Programme Specification for the
Proposal for Master’s in University Learning and Teaching.
(Including the Postgraduate Certificate and Diploma)

PLEASE NOTE. This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the College for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook or on-line at http://www3.imperial.ac.uk/edudev/programmes. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency.

1. Awarding Institution: Imperial College London
2. Teaching Institution: Imperial College London
3. External Accreditation by Professional / Statutory Body: The proposed PG Cert is aligned with the requirements for accreditation by the Higher Education Academy for fellowship. In view of the present situation regarding Imperial College membership of the HEA and uncertainty of the government implementation of the Browne recommendations we will apply for appropriate external accreditation as soon as the situation becomes clear.
4. Name of Final Award (BEng / BSc / MEng etc): Postgraduate Certificate, Postgraduate Diploma or MEd
5. Programme Title: University Learning and Teaching + (optional faculty identifier)
6. Name of Department / Division: Educational Development Unit
7. Name of Faculty: N/A
8. UCAS Code (or other coding system if relevant): N/A
9. Relevant QAA Subject Benchmarking Group(s) and/or other external/ internal reference points
None - programme aligned to the UK Professional Standards Framework (Standard Descriptor 2)
10. Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ): Master’s (MSc, MRes) Level 7
11. Mode of Study: Part Time
12. Language of Study: English
13. Date of production / revision of this programme specification (month/year):
Produced: November 2010.
Revised: February 2011
14. Educational aims/objectives of the programme

This course, aimed primarily at Imperial College and associated staff, is a three-stage work/practice-based approach study of learning and teaching in the University setting. While this tailored approach focuses 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 focus on 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.

The first stage of the three stage process is a postgraduate Certificate, a course that develops participants as reflective practitioners. The second stage expands participants’ 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. The last stage adds training and support in education enquiry and allows participants to investigate and inform their practice with valid educational enquiry for a dissertation. Completion of all three stages results in the full Master's in University learning and teaching.

Each stage is work-based with teaching and assessment centred on the participants’ disciplinary teaching and requires a critical engagement with disciplinary educational ideas, approaches and literature. To reflect this, the programme title is ‘University Learning and Teaching’ with an optional faculty identifier to indicate both the level and disciplinary field of the work. The possible identifiers will therefore be chosen from Engineering, Natural Sciences, Medicine and Business with the option of no faculty identifier for those who wish it and/or work between or across faculty lines such as the graduate schools.

We have taken a socio-cultural perspective in designing the programme attempting to integrate developing generic and discipline specific educational knowledge into the participants’ practice at every stage of the course. Participants will be invited to participate in regular EDU hosted seminars together with Educational Development Coordinators (EDCs), Teaching Fellows, Learning technologists and others on the LINKED network, in this way they will form part of a developing community of individuals with an interest in education. We hope this will give context to the participants and also encourage a broader change in teaching and learning culture around College with the more advanced participants providing informed loci of developing educational practice.

The programme aims/objectives are to:

- Offer a spectrum of professional development in learning and teaching up to the full Master’s degree, using a work and evidence based approach.

- 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
  o reflect on their own teaching and learning
  o search and read educational literature, critically engaging with it, judging its value for their own personal and disciplinary context
  o carry out meaningful small scale educational enquiry projects

- Think creatively, from an evidence base, about enhancements and innovations in 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.

The course outlined below is flexible, responsive and innovative both in its presentation and in its approach to participants.
15. Programme Learning Outcomes - the programme provides opportunities for postgraduate students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

1. Knowledge and Understanding

In the Postgraduate Certificate…

On completing the PG Cert participants will be:

1. Aware of the scholarship of student learning and its impact on teaching, assessment and course design in participants’ context
2. Able to demonstrate a basic understanding of educational design, including the complexity and breadth of issues to be taken into account
3. Able to understand a range of appropriate teaching methods and their potential advantages and disadvantages in their disciplinary context.
4. Aware of College policy and good practice in respect of student support, feedback and assessment, including awareness of the different needs of students especially with respect to their diverse educational backgrounds
5. Able to appreciate the links between their research and professional activities and their role(s) in teaching and supporting learning
6. Aware of strengths and weaknesses of a range of methods for evaluating teaching
7. Aware of potential uses and the implications of communications and information technology for changing pedagogic practice
8. Able to understand codes and norms pertaining to educational processes in the participant’s department/division, the College and, as appropriate - more widely - in England
9. Able to appreciate the nature and role of reflection in professional practice
10. Aware of the use of learning outcomes in teaching and assessment

The learning outcomes above are common to the whole PG Cert stage; in addition participants will achieve other learning outcomes specific to the individual topics they study. These learning outcomes are listed with the topic descriptions and those achieved will obviously depend on the individual path through the programme.

