Educational Development Unit

Postgraduate Programme in University Learning and Teaching

MEd 2017
Student handbook
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1. Introduction to Imperial College London

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 190 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.

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

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

[www.imperial.ac.uk/learning-and-teaching-strategy/](http://www.imperial.ac.uk/learning-and-teaching-strategy/)

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 support staff

Dr Martyn Kingsbury
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Mrs Kate Ippolito
MEd in ULT Programme Director, PG Dip Course Director, Senior Teaching Fellow in Educational Development
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k.ippolito@imperial.ac.uk
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 London and associated staff, is a three-stage practice-based approach study of learning and teaching in the University setting. While focussing on the Imperial perspective, it uses this common starting point to engage participants in a scholarly study of the field of education. The aim is to facilitate a critical engagement with both generic and discipline specific educational theory and literature with a basis in the participants' need and practice to ensure relevance and utility.

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

A three-stage programme: University Learning and Teaching

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

Programme aims

The programme aims to:

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

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

The following are descriptors for level 7:

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

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

Typically, holders of the qualification will be able to:

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

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

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

Programme learning outcomes

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

- constructively appraise their own and others' teaching practice;
- 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 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 staff and those who provide substantial teaching to Imperial 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. You will find links to Leganto reading lists for each stage of the MEd on Blackboard Learn.

A number of useful educational texts are available as e-books via the following Imperial College Library link:
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/
**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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<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>
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<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>
Join the Community of Practice

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

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

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

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

www.imperial.ac.uk/imperialmobile

Imperial Success Guide

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

www.imperial.ac.uk/success-guide
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 20.
- 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 6-7 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/](http://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 19.

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/](http://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](http://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. Master’s in Education (MEd ULT)

Duration and timing

The Master’s in Education is a full Master’s (90 ECTS) programme that is subdivided into three equal 30 ECTS stages. Completing the PG Cert gives you 30 ECTS units worth of ‘credit’. The PG Diploma 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.

The MEd year comprises 30 ECTS units worth of study, where each unit represents a notional 25 hours study time. The MEd is therefore 750 hours of study, made up of face-to-face contact in workshops and seminars, supervision and self-study on an educational research project and final dissertation.

This is a significant commitment, especially given that some of you will be engaging with research in a new academic field and different literature than you may be used to in your own primary discipline. This also requires some continuity and therefore the MEd would normally be completed within 1-2 academic years.

Progression to the Master’s

On successful completion of the PG Diploma a transcript will be issued 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 Master’s level. Should they fail to achieve the requirements to pass at the Master’s level, they will be awarded the PG Diploma qualification.

MEd learning outcomes

On completion of the MEd, in addition to the learning outcomes achieved at PG Cert and PG Dip level, participants will be able to:

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

Research methods taught component

The main taught component takes place in September and October, and involves:

- introducing students to Master’s level educational research;
- providing basic information about research methods – mainly with respect to qualitative methods, as these are less familiar to most students than are quantitative methods;
• focusing on the design and implementation of research projects, including the consideration of the research ethics and the gaining of formal ethical approval.

**Teaching schedule**

<table>
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<tr>
<th>Research Methods in Education</th>
<th>Wednesday 6 - Friday 8 September 2017 (09.30-16.30)</th>
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<tbody>
<tr>
<td>Introduction to Educational Research Methods</td>
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<tr>
<td>Meet your Supervisor</td>
<td>Friday 29 September 2017 (10.00-12.00)</td>
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<tr>
<td>Mock Ethics Session</td>
<td>Monday 16 October 2017 (10.00-13.00)</td>
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<th>MEd Research Project</th>
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<tbody>
<tr>
<td>Writing your Literature Review</td>
<td>Tuesday 28 November 2017 (14.00-17.00)</td>
</tr>
<tr>
<td>Analysing Qualitative Data</td>
<td>Monday 5 February 2018 (14.00-17.00)</td>
</tr>
<tr>
<td>Progress Update and Completing your Dissertation</td>
<td>Tuesday 10 April 2018 (14.00-17.00)</td>
</tr>
</tbody>
</table>

There will also be some online materials to complete prior to the first teaching block. The materials will be available via Blackboard from the beginning of August 2017. The taught sessions include preparation for a written and oral presentation to a simulated Research Ethics Committee (on 16 October 2017) comprised of tutors and fellow students. Feedback from this is expected to inform the research design and application for ethical approval, via the College or the NHS, depending on which route is required or is most appropriate.

