critically examining how learning happens within and between communities of practice. (KI, JH)</strong></td>
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<td></td>
<td>Development Session: Tutors available for one-to-one support. (KI, MK, AM, JH, MP, IN)</td>
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<tr>
<td><strong>Journal Club:</strong></td>
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<tr>
<td><strong>Two parallel sessions with peer group preparation, student presentations and discussion of papers. (KI, MK, AM, JH, MP, IN)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Skills – reading educational literature, writing in education</th>
<th>Educational theory into practice</th>
<th>Independent reading/research</th>
<th>Student-led sessions</th>
</tr>
</thead>
</table>

**EDU tutors:** **JH:** Jo Horsburgh; **KI:** Kate Ippolito; **MK:** Dr Martyn Kingsbury; **AM:** Dr Annette Mahon; **IN:** Dr Iro Ntonia; **MP:** Dr Monika Pazio; **DR:** Dr David Riley
Writing Critically in Education assignment brief
(Assignment 2)

Using ideas explored either in the ‘Learning, Participation and Identity’ or ‘Threshold Concepts’ session, develop a narrative argument about both the relevancy and limitations of these concepts, when applied to your educational setting.

See Assignment 2 mark sheet and the PG Diploma grade guidelines for full details of the assessment criteria, which you should read carefully when planning and developing your assignment.

Word limit - 3,000 words (+10%)
Mark sheet for Postgraduate Diploma 2016-17 – Assignment 2
(Writing Critically in Education)

Participant CID: 
Marker’s Name: 
Title of work: 

Instructions 
1. Please read the grade guidelines over page and enter comments under the headings below. 
2. Then reach an overall judgement about the quality of the work, using the assessment criteria, grade guidelines and learning outcomes for the module to guide your judgement. 50% or more represents a pass mark. 
3. Please indicate the percentage mark below. 

<table>
<thead>
<tr>
<th>Please give % mark</th>
<th>Grade: Ungraded 39% or less</th>
<th>Grade D (fail) 40-49%</th>
<th>Grade C 50-59%</th>
<th>Grade B 60-69%</th>
<th>Grade A 70-100%</th>
</tr>
</thead>
</table>

Assessment Criteria and Comments

1.) Understanding and Relevance 
   a) Demonstrates an understanding of relevant knowledge, concepts, theories, issues, policy, ideas and their applications to practice (students should refer to two or more of these components as appropriate to their assignment).
   b) Demonstrates an ability to make relevant connections between the knowledge, concepts, theories, issues, policy, ideas and their applications to practice, which make up the content of the assignment.

2.) Reasoning Structure and Argument 
   a) The writing is structured in a way which has a clear rationale and narrative argument.
   b) Presents arguments that are developed and defended through the use of theory, practice or empirical evidence (students should refer to two or more of these components as appropriate to their assignment).

3.) Independence 
   a) Demonstrates an ability to challenge ideas from the literature and current practice.
   b) Is able to generate recommendations, which may show creativity and innovation. This might be demonstrated in a number of different ways, but there is no requirement here to show originality.

4.) Academic Structure and Presentation 
   a) There is a good standard of presentation which includes; appropriate structure, clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall technical accuracy.

Overall Comments

First/Second Marker (Delete as applicable)
Library Project module

The final part of the PG Diploma stage consists of a library-based education project. This builds on the preparatory work done in the first two modules, including through independent study and the two previous essays. The library project is an individually negotiated assignment in an area of interest and relevance to each student.

Much of the work on this project will be through independent study but there will be specific seminars and individualised tutor support to guide students. Summative examination is by submission of a report of 7,000 words (+10%). Although there is no specified lower limit, we would expect most Library Projects to be close to 7,000 words if they are to fully examine the chosen area and address the learning outcomes.

Intended Learning Outcomes

There are no separate learning outcomes associated with the library project, rather this is an extended activity where students can demonstrate and reinforce the intended learning outcomes associated with the whole taught component (module 1 and module 2) and the wider PG Diploma.