In the Postgraduate Diploma…

On completing the PG Dip, in addition to the learning outcomes above, participants will be:

11. Demonstrate a critical understanding of Higher education as a field of academic study.
12. Able to understand the main educational theories and concepts that may shed light on the teaching and learning of higher education students, especially within the participants’ working environments and disciplinary field(s).
13. Able to critically engage with educational ideas and theories through the educational literature.
14. Able to demonstrate effective writing in an educational style and context.
15. Aware of current contextual and policy issues in higher education that impact on teaching and learning, including assessment and supervisory practices
In the Master’s in Education…

On completing the MEd, in addition to the learning outcomes above, participants will be:

16. Able to understand and apply a range of educational research methods (both quantitative and qualitative).
17. Demonstrate a critically informed in-depth understanding of a small area of education investigated for the research project.
18. Search and use educational research and evidence to form and support evidence based, reasoned argument.

Teaching/learning methods and strategies

The above are all learnt through a combination of teaching and learning methods, the main ones being:

- interactive lectures;
- practical work and exercises;
- reading; education is a discursive subject requiring extensive scholarship;
- participation in seminars, including preparation, presentation and discussion;
- work-based situated learning, participants reflecting on and developing their own teaching, integrating ideas from the course to both learn themselves and develop their teaching
- supervision;
- literature and evidence-based research projects;
- writing - characterised by conveying knowledge, ideas, data, reflection and criticality.

Many areas are enhanced by observing and considering the practice of others, both during workshops and in ‘real life’. All aspects are enhanced by participants actually ‘doing’ them and learning from this and then integrating the theoretical component with their actual practice.

Knowledge and understanding is assessed:

Formative assessment

In the postgraduate certificate formative assessment is provided through the negotiated formulation of a personalised teaching and learning plan and mapping this onto the course intended learning outcomes. Participants also receive formative feedback for the output tasks from each of the topics taken and from sequential teaching observations. As all topic output tasks and the teaching observations are based in each participant’s own teaching, formative assessment should also benefit practice and ultimately positively impact student learning.

In the postgraduate diploma and MEd formative assessment is provided during class exercises, seminar performance, and supervision where participants also receive formative feedback on drafts of all their assignments.

Summative assessment

In the postgraduate certificate summative assessment emphasises the ability to reflect on contextual knowledge and understanding to inform practice and takes the form of a portfolio with a synopsis of experience, a personal teaching and learning statement, the outcome tasks from each of the topics studied with a reflection on the formative feedback received and linking the topics to ongoing reflection and change in practice and a personal mapping of demonstrated achievements against stipulated outcomes.
In the postgraduate diploma there are two summatively assessed essays, the first focusing on a critical reading task and the second on critical writing skills, both based in generic and disciplinary educational literature and theory. The major assessment is a library project or appropriate work-based project using these critical reading and writing skills to explore and write about an area of educational theory of interest and relevance to the participant and put this in their own personal and disciplinary context.

The summative assessment in the MEd is in the form of a dissertation submitted after the educational research enquiry project or appropriate work-based project. This dissertation is expected to show critical engagement with educational theory and literature, appropriate educational research approach and methodology and be based in personal and disciplinary context.

In order to add the optional faculty identifier we would expect that submissions would show appropriate critical engagement with discipline specific educational theory and literature as well as disciplinary context.

2. **Skills and other Attributes**

   **In the Postgraduate Certificate…**

On completing the PG Cert participants will be able to:

1. Synthesise basic knowledge about how students learn
2. Extrapolate from basic educational theory and consider its application to their own practice
3. Apply basic pedagogical knowledge to educational design in their discipline
4. Use an evidence based approach to consider a range of alternative options in an educational context
5. Appraise critically advantages and disadvantages of various approaches to teaching employed
6. Exercise professional judgement appropriately
7. Identify and describe good practice in respect of student support, feedback and assessment
8. Appreciate the value of empathy in understanding student needs and perceptions
9. Analyse critically the strengths and weaknesses of a range of methods for evaluating teaching
10. Consider implications of use of IT in changing pedagogic practice.
11. Be constructively critical about their own pedagogic practice
12. Be reflective about their own pedagogic practice.