**Assessment**

**Formative assessment and feedback**

During the course students will receive formative feedback about their project and progress in the research methods sessions as well as the seminars. Supervisors will provide feedback as appropriate on written sections of the dissertation during the year. It is also advisable that students seek feedback on a completed draft of their dissertation prior to submission. The deadline for submission of this draft should be negotiated with their supervisor. However, we would recommend that this is 4-6 weeks prior to the final deadline in order that supervisors have time to read and provide feedback.

**Summative examination**

The PG Diploma and MEd are equally weighted stages and count as 30 ECTS each. The weightings are proportionate to the number of ECTS allocated to the components. Thus:

- Diploma Assignment One: 5 ECTS
- Diploma Assignment Two: 5 ECTS
- Diploma Library Project: 20 ECTS
- Diploma Total for Three Assignments: 30 ECTS
The summative assessment in the MEd is in the form of a research project (marked as pass/fail) dissertation (worth 90%) and an oral examination (worth 10%). The 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. The word length for the dissertation is a maximum of 20,000 (+10%). This word count excludes title pages, abstract, table of contents, acknowledgements, reference list, appendices and index.

Students’ submissions for the dissertation will be double marked and in general we will be expecting that:

- students will have completed the required learning;
- students will have shown critical reading and understanding of appropriate generic and discipline specific educational literature;
- students will be able to write in an appropriate style and form a critical educational argument or thesis;
- students will have reflected on personal and disciplinary teaching and learning practice and integrate generic and discipline specific educational ideas and theories in their written work;
- all submissions will adhere to word limits and other criteria for submission.

The detailed marking scheme and grade criteria for the dissertation are shown on subsequent pages.

Research Methods in Education

This module introduces students to research methods in education. Within the module different research paradigms and methodologies will be considered in light of students’ own planned research. There will be a requirement for students to develop an appropriate research question or questions for their own research as well as opportunities for students to gain peer and tutor feedback on this. Students will be introduced to a range of data collection methods and critically consider the relative strengths and weaknesses of these. Students will also have the opportunity to consider ethical issues in educational research as well as become aware of the different processes for gaining ethical approval for research.

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

- consider the aims and purposes of educational research and the role of the researcher;
- develop and refine research question(s) for own research project;
- critically evaluate various data collection methods used in educational research;
- make informed methodological choices in relation to their own research project;
- critically consider educational research, including own proposed research, in light of ethical issues and how these can be addressed or minimised;
- demonstrate awareness of the various processes for gaining ethical approval for research.
In addition to the assignment brief below, students will be asked to undertake some pre-course work, details of which will be emailed to students in early August, and also complete a draft ethics applications for the session on Monday 16 October 2017. This should be emailed to j.horsburgh@imperial.ac.uk by Monday 9 October 2017. Further details of this will be provided in the taught session on gaining ethics approval in September.

Research Methods in Education assignment brief - research proposal

Students should produce a detailed plan for their research. The proposal should outline the background literature drawn upon, the proposed research question(s), methodology and methods (with appropriate justification), and consideration of relevant ethical issues.

See the detailed marking scheme for the research proposal for full details of the assessment criteria which you should read carefully when preparing your proposal.

The research proposal will be reviewed by your supervisor who will provide feedback. The proposal will be graded as pass/fail.

Word limit - 2,000 (+10%)

MEd Research Project

This module provides students with the opportunity to develop, carry out and write up an empirical piece of educational research, normally based within their own practice. Having completed the research methods in education module, students will receive support from an assigned supervisor to complete their project including providing verbal and written feedback on students work.

In addition to supervision meetings, three face to face sessions throughout the year will help students keep on track and provide the opportunity for further tutor and peer feedback. Furthermore, these sessions will focus on various aspects of the research methods project such as writing the literature review and data analysis.

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

- utilise a critically informed and in-depth understanding of relevant educational theory to inform the development of an appropriate research question and design;
- use appropriate research methods to plan, carry out and write up a small scale piece of educational research normally located within their own practice;
- demonstrate awareness of different methods of data analysis and carry out appropriate analysis on data collected;
- critically discuss ethical issues relevant to their research project;
- ensure appropriate ethical approvals are gained;
- maintain regular contact with supervisor, complete progress tracking forms and set appropriate goals and targets in order to complete project within given timescales.
In addition to regular meetings with their supervisor, three half day seminars will be held to provide students with additional guidance and support for researching and completing their dissertation. These seminars are likely to include input on writing the literature review section and analysing qualitative data but will also be tailored to students’ needs.

**MEd Research Project - dissertation (weighting 90%)**

The dissertation is expected to show critical engagement with educational theory and literature, an appropriate educational research approach and methodology, and be based in personal and disciplinary context.