Progress review seminars

Two half-day progress review seminars will be held to provide students with additional guidance and support for researching and writing their Library Project on:

<table>
<thead>
<tr>
<th>Progress review seminar 1</th>
<th>Thursday 6 April 2017 (13.30-16.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress review seminar 2</td>
<td>Tuesday 6 June 2017 (10.00-13.00)</td>
</tr>
</tbody>
</table>

One-to-one supervision meetings with your Diploma tutor to discuss your Library Projects will also be available. You should contact your tutor directly to arrange these.

“Fantastic transformative process. Excellent focus on skills” (PG Diploma student 2015-16).
Library Project assignment brief

Each student will decide on the exact focus of their project, although it should fulfil the following requirements:

- Have a teaching and learning focus.
- Demonstrate an ability to search, integrate and accurately cite generic, disciplinary-specific and level-specific educational literature.
- Make connections between this educational literature and teaching practices in their discipline through analysis, synthesis and personal reflection on practice.

Also see Library Project mark sheet and the PG Diploma grade guidelines for assessment criteria, which you should read carefully when planning and developing your assignment.

**Word limit** - 7,000 words (+10%)

The word limit excludes title page, abstract, reference list and appendices. You do not have to include an abstract but it may help you to distil your Library Project’s key messages.
Mark Sheet for Postgraduate Diploma 2016-17 - Library Project

Participant CID:
Title of work:
Marker’s Name:

Instructions
1. Please read the grade guidelines and enter comments under the headings below.
2. Then reach an overall judgement about the quality of the work, using the assessment criteria, grade guidelines and learning outcomes for the module to guide your judgement. 50% or more represents a pass mark.
3. Please indicate the percentage mark below.

<table>
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<tr>
<th>Please give % mark</th>
<th>Grade: Ungraded 39% or less</th>
<th>Grade D (fail) 40-49%</th>
<th>Grade C 50-59%</th>
<th>Grade B 60-69%</th>
<th>Grade A 70-100%</th>
</tr>
</thead>
</table>

Assessment Criteria and Comments

1.) Integration and Application
   a) Demonstrates an ability to read and integrate different types of literature and to apply these to an area of their own practice.

2.) Critical Use of Literature
   a) Identifies different viewpoints in the literature and explains how they might relate to one another.
   b) Is able to engage critically with the literature by identifying strengths and weaknesses within the arguments and claims of the literature. For example, by considering the warrant, the context, the application or the method used in the literature.

3.) Reflection Insight and Evaluation
   a) In the context of the reading, demonstrates reflection and critical evaluation of own and others’ teaching practices.

4.) Understanding and Relevance
   a) Demonstrates an understanding of relevant knowledge, concepts, theories, issues, policy, ideas and their applications to practice (students should refer to two or more of these components as appropriate to their assignment).
   b) Demonstrates an ability to make relevant connections between the knowledge, concepts, theories, issues, policy, ideas and their applications to practice, which make up the content of the assignment.

5.) Reasoning Structure and Argument
   a) The writing is structured in a way which has a clear rationale and narrative argument.
   b) Presents arguments that are developed and defended through the use of theory, practice or empirical evidence (students should refer to two or more of these components as appropriate to their assignment).
6.) Independence
   a) Is able to generate recommendations, which may show creativity and innovation. This might be demonstrated in a number of different ways, but there is no requirement here to show originality.

7.) Academic Structure and Presentation
   a) There is a good standard of presentation which includes; appropriate structure, clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall technical accuracy.

Overall Comments

Below is a list of past titles to indicate the range and type of library project options. It is not meant to be prescriptive or limiting and students are encouraged to be creative in their choice of focus.

Students are encouraged to phrase their title as a question which is researchable through the literature, as this will help to structure the project appropriately. However, this is a guideline and not a requirement.