The learning outcomes above are common to the whole PG Cert stage; in addition participants will achieve other learning outcomes specific to the individual topics they study. These learning outcomes are listed with the topic descriptions and those achieved will obviously depend on the individual path through the programme.

**In the Postgraduate Diploma…**

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

13. Critically engage with educational theory and literature.
14. Consider applicability of educational theories, concepts, research and evidence, especially to own teaching and supervisory contexts
15. Analyse their own working environments, policies and practices concerning teaching and learning, using their developing knowledge of education
16. Reflect upon and critically assess own teaching practices and their impact on student learning through the lenses of educational ideas and impact on student learning.
17. Take an evidence based, theoretically informed approach to problem solving in teaching, learning and supervision
18. Exercise sound and informed professional judgement in educational matters based on experience and wider educational theory and information.

In the Master’s in Education…

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

19. Critically assess education research and evidence
20. Critically assess appropriate use of educational research methods.
21. Evaluate educational interventions and situations in university contexts
22. Interpret and write evidence based arguments presented in both a quantitative and qualitative educational style using appropriate context and theoretical grounding.

Teaching/learning methods and strategies

Intellectual skills are developed through the teaching and learning methods outlined above. Considerable emphasis is placed on the value of extending understanding and application through oral questioning and discussion during group work. The development and use of reflection is a desired outcome in its own right, but also contributes substantially to intellectual development, particularly in terms of evaluation and synthesis. The fact that the course is located in the participants’ own teaching practice tends to draw out the complexity and uncertainty of the real world and the need to exercise judgement.

Formative work in each topic contributes to the development of a discriminating approach to choice of methods. The guided reading for each topic provides pedagogic theory with the integration into participants’ practice encouraged by the expectation that appropriate theory is critically considered and integrated into their teaching practice for the output assignments. Sequential teaching observations and critical analysis of literature and independent project work also contribute substantially to achieving the intellectual skills.

3. Practical Skills

In the Postgraduate Certificate…

On completing the PG Cert participants will be able to:

1. Facilitate learning in a manner that shows an understanding of how students learn
2. Design educational activities appropriate for context and discipline
3. Deploy a range of teaching methods as appropriate
4. Employ good practice in respect of student support, feedback and assessment, showing due respect for individual learners and their development
5. Use a range of methods to evaluate teaching
6. Reflect on their own and others’ pedagogic practice.

The learning outcomes above are common to the whole PG Cert stage; in addition participants will achieve other learning outcomes specific to the individual topics they study. These learning outcomes are listed with the topic descriptions and those achieved will obviously depend on the individual path through the programme.
In the Postgraduate Diploma...

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

7. Observe own and others’ teaching with a critical eye which is informed by educational ideas.
8. Conduct oral and written communication in an educational register.
9. Communicate educational ideas orally and in writing to a range of audiences.
10. Use insights from in-depth educational knowledge and reflective practice to develop own teaching practices.
11. Use professional judgment in educational matters, especially those relating to teaching and learning, including supervision.
12. Search educational bibliographic indexes.

In the Master’s in Education...

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

13. Use educational research methods to investigate own teaching practices, and more widely within own discipline.

Teaching/learning methods and strategies

Practical skills are developed from the existing base through the teaching and learning methods outlined previously. However, much of the development comes through practice and experiential learning. Participants are thus engaged in work-based learning. Many practical skills have cognitive elements, especially when they are used in open-ended complex situations. Reflection and critiqued practice is a feature of each of the topics and this together with the sequential teaching observations provides valuable, formative, learning experiences.

All assignments are based in practice and receive formative feedback, these assignments require reflection and integration of pedagogic knowledge with practice and both personal and disciplinary context.

4. Transferable Skills

Across the whole programme...