Students’ submissions for the dissertation will be double marked and in general we will be expecting that:

- students will show critical reading and understanding of appropriate generic and discipline specific educational literature;
- students will be able to write in an appropriate style and form a critical educational argument or thesis;
- students will have reflected on personal and disciplinary teaching and learning practice and integrate generic and discipline specific educational ideas and theories in their written work;
- all submissions will adhere to word limits and other criteria for submission.

See the detailed marking scheme and grade criteria for full details of the assessment criteria, which you should read carefully when planning and writing up your dissertation.

**Word limit** - 20,000 words (+10%)  

The word limit excludes title pages, abstract, table of contents, acknowledgements, reference list, appendices and index.
MEd Research Project - oral examination (weighting 10%)

All students will be invited to take part in an oral examination, which will provide the students opportunity to discuss their dissertation. The oral examination serves several purposes, although not all will be pursued in depth:

- authentication of the dissertation;
- locating the MEd in the broader context;
- checking understanding and ability to produce and present research to MEd standard;
- clarification of obscurities and areas of weakness;
- testing oral skills;
- advanced development: publication, further academic work etc.

Oral examinations will last approximately 30 minutes.

See the detailed marking scheme and grade criteria for full details of the assessment criteria which you should read carefully when preparing for this oral examination.

**Word limit** - Not applicable

The programme specification for the MEd in ULT programme allows for students to receive either a conventional award or to receive an award with the appended name of their own faculty. The five options for the title of the award of an MEd are detailed below.

- Master’s in Education, University Learning and Teaching
- Master’s in Education, University Learning and Teaching (Business)
- Master’s in Education, University Learning and Teaching (Engineering)
- Master’s in Education, University Learning and Teaching (Medicine)
- Master’s in Education, University Learning and Teaching (Natural Sciences)

In order to be eligible for the faculty identifier, students’ research project should be focused on an educational topic within their own discipline area.

**Previous dissertation titles**

Below is a list of past titles to indicate the range and type of dissertations. It is not intended to be prescriptive or limiting.

- When ‘light’ dawns upon them: mapping the essence of conceptual understanding of physics learners.
- “They show you how to be”. The impact of self-selected role models on medical student professional identity dissonance.
- Conceptions of engineering leadership and the role of universities in developing engineering leaders.
• What it feels like for a medical student: exploring the emotional content of medical students’ experiences during their psychiatry placement.
• Professional/transferable skills, doctoral alumni views, with hindsight: ‘if I could go back and do it now’.
• Talking about sustainability: conversation as a pedagogy.
• Using a role play simulation in Second Life to teach child psychiatric assessment: do undergraduate medical students perceive it as a useful learning experience?
• Undergraduate research opportunities programme: Motivations in growing communities of practice.
• Seeing behind the scenes: The value of coming to know how medical research is done.
• Do the learning styles of fifth year medical students influence their strategy for study and revision?
• UK surgical trainees' views of procedure based assessments.
• Training in radiology: How might individualist and sociocultural perspectives help explain learning and what are the implications for e-learning.
• What are the challenges and benefits of introducing self-reflection and peer feedback in formative assessment to enhance student learning in medical education.
• To make war against a sea of troubles: Troublesome knowledge in undergraduate pathology.
• What are dermatologists’ conceptions of how undergraduate medical students learn their specialty?
• A study of loss aversion in learning through analysis of students’ experiences on a physics degree.
• “It felt like I’d come home”. Exploring the development of professional identity in renal physicians.
• The world today: a space for disorientation, self-reflection and re-orientation towards a future ripe for transformation.
• Exploring perceptions of learning in the Operating Theatre
• GENERAL KNOWLEDGE – Understanding Medical Student Attitudes to the Specialist/Generalist Divide.
• Medical trainee’s reflections on medical school and its impact on student to doctor transition
• What helps medical students to achieve academic success in Year 1 and 2?
• Identity Crisis? How do doctoral students negotiate meaning in an interdisciplinary bioscience research context?
• Student measures of teaching excellence and teacher esteem in a research intensive university: are they the same and what forms of capital do students value most?

Summative examination deadlines

The research proposal and dissertation 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, unless you have arranged for a later deadline with the MEd Course Director. Instructions on how to submit work via Blackboard can be found in the appendices. Oral examinations will take place after submission of the dissertation, normally in July, and dates will be confirmed nearer the time.
For late submissions and penalties, please see the ‘Programme Regulation of Assessment’ section.