**Some previous library project titles:**

- From threshold concepts to transformative learning: Cognitivist perspectives on how philosophy could enrich physics teaching.
- I feel therefore I teach. The importance of emotions in the role and identity of a lecturer.
- Lost in the fog: liminality and authenticity in geological fieldwork.
- How can personal tutoring be used to support transformative learning of medical students? Analysis through the lens of transformative learning theory by J. Mezirow.
- In what way does CLT offer suggestions for improved student learning and engagement?
- Authenticity in statistical learning and learning statistics.
- Curriculum mapping: a tool to reinterpret medical student apprenticeship?
- Multiple choice questions are a good way to help students learn: TRUE or FALSE?
- What I Teach When I Teach Nothing.
- The role of social capital in medical sub-specialty decision-making.
- What is the role of the role model in the development of professional identity in medical students?
- Dotting the “I” or crossing the “T” – A Bourdieusian Approach to Generalising Medical School Education.
- Can summative assessment of industrial placements turn students into engineers?
Submission deadlines and penalties

The three assignments should be submitted electronically using Blackboard Learn. The deadlines for submission are shown in the table below.

Blackboard Learn will not permit submission after these dates and times. Failure to submit will result in failure of the module. Resubmitted assignments will be capped at 50%.

*NB Assignment 2 draft and Library Project drafts should be emailed to k.ippolito@imperial.ac.uk and s.beasley@imperial.ac.uk, not submitted via Blackboard Learn.

<table>
<thead>
<tr>
<th>PG Diploma Assignment</th>
<th>Draft submission deadlines</th>
<th>Students receive feedback on drafts</th>
<th>Final submission deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Mon 24 October 2016 23.59*</td>
<td>Mon 07 November 2016</td>
<td>Mon 28 November 2016 23.59</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Mon 13 February 2017 23.59*</td>
<td>Mon 27 February 2017</td>
<td>Mon 20 March 2017 23.59</td>
</tr>
<tr>
<td>Library Project</td>
<td>Mon 22 May 2017 23.59*</td>
<td>Mon 05 June 2017</td>
<td>Mon 03 July 2017 23.59</td>
</tr>
</tbody>
</table>
Preparing to begin the PG Diploma

We’ll be discussing the following aspects on Day 1. You might like to make some notes in advance.

What are your beliefs about university learning and teaching?

What do you hope to learn by doing the PG Diploma in ULT?

What are your concerns about doing the PG Diploma in ULT, if any?
Progressing from the PG Dip to the Master’s

On successful completion of the PG Diploma you are eligible to transfer on to the MEd ULT. If you wish to continue your studies, the options available to you are as follows:

1. Transfer to the MEd starting in September 2017 (if you choose this option we will inform Registry and your transfer from the Diploma to the MEd will be automatic).
2. Enrol on to the MEd starting in September 2018 (if you choose this option Registry will produce a transcript for your PG Dip which can be used for your transfer to the MEd).
3. Enrol on to the MEd starting in September 2019 (if you choose this option Registry will produce a transcript for your PG Dip which can be used for your transfer to the MEd).
4. Exit with the Diploma (this option will preclude you from completing the MEd in the future and Registry will issue you with a certificate).

Students who successfully complete the PG Diploma in ULT are eligible to progress onto the Master’s level. This course is intended for students who have developed a strong interest in educational theory, literature and research. It will build on the themes and concepts that were introduced during the PG Diploma and students will complete a relatively small piece of educational research. The enquiry may be related to an area of interest that was developed within the Diploma year and many students enrolling on the course may already have ideas of an appropriate piece of research.

It is important that students consider the time and commitment that will be required to successfully complete the Master’s in Education and be aware of the differences that exist in research methods between the social sciences and the sciences. These differences are significant and will require the student to engage in academic study of the discipline. To this end, there will be taught sessions devoted to research methods within the social sciences, which students are expected to attend.

As with all Imperial M level programmes this is a demanding academic course and experience tells us that those students achieving a merit or distinction at Diploma level are better equipped for the challenges of the MEd level. If you wish to discuss this please contact us.
6. Examination Board

Board of Examiners

The Board of Examiners meets annually in July to agree the awards of MEd programme candidates and to confirm candidates' progression to the next level of the programme.