On completing the programme participants will be able to:

1. Engage critically with a range of education literature
2. Give and receive constructive feedback, especially in oral format, with peers
3. Communicate confidently and appropriately about educational matters to varying audiences.
4. Facilitate and work in small groups
5. Interact with colleagues about professional matters
6. Perform critical, reflective analysis of teaching and learning, including supervisory practices, within and beyond own discipline.
7. Support colleagues in informed ways, in own department/faculty and College in educational matters, particularly those concerning teaching and learning, including supervisory practices.
8. Use knowledge and skills to develop educational policies and practices within own discipline, and more widely within higher education.
9. Research in a different discipline (Education) from parent discipline.

10. Manage time effectively - to fit part time study into an already crowded schedule.

Teaching/learning methods and strategies

Some participants come to the course with some of these skills already well developed; all learn some new skills. The transferable skills are developed to some extent through the teaching and learning methods previously outlined, but also through work-based experiential learning, group activities and project work.

16. The following reference points were used in creating this programme specification

- College Regulations (for Course approved by Senate of Imperial College).
- UK Professional Standards, February 2006
- Nethercot review of CASLAT
- External examiners’ reports from CASLAT and the current MEd ULT
- Discussion with CASLAT and MEd ULT external examiners
- Consultation with Imperial College faculties and past and present CASLAT and MEd ULT students

17. Programme structure and features, curriculum units (modules), ECTS assignment and award requirements

The course is offered as a part-time, ‘M’ Level 7, nested three-stage programme with exits leading to a Postgraduate Certificate, Postgraduate Diploma or Master’s. The ECTS tariff for each stage is 30 credits.

As the course may form part of the career development of lecturers, teaching fellows and NHS staff who make a significant contribution to Imperial College teaching it has to be flexible enough to cope with their varied schedules and teaching loads and deliver the same academic standards in a broad range of professional contexts.

All applicants must satisfy the College’s English Proficiency requirement and all requirements for admission to post-graduate awards and have an appropriate range of teaching/supervision duties which can form the practice base of the programme.

Stage-1 Postgraduate Certificate (30 ECTS)

**Phase 1: Typical contact time 25 Hours, 5 ECTS**

The first phase comprises the three compulsory introductory workshops required of most new Imperial College staff (Introduction to teaching for learning, Introduction to PhD supervision at Imperial and Introduction to personal tutoring at Imperial) together with an induction session, an individually negotiated personal teaching and learning plan and a statement of teaching philosophy. As the three introductory workshops are compulsory and may be linked to probation these may need to be completed before participants have the appropriate range of teaching commitments and experience to start on Phase two. Thus the PG Cert proper begins at the induction session when we can confirm with potential participants that they have the appropriate teaching responsibilities in which to situate this practice-based course.

The Supporting Learning and Teaching Programme (SLTP) and approved faculty of Medicine workshops offer an alternative entry route to completion of the three introductory workshops for participants who have successfully completed them. Participants seeking entry to the PG Cert by these routes will still be required to attend the introductory session, and to complete the statement of Teaching Philosophy to achieve the first 5 ECTS of the programme.
**Phase 2: Typical contact time 25-75 Hours (depending on topics and experience), 25 ECTS**

This preliminary work is followed by the second phase in which students will take topics chosen according to interest, need and teaching responsibilities.

Each topic:
- represents a further 2.5 or 5 ECTS credits worth of study.
- starts with an introductory workshop and each workshop has required reading of 5-10 key references that form the theoretical core to the topic
- has an outcome assignment that links the theory to the participants’ own practice, encouraging them to examine their practice in light of the theory. These assignments will be formatively assessed on completion, informing the participants’ practice, and modelling reflective professional practice.

This PG Cert is practice based so most of the work for each individual topic will be situated in the participants’ actual teaching. This is guided by the introductory workshop and by tutor interaction and may be supported by other stand-alone workshop attendance and/or faculty training. This together with the participants’ experience and the guided reading provides the basis for reflection on practice and the completion of the outcome assignment. Individual outcome assignments are submitted for formative assessment at the end of each topic and feedback is used to both develop further reflection and to improve practice. Individual outcome assignments show how each participant has absorbed and integrated the concepts from the topic into their practice. Formative feedback can be acted upon and the assignments developed further before they are submitted in an integrated final submission together with a short explanatory piece to show personal and disciplinary context and links to future development. It is this final submission which is summative assessed.