<table>
<thead>
<tr>
<th>MEd assignment</th>
<th>Final submission deadline</th>
<th>Students receive marks and/or feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd Dissertation</td>
<td>Monday 4 June 2018 23:59 (for students completing in 2018)</td>
<td>After examination board (normally end of July)</td>
</tr>
<tr>
<td></td>
<td>Monday 3 June 2019 23:59 (for students completing in 2019)</td>
<td></td>
</tr>
</tbody>
</table>

Students should arrange with their supervisor to receive formative feedback on their dissertation. We recommend that students submit a complete draft for feedback at least 4-6 weeks in advance of the final deadline. Students may also wish to submit chapters for feedback on an ongoing basis and this should be agreed with the supervisor.

**Providing a bound copy of the dissertation**

After the examination board meeting, we also expect you to provide a hard copy of your dissertation. MEd theses should be bound in navy blue soft cloth with a sewn spine and the spine should include the student name, the date and the word MEd. Your thesis will be kept in the EDU and will not be archived into the College Library or Spiral. We hope to upload your thesis on Blackboard Learn, but will not do this without your permission.

**Details of companies providing dissertation binding services can be found below.**

<table>
<thead>
<tr>
<th><strong>BLISSETT BOOKBINDERS</strong></th>
<th>3 Roslin Road, London W3 8DH, Tel: 020 8992 3965 (Nr Acton Town Tube). Same Day/48 hour service copying service (Colour and B&amp;W) All to specification. <a href="http://www.blissetts.com">www.blissetts.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEYPOINT BOOKBINDERS LTD</strong></td>
<td>Unit 8, Balmoral Grove, Islington, London N7 9NQ, Tel: 020 7609 1050 Fax: 020 7609 1020 Folding, gathering, perfect binding, thread sewing, case binding, journal binding, ring binders. <a href="http://www.document-centre.co.uk">www.document-centre.co.uk</a></td>
</tr>
<tr>
<td><strong>R G SCALES DOCUMENT CENTRE</strong></td>
<td>92 Southwark Bridge Road, London SE1 0EX, Tel: 020 07928 9738, e-mail: <a href="mailto:bookbinder@mail.com">bookbinder@mail.com</a>. Copy from disc, email, or typed, copied on digital B&amp;W, colour copiers. All types of binding, all to specifications. <a href="http://www.collisbirdandwithey.co.uk">www.collisbirdandwithey.co.uk</a></td>
</tr>
<tr>
<td><strong>COLLIS-BIRD &amp; WITHEY</strong></td>
<td>1 Drayton Park, London N5, Tel: 020 7607 1116 Will do fast service, photocopying facilities available, typing free delivery. All to specifications. <a href="http://www.collisbirdandwithey.co.uk">www.collisbirdandwithey.co.uk</a></td>
</tr>
<tr>
<td><strong>A J B BOOKBINDING CO LTD</strong></td>
<td>5 Athole Terrace, Bensham Grove, Thornton Heath, Surrey CR4 4NA, Tel: 020 8653 5877 (Will do fast service) <a href="http://www.ajbbookbinding.co.uk">www.ajbbookbinding.co.uk</a></td>
</tr>
</tbody>
</table>
Programme requirements and expectations

Attendance

Full attendance at the taught sessions is expected and students may find successful completion of the dissertation very challenging if they do not attend these sessions. If students are unable to attend it may be recommended that they postpone their entry onto the MEd until they are able to commit to the time. Should you have any problems attending any part of the taught sessions, students are expected to contact the course director.

Making progress

Once every two months, students will be asked to provide an update of their progress as well as action plans for the forthcoming two months. The purpose of this is to help students monitor their own progress and set goals that will help ensure successful completion of the dissertation. This will also enable supervisors to keep up to date with students’ progress and identify any issues that need support. Students will be sent a link to an online form to complete this. Students should be aware that emailed correspondence from the programmes team will be sent to their college email address.

Progressing from the MEd

On successful completion of the MEd students will have a number of options open to them. Dissemination would be a key part of the MEd journey and therefore students may look to in-house forums where they could share their work. Examples might include presenting at departmental meetings, at special interest groups such as the Medical Education Research Unit and the Physics Education Discussion Group, or at College-wide events such as Education Day. There are also opportunities to present at national and international conferences, including both specific education ones such as the Society for Research in Higher Education (SRHE) and Higher Education Academy (HEA) and discipline specific conferences that often have an education strand or parallel sessions. Students may also seek to publish from their dissertation in education or discipline specific journals. EDU staff can help support this process and co-authorship should be discussed with the supervisor. Some students may wish to continue with an academic programme such as a PhD or EdD. EDU staff would be happy to talk through these options with students. If students are
interested in pursuing their studies at doctoral level they may also wish to join the EDEN group (Educational Enquiry Network).