EDU staff who sit on the Board of Examiners are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Martyn Kingsbury</td>
<td>Head of Unit and Director, Educational Development</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Ms Alison Ahearn</td>
<td>Principal Teaching Fellow</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Ms Suyane Beasley</td>
<td>MEd, Dip ULT and Workshops Administrator</td>
<td>Administrator</td>
</tr>
<tr>
<td>Ms Jo Horsburgh</td>
<td>Principal Teaching Fellow in Medical Education</td>
<td>Course Director, MEd. Assessor, all stages</td>
</tr>
<tr>
<td>Mrs Kate Ippolito</td>
<td>Senior Teaching Fellow in Educational Development</td>
<td>Programme Director. Course Director, PG Cert and PG Dip. Assessor, all stages</td>
</tr>
<tr>
<td>Dr Annette Mahon</td>
<td>Lecturer in Educational Development</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Dr Iro Ntonia</td>
<td>Teaching Fellow in Educational Development</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Dr Monika Pazio</td>
<td>Teaching Fellow in Educational Development</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Dr Dave Riley</td>
<td>Senior Consultant in Educational Development</td>
<td>Assessor, MEd</td>
</tr>
<tr>
<td>Ms Helen Wilkes</td>
<td>Star Framework and Programmes Administrator</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

External examiner

Our external examiner is Dr Andy Pye from the University of Exeter. The primary duty of the external examiner is to ensure that the degrees awarded by the College are consistent with that of the national university system. External examiners are also responsible for approval of programme specification modifications and are consulted on the development of assessment. In advance of the exam board the external examiner considers a representative sample of students' assessed work from each level of the programme. Although external examiners do not have power of veto their views carry considerable weight and will be treated accordingly. External examiners are required to attend each meeting of the Board of Examiners where recommendations on the results of individual examinations are considered. External examiners are required to write an annual report to the Rector of Imperial College which may include observations on teaching, course structure and course
content as well as the examination process as a whole. The College provides feedback to external examiners in response to recommendations made within their reports.

Each July we invite students on this programme to meet with the external examiner to provide feedback on their experiences. Students should however note that it is inappropriate to submit complaints or representations direct to external examiners or to seek to influence their external examiners. Inappropriate communication by a student towards an examiner would make that student liable for disciplinary action.

The latest External Examiner report is available on Blackboard Learn. These reports are published internally and departments should link to this:

www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/external-examining/information-for-staff/

7. Location and facilities

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

Campus maps and travel directions are available at:

www.imperial.ac.uk/visit/campuses/

Information about the accessibility of the South Kensington Campus is available online through the DisabledGo access guides here:

www.disabledgo.com/organisations/imperial-college-london-2

Where to find us

The EDU is located in the Sherfield Building on the South Kensington Campus (number 20 on the campus map), next to the Queen’s Lawn. We are a short walk from South Kensington Tube Station, and there are many buses which stop on Cromwell Road, Kensington Gore and Exhibition Road itself. Disabled access can be arranged for all workshops or meetings you need to attend.

Upon arriving at the Sherfield Building please take the stairs or lift to the fifth floor and then on exiting the stairs/lift, turn right and directly right again. Go through the door and you will see a sign for the Unit in front of you.

Our address is:
Educational Development Unit
Level 5 Sherfield Building
Imperial College London
SW7 2AZ
Many of our workshops and taught sessions take place in the Seminar and Learning Centre, also located on the fifth floor of the Sherfield Building. This can be found by exiting the stairs or lift, going through the door ahead and to your left (signposted Blyth Art Gallery). Walk to the other end of the gallery and go through the door which will take you to the Seminar and Learning Centre. Rooms in use for EDU teaching are always clearly signed, but if in doubt, please ask at reception.

**Computer rooms and printers**

The closest computers for student use can be found in the Central Library, South Kensington campus (number 25 on the campus map). The library is open 24 hours a day, except between 23:00 Friday night and 10:00 Saturday morning. Printers can also be found in the library as well as outside the Read lecture theatre, opposite the EDU on the fifth floor of the Sherfield Building.

**8. College policies and procedures**

**Regulations for students**

All registered students of the College are subject to the provisions of the Regulations for Students, the College Academic and Examination Regulations and such other regulations that the College may from time to time approve.