Topics are chosen according to individual interest, need and teaching responsibility from the list below.
- Teaching methods (5 ECTS)
- Educational design (5 ECTS)
- Assessment and feedback (5 ECTS)
- Evaluating practice (5 ECTS)
- Educational supervision (5 ECTS)
- E-learning (5 ECTS)
- Public engagement (2.5 ECTS)
- Research and teaching (2.5 ECTS)
- The ethical professional (2.5 ECTS)
- Inclusion (2.5 ECTS)

And / or as an alternative to one or more topics ...
- Education in practice topic: Practice-Integrated route through the PG Cert. (5 – 20 ECTS)

It is recognised that some participants may have significant teaching experience and/or may be in charge of substantial projects such as course management or course design which cut across several topics. To recognise and accommodate this, the EDU proposes an ‘Education in Practice Project’ route through the PG Cert. This would be an individually negotiated pathway allowing such participants to integrate their work-based example with appropriate educational theory. For example a participant undertaking design of a new Master’s course would likely have to consider issues such as assessment, inclusion, teaching methods and design. The ‘Education in Practice Project’ would offer that participant the opportunity to consider the new Master’s course design as one complete piece of work. It is anticipated that this pathway would only be offered to a small number of participants each year as it would require significant independent study and tutorial support with consequent implications for staffing.

Representative topic summaries are presented as Appendix 1, other suitable topics may be added to the available choice later.

**Serial teaching observations**
As part of the second phase, participants also have a minimum of three serial formative teaching observations, further supporting the integration of new material into practice and facilitating reflection. It is proposed that the observations be performed, as far as practicable, by the same person, allowed
for continuation and continuity of feedback to the participant. To add flexibility and utility to the observation process, where appropriate, video observations will also be considered as an addition to face to face observation. This can be a useful tool for feedback and can allow the observee to view and reflect on practice. However, unless the video is set up to view the teacher, the students and any AV presentation it is better to do a face to face observation as direct observation allows a more nuanced impression to be formed.

**Summative assessment**

Having completed the appropriate number of topics from the choice available, the formatively assessed outcome assignments are assembled with a short explanatory piece to show personal and disciplinary context and links to future development. It is at this point that the work of the PG Cert is summatively assessed.

The production of this final submission together with the serial teaching observations represents a further 5 ECTS credits, which together brings the PG certificate to the requisite total of 30 ECTS credits.

In order to add the optional faculty identifier we would expect that submissions would show engagement with discipline specific educational theory and literature as well as disciplinary context.

On successful completion of the PG Certificate a ‘virtual’ award will be confirmed on the basis of the student having achieved the required pass mark. The student will carry the pass mark forward and will accumulate the credits towards the PG Diploma level. Should they fail to achieve the requirements to pass at the PG Diploma level, they will be awarded the PG Certificate qualification.

**Stage-2 Postgraduate Diploma (60 ECTS)**

The second stage Postgraduate Diploma consists of everything in the Postgraduate Certificate plus:

Two separate weeks of teaching (each with approximately 30 contact hours) and group activities. Week one introduces the Diploma structure, gives participants basic information about searching educational bibliographic indexes at both the Imperial College and Institute of Education Libraries, considers critical reading of educational literature and basic educational theory such as behaviourism and constructivism. This week includes formatively assessed tasks and activities that build towards a summatively assessed essay (2000-3000 words ±10%) that tests critical reading of educational literature, typically reviewing or comparing educational publications about basic educational theory and giving personal and disciplinary context. This week carries a tariff of 5 ECTS.

The second week follows a similar structure and pattern to the first; having prepared participants to engage more critically with the educational literature in the first week, this week delves more deeply into the main educational theories 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 (2000-3000 words ±10%) that tests critical writing in educational style, typically summarising educational theories and giving personal and disciplinary context. This week also carries a tariff of 5 ECTS.

These two weeks will be outside normal term time (September and January) and will be fixed well in advance to make it easier for staff to make the time to attend. As this stage introduces participants to both a new academic field and a different literature than they may be used to in their own primary subject area this level of contact and support is required to prepare them for the independent reading and analysis required later in the Master’s.

We recognise that for some participants finding two weeks to devote to this course may be difficult and to provide extra flexibility, after the course is established (1 year of face-to-face delivery) we hope to offer the materials that comprise these two weeks as a blended learning option, with online resources and tasks and individual tutor support. As far as possible the blended route will offer the same learning opportunities as the taught face-to-face weeks. This will allow participants to cover
similar ground in their own time. However, given that most will be engaging with a new field at Master’s level we would recommend the face-to-face taught option where possible.