**Online plagiarism course**

All Master’s students will be required to self-enrol onto the course which is available via Blackboard. Information on the course and instructions on how to enrol can be found on the Graduate School’s Plagiarism Awareness Online Course webpage:

www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/online/

The course will take approximately 1.5 hours to complete but can be saved and returned to at a later date. There is no limit to the amount of times students can take the course - it can be accessed anytime, so there will always be an opportunity to refresh understanding. Enquiries: graduate.school@imperial.ac.uk

**General course reading**

Students should refer to the PG Diploma reading list for texts on teaching and learning that may prove useful. We recommend that students have access to the following text on research methods. If you purchase a copy then you will also have access to some additional online resources.


**General research methods textbooks**

A number of general research methods textbooks are available via a Leganto reading list available on Blackboard Learn.

**Educational research ethics resources**

Imperial College Research Ethics Committee (ICREC)  
www.imperial.ac.uk/researchethicscommittee  
Imperial College Medical Education Ethics Committee (MEEC)  
http://www.imperial.ac.uk/medicine/partnership/education-collaboration/meru/medical-education-ethics-committee/  
Imperial College Education Ethics Review Process  
www.imperial.ac.uk/educationethics  
British Educational Research Association (BERA)  
www.bera.ac.uk  
Economic and Social Research Council (ESRC) 2006 Research Ethics Framework (REF)  
http://www.esrc.ac.uk/funding/guidance-for-applicants/research-ethics/
**Overall MEd level grade guidelines**

**GRADE A performance is characterised by:**

- deep understanding of key concepts and ideas relevant to the topic;
- integration and use of knowledge, theory, policy (when applicable) and practice;
- wide reading and understanding of relevant literature and research, demonstrating a critical stance;
- independence of thought and argument; creativity, innovation and solution finding;
- the exercise of sound, evidenced judgement in the education arena;
- complex and insightful reflection on and critique of own teaching practices and those of others;
- sophisticated reasoning, the discussion having a tight structure and the ideas being well substantiated in appropriate ways and presented lucidly and cogently;
- contrasting viewpoints evaluated and steady argument maintained;
- excellent use of appropriate research methods and modes of analysis, written up in an appropriate style and at a length commensurate to the extent and import of the findings.

**GRADE B performance is characterised by:**

- accurate mention showing considerable understanding of main knowledge, concepts, theories, policy (when applicable), ideas and practice relevant to the topic;
- some connections made between theory, policy and practice;
- familiarity with mainstream texts and research findings; some critique of these, but lacking true penetration; well-reasoned and ordered arguments;
- reasonable grasp of technical and applied/practical aspects;
- reflection on and critique of own teaching practices and those of others;
- ability to offer a clear and solid argument, but showing little evidence of creativity;
- a clear structure and development of the exposition;
- some appreciation of different viewpoints;
- use of appropriate research methods and modes of analysis written up in an organised manner.

**GRADE C performance is characterised by:**

- some but limited grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and some connections made between them;
- evidence of knowledge of the basic literature and research findings;
- some evidence of ability to reflect and critique own teaching practices and those of others;
- acceptable discussion, but without substantial development;
- some structure;
- a little awareness of differing viewpoints and the relationship between them;
- little independence of thought, ideas and findings being uncritically accepted from the literature and research;
- limited ability to suggest solutions;
- use without major errors of recognised research methods and analysis;
- written up and organised in a manner that enables the work to be understood.
GRADE D performance (fail) is characterised by:

- limited grasp or flawed understanding of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and few connections made between them;
- poor knowledge of and use of literature and research findings;
- little evidence of ability to reflect and critique own teaching practices and those of others;
- little discussion and lacking adequate development and structure;
- little awareness of differing viewpoints and the relationships between them;
- little independence of thought; ideas and findings being uncritically accepted from the literature or research;
- poor use of research methods and analysis;
- poor writing up and organisation such that the reader cannot readily trace what was done/found.