[www.imperial.ac.uk/about/governance/academic-governance/regulations/](http://www.imperial.ac.uk/about/governance/academic-governance/regulations/)
[www.imperial.ac.uk/students/terms-and-conditions/](http://www.imperial.ac.uk/students/terms-and-conditions/)

**Appeals and complaints procedures**

The College aims to give the highest specialised instruction and provide you with the training resources and administrative support you need to succeed. We also have rigorous regulations in place to ensure assessments are conducted with fairness and consistency. We recognise however, that students may believe that they have grounds for complaint about academic or administrative services, or wish to appeal the outcome of an assessment or final degree. Accordingly we have laid out clear and consistent procedures through which complaints and appeals can be investigated and considered:

[www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline](http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline)

**Academic integrity**

As a student at the College you are expected to conduct all aspects of your academic life in a professional manner. A full explanation of academic integrity, including information on the College’s approach to plagiarism is available here:
Cheating offences policy and procedures

It is important that students learn about how to properly attribute and acknowledge the work, data and ideas of others. Plagiarism is scientific misconduct, and students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College’s Cheating Offences Policy and Procedures which is Appendix 3 of the Examination Regulations and which can be found here:

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

Fitness to practice medicine

Please see the following policy:


Intellectual Property Rights policy

For further guidance on the College’s Intellectual Property Rights policy, please contact the Research Office:

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

9. Wellbeing and advice

Student support

The student support webpages (Student Space) are the central point for information on health and wellbeing.

www.imperial.ac.uk/student-space/

Director of Student Support

The Director of Student Support has overall responsibility for all matters relating to student support and wellbeing.

www.imperial.ac.uk/people/d.wright
College Tutors and departmental support

College Tutors operate outside of any department. They provide guidance and assistance to students in regard to welfare issues and are also involved in College disciplinary matters involving students.

For more information see:

www.imperial.ac.uk/student-space/h...college-tutors-and-departmental-support/

A detailed description of the role is available here:


Postgraduate Tutors

Postgraduate Tutors offer pastoral support and offer advice and if necessary they will direct you to an appropriate source of support. You can arrange to have a meeting with the Postgraduate Tutor at any time during your studies. Please note all meetings will be completely confidential.

www.imperial.ac.uk/personal-tutors-guide/understanding-your-role/your-senior-tutor/postgraduate-tutor/

Imperial College Union (ICU) Advice Centre

The ICU Advice Centre offers advice and support on a wide range of issues. Imperial College Union runs the Centre independently of the College. The Student Advisor provides free, confidential, independent advice on welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/welfare-and-advice

Student Counselling and Mental Health Advice Service

The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students of Imperial College London. It is free and confidential.

www.imperial.ac.uk/counselling/

Disability Advisory Service

The Disability Advisory Service offers confidential advice and support to students with a disability, specific learning difficulty, enduring health or mental health condition.

www.imperial.ac.uk/disabilityadvisoryservice
Departmental Disability Officers

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

More information on Departmental Disability Officers is available at:

www.imperial.ac.uk/disability-advisory-service/support/ddos/

More information on procedures for the consideration of additional exam arrangements in respect of disability is available at:


NHS Health Centre and finding a doctor

The Imperial College Health Centre provides 24 hour care for its NHS registered patients in conjunction with the local after hours GP service. Students are able to register on the NHS if within the practice area. For further information see details on:

www.imperialcollegehealthcentre.co.uk/

More information on finding a local doctor is available at:

www.imperial.ac.uk/student-space/here-for-you/find-a-doctor/

NHS Dentist (based in the Health Centre)

The dental team provides the full range of NHS treatments. The surgery can also provide private treatment.

www.imperial.ac.uk/student-space/here-for-you/dentist/

New Students

Information on how to settle in and find your way around.