The last part of the Postgraduate Diploma stage consists of a library-based or practice-based education project this builds on the preparatory work done in the two taught weeks (or blended learning alternatives) and on the two previous essays. Each student will decide on the exact focus of their project within the rubric of a focus on teaching and learning, a requirement to search, cite and write up both generic and discipline and level specific literature, and to link this to teaching practices in their discipline through analysis and synthesis and personal reflection on practice. Much of the work on this project will be individual private study but there will be supervisor support. Summative examination is by submission of a report of 5,000 - 7,000 words (±10%). This project carries a tariff of 20 ECTS credits.

In order to add the optional faculty identifier we would expect that submissions would show critical engagement with discipline specific educational theory and literature as well as disciplinary context.

On successful completion of the PG Diploma a ‘virtual’ award will be confirmed on the basis of the student having achieved the required pass mark. The student will carry the pass mark forward and will accumulate the credits towards the MEd level. Should they fail to achieve the requirements to pass at the MEd level, they will be awarded the PG Diploma qualification.

**Stage-3 Master’s in Education (90 ECTS)**

The third stage MEd consists of everything in the Postgraduate Certificate and Diploma plus:

A week of face-to-face teaching and group activities that provides an overview of research methods in education and reinforces understanding of the role and nature of research and evaluation in education. The activities, teaching and online support build towards a research proposal that forms the basis of the education enquiry research project. This week is taught in July every year with approximately 30 contact hours and carries a tariff of 5 ECTS.

The last part of the MEd is a fully fledged research project in any appropriate aspect of university education. The student works with an individual supervisor and uses the skills gained from the previous stages to devise and undertake an educational enquiry research project based in their own personal and disciplinary context or a suitable work-based alternative. In order to add the optional faculty identifier we would expect that submissions would show critical engagement with discipline specific educational theory and literature as well as disciplinary context.

Assessment is by submission of a dissertation of 10,000-20,000 words (±10%) and by a *viva voce* exam; this carries a tariff of 25 ECTS.

18. **Support provided to students to assist learning (including collaborative students, where appropriate).**

- A comprehensive, programme-dedicated Blackboard site
- An academic adviser/supervisor, who combines the role of supervision and personal tutor and is a member of staff or associate of the Educational Development Unit
- Directed reading lists for each PG Cert topic (available in Blackboard)
- Access to a good library in the shape of the Central Library at South Kensington, with electronic catalogues and data bases available from participants’ desks
- Guides to the education collection and educational bibliographic indexes at both the Imperial College and Institute of Education Libraries
• Access to the College Tutors
• Opportunity for interaction with all members of the course teaching team
• A Staff-Student Liaison Committee that meets twice a year.

19. Criteria for admission:

Prospective participants must:
• Satisfy the Imperial requirement for admission to post-graduate courses
• Satisfy the Imperial College’s English Proficiency requirement
• Have subject based expertise commensurate with level of their role
• Have an appropriate range of teaching/supervision duties which can form the practice base of the programme, normally at least:
  - two terms or equivalent of significant teaching/supervision experience before registering
  - be currently (and for the period of registration) teaching and/or supervising in higher education
• Have the support of the home department/faculty and agreement to provide a department or faculty based assessor to participate in assessment.

20. Processes used to select students:

Selection is only necessary if the programme is oversubscribed. Priority will be given to those applicants who are Imperial College Staff and who have appropriate teaching experience and responsibilities.

21. Methods for evaluating and improving the quality and standards of teaching and learning

a) Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

The External Examiner system and Boards of Examiners are central to the process by which the College monitors the reliability and validity of its assessment procedures and academic standards. Boards of Examiners comment on the assessment procedures within the College and may suggest improvements for action by relevant departmental teaching Committees.

The Faculty Studies Committees and the Graduate Schools’ Postgraduate Quality Committees review and consider the reports of external examiners and accrediting bodies and conduct periodic (normally quinquennial) and internal reviews of teaching provision. Regular reviews ensure that there is opportunity to highlight examples of good practice and ensure that recommendations for improvement can be made.