UNGRADED (fail) performance is characterised by:

- poor grasp or misunderstanding of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and failure to make connections between them;
- showing signs of not having read, or not having understood central texts and research findings relating to the topic in question;
- very little indication of awareness of key issues;
- very little or no evidence of ability to reflect and critique own teaching practice and those of others;
- poor or no discussion and lack of development and structure;
- very little or no awareness of differing viewpoints and the relationships between them;
- very little or no independence of thought with ideas and findings being uncritically accepted from the literature or research;
- poor or inappropriate use of research methods and analysis;
- poor writing up and organisation such that the reader cannot readily trace what was done/found.
## MEd in University Learning and Teaching

### Research Methods Programme – 6-8 September 2017

<table>
<thead>
<tr>
<th>Day &amp; Room</th>
<th>09.30 – 11.00</th>
<th>11.15 – 12.30</th>
<th>13.15 – 14.45</th>
<th>15.00 -16.30</th>
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</thead>
</table>
| **Wednesday 6 September**  
SALC 5       | Welcome to MEd  
Outline of MEd year JH  
Research paradigms and methodologies KI | Research paradigms and methodologies cont. KI | Lunch 12.30-13.15 IN | Writing your research question JH | Data collection (1) - Interviews JH |
| **Thursday 7 September**  
SALC 5       | Data collection (2) - Focus Groups KI | Data collection (3) – Questionnaires IN | Lunch 12.45-13.30 JH, MP, MA | Data collection (4) – Ethnography, observations and analytics cont. JH, MP, MA |
| **Friday 8 September**  
SALC 5       | Ethics in educational research and applying for ethical approval MK | Ethics / Supported study session on drafting ethics application MK | Lunch 12.30-13.15 JH | Data collection (5) - Selecting and justifying your choice of methods JH | Peer review of project ideas JH, KI, MK, IN, MP, MA, DR |

**Welcome and administrative session**  
**Educational research design**  
**Data collection methods**  
**Student led session**

**EDU tutors:** MA Dr Mark Anderson; JH: Jo Horsburgh; KI: Kate Ippolito; MK: Dr Martyn Kingsbury; IN: Iro Ntonia; MP: Dr Monika Pazio DR: Dr David Riley
**MEd ULT Dissertation Mark sheet**

**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 grade criteria for the programme and learning outcomes for the module to guide your judgement. 50% or more represents a pass mark.
3. Please tick one box below to indicate the grade that corresponds best to your overall judgement and indicate the percentage score.

<table>
<thead>
<tr>
<th>Please Tick Appropriate Box</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>Ungraded</td>
</tr>
<tr>
<td></td>
<td>39% or less</td>
</tr>
</tbody>
</table>

**Comments**

- Literature – Is there an appropriate breadth and depth of literature cited (minimum 20 references)? Is this literature used critically and appropriately to support the rationale for the work and the conclusions drawn?
- Is the research question / Hypothesis clearly defined with personal &/or institutional context and position stated? Is there a clear rationale for the work that shows appropriate knowledge and understanding?
- Have appropriate methods been used to attempt to answer the research question & have they been adequately described and supported by theory and context?
- Are the data well-presented and used to form appropriately reasoned and evidenced discussion with judgement &/or conclusions as appropriate?
- Are the conclusions appropriate to the methods, data and context? Is personal and/or disciplinary context and perspective given? To what extent are the limitations and generalisability/impact discussed?
- To what extent are the theory and participant’s context and practice integrated? Is there appropriate reflection on the chosen topic? (Reflection may focus on participant’s own educational practice &/or wider institutional, disciplinary or HE sector practice.)
- Organisation and structure of the work – Is the work appropriately structured with an abstract (<500 words) and within the word limits (10,000-20,000 words ±10%)?
- Standard of presentation, clarity of expression, use of appropriate educational language, correct referencing and overall accuracy?

**Overall Comments**
# MEd 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</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</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</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</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, (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</td>
<td>Provides very 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</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>
<tr>
<td>Research Methods</td>
<td>Makes very little, or inappropriate, use of research and analytical methods; very poor write-up and organisation, makes it difficult for readers to discover what was done and found in the study.</td>
<td>Makes limited use of research and analytical methods; poor write-up and organisation: makes it difficult for readers to judge the quality and value of what was done and found in the study.</td>
<td>Makes use, without major errors, of standard research and analytical methods; adequate write-up and organisation: makes it possible for readers to evaluate the quality and value of the study.</td>
<td>Makes good use of appropriate research and analytical methods; competent write-up with good organisation: makes it easy for readers to evaluate the quality and value of the study.</td>
<td>Makes excellent use of well-chosen research and analytical methods; comprehensive write-up with meticulous organisation: convinces readers of the high quality and/or value of the study.</td>
</tr>
</tbody>
</table>

*Technical accuracy is taken to include: punctuation, essay organisation, paragraph and sentence structure, spelling, tone, word usage, referencing.
## MEd Oral Examination