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

Religious and Faith Support

The Chaplaincy Multi-Faith Centre is a place of resource, help, advice and information relating to issues of faith and spirituality. The Chaplaincy service provides prayer rooms,
information about local places of worship, and people from different faiths you can talk with about issues of spirituality and religion.

www.imperial.ac.uk/chaplaincy/

10. Student Support

Careers Service

The Careers Service has strong links to your department and you will have a named Careers Consultant and Placement and Internship Adviser who will run both group sessions and individual meetings within your department. You can arrange to meet with your linked Careers Consultant or Placement and Internship Adviser either in your department or centrally on Level 5 Sherfield where the Careers Service is based.

www.imperial.ac.uk/careers

The Careers Service offers resources and advice on successful career planning.

www.imperial.ac.uk/careers/exploring-your-options/career/

To book a careers appointment:

www.imperial.ac.uk/careers/services/book-an-appointment/

Centre for Academic English

The Centre for Academic English helps international students, exchange students and visiting researchers to participate effectively and confidently in the academic community. The Centre provides a range of English language support.

www.imperial.ac.uk/academic-english

The Graduate School

Every postgraduate student at Imperial is a member of the Graduate School. In partnership with academics, students across the College and the Graduate Students' Union, the Graduate School provides opportunities for students to meet each other at a variety of social and academic events, promoting interdisciplinary knowledge exchange, encouraging collaborations and creating supportive global research communities and peer groups. The Graduate School runs a Professional Skills Development programme for master’s students.

www.imperial.ac.uk/study/pg/graduate-school/
Information and Communications Technologies (ICT)

ICT provides all the central IT systems across Imperial College and provides IT support for students.

If you need help, you can contact the ICT Service Desk on 020 7594 9000, find help online at www.imperial.ac.uk/ict or visit the Service Desk on Level 4 Sherfield Building, open Monday – Friday from 8.30am until 6pm.

www.imperial.ac.uk/students/online-services/

You should also familiarise yourself with the Conditions of Use of IT Facilities:


International Student Support

Imperial is an international community with students of more than 100 nationalities. Specialist support is offered to assist overseas students to adapt to life in the UK.

www.imperial.ac.uk/study/international-students/

Library Services

Our Library Services deliver a wide range of resources to support students’ needs. The Central Library at South Kensington offers over 1,300 study spaces, many with PCs, while our campus libraries support the research needs of medical students and those based at Silwood Park. Alongside these physical spaces the Library also provides over 170,000 electronic books, journals and databases available both on and off campus. Subject librarians provide expert advice and training and are always on hand to help – just drop in!

www.imperial.ac.uk/admin-services/library/

Registry

www.imperial.ac.uk/admin-services/registry/

The Registry is split into sections with different responsibilities, including:

Student Records and Data

The Student Records and Data 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 currently 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.

Student Records and Data 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.

Appeal administration also sits within the team, as does the responsibility for confirming
qualifications via the Higher Education Degree Datacheck service.

Student Records and Examinations:
records@imperial.ac.uk or +44 (0)20 7594 7268

Degree Certificates:
certificates@imperial.ac.uk or +44 (0)20 7594 8037

**Student Financial Support**

The Student Financial Support team is responsible for a variety of funding schemes to help
support prospective and current students.
For student support fund see:

www.imperial.ac.uk/students/fees-and-funding/

Postgraduate Scholarships and Research Council Studentships:
scholarships@imperial.ac.uk or +44 (0)20 759 48047/48130

US Federal Loans, Hardship funding and Emergency loans:
student.funding@imperial.ac.uk or +44 (0)20 759 48122

**Student Hub**

The Student Hub is the one stop shop for all key information and support that students need
for everyday life at Imperial. All the student support departments are brought together here,
so that you can get answers to your most frequent queries in one place.

The Student Hub team can help you with enquiries regarding:
- Accommodation (including checking contracts for private accommodation)
- Admissions
- International student enquiries
- Research degrees
- Student financial support
- Student records
- Tuition fees

www.imperial.ac.uk/student-hub/

**Accommodation**

For information on halls and private accommodation see:

www.imperial.ac.uk/study/campus-life/accommodation/

**Sport Imperial**

Since the establishment of the Sport Imperial brand in 2005, Sport Imperial has maximised investment in state-of-the-art facilities, scholarships and the promotion of sporting excellence and participation, including the 'Get Active' campaign to increase sport participation throughout the Imperial community.