At programme level, the Head of Department/Faculty/Unit has overall responsibility for academic standards and the quality of the educational experience delivered within the department, faculty or unit.

Most of the College’s undergraduate programmes are accredited by professional engineering and science bodies or by the General Medical Council. Accreditation provides the College with additional assurance that its programmes are of an appropriate standard and relevant to the requirement of industry and the professions. Some postgraduate taught courses are also accredited.
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Annual review of course by teaching / supervisory team based on feedback questionnaires
- Staff-Student Liaison Committee consideration of feedback questionnaires, the annual report and other matters
- Annual staff appraisal
- Peer teaching observations within the course teaching team
- Assessors’ Briefing meeting
- External Examiner system
- Compliance with Imperial College quality assurance requirements

b) Committees with responsibility for monitoring and evaluating quality and standards:

The Senate oversees the quality assurance and regulation of degrees offered by the College. It is charged with promoting the academic work of the College, both in teaching and research, and with regulating and supervising the education and discipline of the students of the College. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The Quality Assurance Advisory Committee (QAAC) is the main forum for discussion of QA policy and the regulation of degree programmes at College level. QAAC develops and advises the Senate on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards. QAAC also considers amendments to the Academic Regulations before making recommendations for change to the Senate. It also maintains an overview of the statistics on completion rates, withdrawals, examination irregularities (including cases of plagiarism), student appeals and disciplinaries.

The Faculty Studies Committees and Graduate School Postgraduate Quality Committees are the major vehicle for the quality assurance of undergraduate / postgraduate courses respectively. Their remit includes: setting the standards and framework, and overseeing the processes of quality assurance, for the areas within their remit; monitoring the provision and quality of e-learning; undertaking reviews of new and existing courses; noting minor changes in existing programme curricula approved by Departments; approving new modules, changes in module titles, major changes in examination structure and programme specifications for existing programmes; and reviewing proposals for new programmes, and the discontinuation of existing programmes, and making recommendations to Senate as appropriate.

The Faculty Teaching Committees maintain and develop teaching strategies and promote inter-departmental and inter-faculty teaching activities to enhance the efficiency of teaching within Faculties. They also identify and disseminate examples of good practice in teaching.

Departmental Teaching Committees have responsibility for the approval of minor changes to course curricula and examination structures and approve arrangements for course work. They also consider the details of entrance requirements and determine departmental postgraduate student numbers. The Faculty Studies Committees and the Graduate School Postgraduate Quality Committees receive regular reports from the Departmental Teaching Committees.

- Imperial College London Quality Assurance Advisory Committee
- MEd Staff-Student Liaison Committee
- MEd Examination Board
- Imperial College London Senate
c) **Mechanisms for providing prompt feedback to students on their performance in course work and examinations and processes for monitoring that these named processes are effective:**

Feedback on teaching observations often happens immediately after the observation has been completed. When this is not possible a meeting is arranged as soon as is possible. Feedback on written work submitted as output assignments for each of the topics would normally be expected within two weeks of submission, by negotiation with the student this can be extended maximally to one month. Feedback on draft submissions of the combined work for summative assessment is normally provided within two weeks of submission, by negotiation with the student this can be extended maximally to one month.

d) **Mechanisms for gaining student feedback on the quality of teaching and their learning experience and how students are provided with feedback as to actions taken as a result of their comments:**

- MEd Staff-Student Liaison Committee
- Evaluation questionnaires
- Meetings with academic advisor-supervisor

e) **Mechanisms for monitoring the effectiveness of the personal tutoring system:**

As all participants are members of staff, personal tutoring is not appropriate.

f) **Mechanisms for recognising and rewarding excellence in teaching and in pastoral care:**

Staff are encouraged to reflect on their teaching, in order to introduce enhancements and develop innovative teaching methods. Each year College awards are presented to academic staff for outstanding contributions to teaching, pastoral care or research supervision. A special award for Teaching Innovation, available each year, is presented to a member of staff who has demonstrated an original and innovative approach to teaching. Nominations for these awards come from across the College and students are invited both to nominate staff and to sit on the deciding panels.

g) **Staff development priorities for this programme include:**

- Scholarship in learning and teaching
- Effective appraisal
- Integrated formative teaching observations
22. Regulation of Assessment

a) Assessment Rules and Degree Classification:

- The first 30 ECTS from PG Cert do not count towards the grading of the Master’s. Grading is based on 60 credits.
- For the PG Cert and PG Dip there are two possible grades, ‘Commended’ and ‘Not yet Commended’. There are no merits or distinctions. However work submitted for the PG Dip will count towards the final MEd grade.
- The minimum pass mark is 50% for each piece of work.
- Assessment details are provided in the MEd Student Handbook.
- To qualify for the award of MEd students must complete all the course requirements, and must achieve a pass mark in each module with assessed work.
- Substantial deviation from stipulated word counts will result in penalties.
- All students will have a completion viva.
- Modules with assessed work are weighted in proportion to their ECTS towards the overall degree mark and thus grade.
- The outcome to be submitted for approval by an Examination Board convened under Imperial College Regulations

Summary of grades, marks and their interpretation for MEd degree classification
(Excluding PG Cert and PG Dip exit qualifications where there are there are two possible grades, ‘Commended’ and ‘Not yet Commended’)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Percentage Equivalent</th>
<th>Method of calculation for degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinction</td>
<td>70-100%</td>
<td>Normally a minimum of 70% pass mark across the aggregate of all four elements of assessment, with no less than 50 ECTS having been awarded at A grade.</td>
</tr>
<tr>
<td>B</td>
<td>Merit</td>
<td>60-69%</td>
<td>Normally a minimum of 60% pass mark across the aggregate of all four elements of assessment, with no less than 50 ECTS having been awarded at B grade.</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
<td>50-59%</td>
<td>Normally a minimum of 50% pass mark across the aggregate of all four elements of assessment, with no less that 50 ECTS having been awarded at C grade.</td>
</tr>
<tr>
<td>D</td>
<td>Fail</td>
<td>40-49%</td>
<td>Any aggregate and grade combination worse than the above.</td>
</tr>
<tr>
<td>Ungraded</td>
<td>Fail</td>
<td>0-39%</td>
<td></td>
</tr>
</tbody>
</table>

For postgraduate taught programmes: The Pass Mark for postgraduate taught courses is 50%. In order to be awarded a result of merit, a candidate must obtain an aggregate mark of 60% or greater; a result of distinction requires an aggregate mark of 70% or greater.
Where appropriate, a Board of Examiners may award a result of merit where a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.

Where appropriate, a Board of Examiners may award a result of distinction where a candidate has achieved an aggregate mark of 70% or greater across the programme as a whole AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.

b) Marking Schemes for undergraduate and postgraduate taught programmes:

The Pass Mark for all postgraduate taught course modules is 50%. Students must pass all elements in order to be awarded a degree.

c) Processes for dealing with mitigating circumstances:

For postgraduate taught programmes: A candidate for a Master’s degree who is prevented owing to illness or the death of a near relative or other cause judged sufficient by the Graduate Schools from completing at the normal time the examination or Part of the examination for which he/she has entered may, at the discretion of the Examiners,

(a) Enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination,

or

(b) be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed (e.g. report) at a date specified by the Board of Examiners concerned. The special examination shall be in the same format as specified in the course regulations for the element(s) missed.

Applications, which must be accompanied by a medical certificate or other statement of the grounds on which the application is made, shall be submitted to the Academic Registrar who will submit them to the Board of Examiners.

d) Processes for determining degree classification for borderline candidates:

For postgraduate taught programmes: Candidates should only be 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 should be credited to bring the candidate’s aggregate mark into the higher range.

e) Role of External Examiners:

The primary duty of external examiners 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 draft question papers, assessment of examination scripts, projects and coursework (where appropriate) and in some cases will attend viva voce and clinical examinations. 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.

23. **Indicators of Quality and Standards**

- The assessment ‘products’ of participants
- External Examiner Reports
- Accreditation by the Higher Education Academy
- Scrupulous observance of good practice in quality assurance matters
- Participant feedback comments
- Continued recruitment from those for whom it is not compulsory

24. **Key sources of information about the programme can be found in**

**Please note.** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical participant might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, and learning and assessment methods of each module can be found on the programme Blackboard site. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education (QAA) and by the Higher Education Academy.

Key sources of information can be found in:
- Programme Blackboard site
- The web pages of the Educational Development Unit ([http://www3.imperial.ac.uk/edudev](http://www3.imperial.ac.uk/edudev))