**Student name:** [Blank]

**Assessor:** [Blank]

**Mark awarded:** [Blank]

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Is the student able to discuss the work in the wider context of the literature and locate it within the broader practice of university learning and teaching?</td>
</tr>
<tr>
<td>2.</td>
<td>Is the student able to provide clear justification for the choice of methodology and methods?</td>
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<tr>
<td>3.</td>
<td>Is the student able to identify and discuss key findings from the research?</td>
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<tr>
<td>4.</td>
<td>Is the student able to discuss appropriate dissemination at local or wider levels?</td>
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</table>

**Other questions asked and student responses to these** [Blank]
# MEd Research Methods Proposal

**Student name:**

**Supervisor:**

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Does the proposal have clear aims and appropriate research question(s)?</td>
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<td><strong>2.</strong></td>
<td>Has appropriate background literature been referenced? Is it clear how the research question(s) links to the background literature?</td>
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<tr>
<td><strong>3.</strong></td>
<td>Are the proposed methodology and methods appropriate? Is there appropriate justification for these methods?</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Have relevant ethical issues been considered and addressed? Has the appropriate ethics committee been identified?</td>
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<tr>
<td><strong>5.</strong></td>
<td>Is the timeline appropriate and achievable?</td>
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</table>

**Summary Comments:**
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>Dr Mark Anderson</td>
<td>Teaching Fellow in Educational Development</td>
<td>Assessor, all stages</td>
</tr>
<tr>
<td>Mrs Nikki Boyd</td>
<td>Teaching Fellow in Medical Education</td>
<td>Assessor, all stages</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 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>Course Director, PG Cert. 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 Ruth Stannard</td>
<td>Programmes Coordinator</td>
<td>Coordinator, all stages</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 the 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.

Maps

Campus maps and travel directions are available at:

www.imperial.ac.uk/visit/campuses

Accessibility

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

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

Smoke-Free Policy

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

www.imperial.ac.uk/smoke-free

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 Regulations for Students, the College Academic and Examination Regulations and such other regulations that the College may approve from time to time.

www.imperial.ac.uk/about/governance/academic-governance/regulations
www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy

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

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

Provisional Marks Guidance

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


Late Submission Policy

You are responsible for ensuring that you submit your coursework assessments on time and by the published deadline. Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission. Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

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

Academic Integrity

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 on the College website:


Academic Misconduct Policy and Procedures

It is important that you learn 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 Misconduct Policy and Procedures.
**Appeal and Complaints Procedures**

We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency. In the event that you believe that you have grounds for complaint about academic or administrative services, or wish to appeal the outcome of an assessment or final degree, 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-policy/complaints-appeals-and-discipline](http://www.imperial.ac.uk/about/governance/academic-policy/complaints-appeals-and-discipline)

**Student Disciplinary Procedure**

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

[www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/](http://www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/)

**Intellectual Property Rights Policy**

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

[www.imperial.ac.uk/students/enterprising-students/intellectual-property/](http://www.imperial.ac.uk/students/enterprising-students/intellectual-property/)

**Use of IT Facilities**

View the Conditions of Use of IT Facilities:

[www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/](http://www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/)

**Fitness to practise Medicine**

Please see the following policy:

9. Wellbeing and advice

Student Space

The Student Space website is the central point for information on health and well-being.

www.imperial.ac.uk/student-space

Departmental support

You will be allocated a member of academic staff from the EDU as your personal tutor at the beginning of the academic year. Your tutor can offer pastoral support and advice and you can arrange to have a meeting with them at any time during your studies. What you discuss will be completely confidential. If necessary they will direct you to an appropriate source of support.

Advice services

The tutor system is complemented by a College-wide network of advice and support. This includes a number of specialist services.

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.

Visit the Career Service’s website to:

- Book a careers appointment
- Find resources and advice on successful career planning

www.imperial.ac.uk/careers
Counselling and Mental Health

The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students. The service is free and confidential. Counsellors are available at the South Kensington, Hammersmith and Silwood Park Campuses.

www.imperial.ac.uk/counselling

Financial support and tuition fees

If you’ve got any questions about student financial support (loans, scholarships and research council studentships, US and Canadian loans) then contact the Student Financial Support team:

020 7594 9014
student.funding@imperial.ac.uk

If you suddenly find yourself in financial difficulties or experience an unexpected change in circumstances, you may be eligible to apply for emergency financial help through the Student Support Fund. The Fund offers a one-off payment of up to £2,000 to cover such emergencies as last minute accommodation and travel necessities, equipment and childcare. It does not have to be repaid.

www.imperial.ac.uk/students/fees-and-funding/financial-assistance/student-support-fund/