For more information see:

www.imperial.ac.uk/sport/

**11. 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 face-to-face teaching at PG Cert level
- More time to respond to draft feedback on Diploma assignments
- 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

**Staff-Student Committee**

The Staff-Student Committee is 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:
Student representatives for each level of the programme are invited to volunteer at the beginning of the year and are required to attend the Staff Student Liaison Committee (1st February 2017) and to meet to discuss their experiences of the programme with the external examiner in July 2017.

**Imperial College Union**

Imperial College Union is devoted to the educational interests and welfare of its members. All students at Imperial are members of Imperial College Union:

www.imperialcollegeunion.org/about-us

**Graduate Students’ Union**

The Graduate Students’ Union is the postgraduate arm of Imperial College Union, and is concerned primarily with the affairs of all postgraduate students at Imperial.

https://union.ic.ac.uk/presidents/gsu/

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

**12. 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 an online account, alumni email service, networking events, access to the Library and online resources, Careers support, and our Alumni Visitor Centre. Explore your new community and find out what other alumni have done, search for a local group and join the conversations in our LinkedIn group and on our Facebook page. Above all, please keep in touch! We would love to hear about what you are getting up to, and would like to help and support you as much as we can. You can always drop us an email at alumni@imperial.ac.uk.

www.imperial.ac.uk/alumni/

**Opportunities for further educational development**

The Educational Development Unit runs a series of events and workshops that may be of interest to students at all levels of the MEd in order to hear from distinguished speakers and network with other College staff involved in education. This includes our Perspectives series
of evening lectures, Education Day and stand-alone workshops. You can find out more at our website:

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

You can also follow the EDU on Twitter @Imperial_EDU
Appendix 1: EDU Workshops and other provision

We are involved in a range of events and networking activity that aims to promote education and inform of EDU provision. We also offer bespoke consultancy to individuals and groups on all aspects of teaching and learning.

The STAR Framework provides flexible routes to higher education, revealing and recognising the importance of ongoing commitment to developing their professional practice in teaching within higher education.

We offer a range of taught programmes that provide in-depth study, centre on an academic discipline and are contextualised by institutional context:

- SLT
- PG Cert/ULT
- PG Dip/ULT
- MEd/ULT
- Med SE
Appendix 2: Welcome from Professor Sue Gibson, Director of the Graduate School

The Graduate School has several roles but our main functions are to provide a broad, effective and innovative range of professional skills development courses and to facilitate interdisciplinary interactions by providing opportunity for students to meet at academic and social events. Whether you wish to pursue a career in academia, industry or something else, professional skills development training will improve your personal impact and will help you to become a productive and successful researcher.

Professional skills courses for Master’s students are called “Masterclasses” and they cover a range of themes, for example, presentation skills, academic writing and leadership skills (http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/). All Masterclasses are free of charge to Imperial Master’s students and I would encourage you to take as many as you can to supplement your academic training. The Graduate School works closely with the Graduate Students’ Union (GSU) and is keen to respond to student needs so if there is an area of skills training, or an activity that you would like us to offer, but which is not currently provided, please do get in touch (graduate.school@imperial.ac.uk).

The Graduate School also runs a number of exciting social events throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun. Particular highlights include the Ig Nobel Awards Tour Show, the Chemistry Show and the 3 minute thesis competition. You should regularly check the Graduate School’s website and e-Newsletters to keep up to date with all the events and training courses available to you.

Finally, I hope that you enjoy your studies here at Imperial, and I wish you well.

Sue Gibson
Appendix 3: Welcome from Dr Janet De Wilde, Head of Postgraduate Professional Development

I would like to welcome you to the Graduate School programme for postgraduate professional development. Our team of tutors come from a wide variety of experiences and we understand just how important it is to develop professional skills whilst undertaking postgraduate studies and research. Not only will this development improve success during your time at Imperial, but it will also prepare you for your future careers.

We are continually working to develop the courses we offer and over this year you will see a range of new courses including face-to-face workshops, interactive webinars and online self-paced courses. I encourage you to explore and engage with the diverse range of opportunities on offer from the graduate school and I wish you well in your studies.

Janet De Wilde

The Graduate School’s Mission Statement and Strategic Aims (2013-2018)

Mission

The Graduate School plays a key role in delivering the postgraduate student experience as well as with postgraduate education, policy and strategy development. The Graduate School enriches the postgraduate student experience by delivering a tailored programme of professional skills training which enhances the professional impact and helps to ensure personal ambitions are realised. In partnership with academics, students across the College and the Graduate Students’ Union, the Graduate School provides opportunity for students to meet each other at a variety of social and academic events, promoting interdisciplinary knowledge exchange, encouraging collaborations and creating supportive global research communities and peer groups.

Strategic Aims

The Graduate School will support and enhance the postgraduate student experience by:

- Providing innovative professional skills courses for Master’s and research students, informed by research and developed in response to feedback from students and staff and taking into account the changing needs of employers.
- Listening to the views of postgraduate students and providing forums to represent their voice throughout College.
• Enhancing opportunities for students to communicate their science to a variety of audiences and to engage with the public, recognising the multiple perspectives of communities.
• Providing opportunities for Outreach activities, in consultation with Student Outreach and Recruitment.
• Encouraging cross-disciplinary interaction and collaboration by hosting networking activities, social and academic events.
• Providing opportunities for researchers to develop their global perspectives via the provision of international summer schools.
• Working with academics and students to facilitate the development of student peer support groups or cohorts and providing tailored events and activities for cohort specific groups.
• Facilitating innovative ideas for showcasing student research.
• Providing clear and succinct information about College policies and procedures and progression through programmes of study.
• Continuing to develop online support for postgraduate students, including online skills courses and guidance.
• Supporting students with an interest in teaching, via the provision of a comprehensive programme for GTA training, in consultation with the Educational Development Unit.
• Collaborating with the Educational Development Unit to ensure that research supervisors are provided with a comprehensive training programme.
Appendix 4: 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

See: [www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/misconduct](http://www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/misconduct)
Appendix 5: 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 which 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


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:

www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/elearning-services/turnitin/
Appendix 6: 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 administrator. You can also learn more about using Blackboard as a student at the following website:

www.imperial.ac.uk/admin-services/ict/self-service/teaching-learning/elearning-services/blackboard/use/students/

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’*

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

5. To access materials for the PG Cert/Dip/MEd, click on the relevant course title (e.g. PG Cert ULT 2016-17).
   a. If you cannot see the course you are currently enrolled on, contact your course administrator
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’ (circled in green above)

**Accessing course materials**

![Example PG Cert home page](image)

*Example PG Cert home page - please note this may look slightly different depending on year of entry.*

Important contact details, documents and links to important assignments (such as the final portfolio at the end of the year) will be found in the centre section (circled in purple above). Links to separate pages can be found on the left hand side (circled in yellow above). Clicking ‘Modules’ will take you to a page listing all of the available **modules** for the year.

![Example module page](image)

*Example module page - please note this may look slightly different depending on year of entry.*
Clicking on a module title takes you to a page containing all of the information you need to participate, including:

- pre-reading and pre-session activities for the module;
- hand-outs and slides;
- additional reading;
- useful links;
- assignment details;
- the place to upload your assignment

If you want to return to the list of modules, either click Back on your browser or to return to the home page, click on PG Cert home from the left hand menu (circled in orange above).

**Submitting assignments**

1. Navigate to the **module** page for which you wish to submit an assignment.
2. Click on the title of the assignment e.g. ‘Approaches to Teaching assignment: Group 1’. The assignment will have the following icon next to it:

3. 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 ‘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 your course administrator before submitting.
4. 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:

5. Once you are happy you have attached the correct file, click ‘Submit’.
Appendix 7: 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 to 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


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.

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

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)
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

**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]


**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)


**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)

**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]


or


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]


**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)


**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)


**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.

For information and training workshops:

Library services learning support:

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

Contact the School of Professional Development’s librarians for more advice:

www.imperial.ac.uk/admin-services/library/about-us/your-librarian/