For tuition fees queries, contact the Tuition Fees team:

020 7594 8011
tuition.fees@imperial.ac.uk

Imperial College Union (ICU) Advice Centre

Imperial College Union runs the Advice Centre independently of the College with advisers on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/advice

Student Hub

The Student Hub represents a single point of contact for all key administrative information and support. The Student Hub team can help you with enquiries about:

- Accommodation (including checking contracts for private accommodation)
- Admissions
- International student enquiries
- Research degrees
- Student financial support
- Student records
- Tuition fees

Level 3, Sherfield Building, South Kensington Campus
020 7594 9444
student.hub@imperial.ac.uk
www.imperial.ac.uk/student-hub

Health Services

NHS Health Centre and finding a doctor

Even if you’re fit and healthy we recommend that you register with a local doctor (GP) as soon as you arrive in London. For help finding your nearest GP see the Student Space website:

www.imperial.ac.uk/student-space/here-for-you/find-a-doctor
There is the Imperial College Health Centre on our South Kensington Campus which you may visit during clinic hours if you’re feeling unwell. Students living within the practice catchment area are encouraged to register with the Centre.

www.imperialcollegehealthcentre.co.uk

**NHS Dentist (based in the Imperial College Health Centre)**

Imperial College Dental Centre offers a full range of NHS and private treatment options.

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

**Disability Support**

**Disability Advisory Service**

The Disability Advisory Service provides confidential advice and support for all disabled students and students with specific learning difficulties.

If you think you may have dyslexia or another specific learning difficulty but have never been formally assessed, the Disability Advisory Service offers initial screening appointments.

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

**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:


Disabled access can be arranged for all workshops or meetings you need to attend.

**Library and IT**

**Information and Communications Technologies (ICT)**

If you’re having problems with technology (including computers, laptops and mobile devices), you can get help from ICT’s Service Desk.

020 7594 9000
www.imperial.ac.uk/ict/service-desk
Software shop

The Software shop offers a variety of general and subject specific software programs and packages for free or at a discounted price for Imperial students.

www.imperial.ac.uk/admin-services/ict/shop/software

Library services

The Central Library at South Kensington is open around the clock pretty much all year. Make sure you find out who your departmental librarian is as they'll be able to help you find resources for your subject area. Also, don't forget to check out the Library's range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. Alongside these physical spaces and resources, the Library provides over 170,000 electronic books, journals and databases available both on and off campus and a free document delivery service to help you source books and articles from around the UK and the rest of the world:

www.imperial.ac.uk/library

Religious support

The Chaplaincy Multi-faith Centre has chaplains from many different religions, as well as prayer rooms and information on places of worship. In addition, it runs meditation classes and mindfulness workshops for stress management. There is a student-run Islamic prayer room on campus and separate areas available for male and female Muslims.

www.imperial.ac.uk/chaplaincy

Support for International Students

English language support

The Centre for Academic English provides free in-sessional English courses for international students while they are studying. These include classes and workshops on academic language, social language, the four skills of reading, writing, listening and speaking, 1-1 consultations with a tutor to work on a piece of academic writing or an oral presentation, self-study resources in the VLE Blackboard, and the Conversation Project, which partners students with a native-speaker volunteer to practise social and conversational English.

www.imperial.ac.uk/academic-english

International Student Support team

Students from outside the UK make up around half of our student population, so our International student Support team offers year-round support to help our international students settle into Imperial life. This includes UK visa and immigration advice and trips to different places of interest.

www.imperial.ac.uk/study/international-students
10. 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 responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

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

Student records and examinations

+44 (0)20 7594 7268
records@imperial.ac.uk

Degree certificates

+44 (0)20 7594 8037
certificates@imperial.ac.uk
11. Work-life balance

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

Imperial College Union

The Union’s range of 375+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

www.imperialcollegeunion.org/about-us

Graduate Students’ Union

The Graduate Students’ Union is the postgraduate arm of Imperial College Union. The GSU works alongside the Imperial College Union President to ensure that the requirements of postgraduate students are catered for. It also organises a number of academic and social events during the year.

www.imperialgsu.com

Physical Activity

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

After a one off induction fee of £40 you will get free use of the gym and swimming facilities on our campuses.

www.imperial.ac.uk/sport
12. Student feedback and representation

Feedback from Students

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

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

- More 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

Student Representation

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

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

Staff-Student Committee

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

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

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 (30 January 2018) and to meet to discuss their experiences of the programme with the external examiner in July 2018.
13. And finally

Alumni Services

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

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

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

www.imperial.ac.uk/alumni

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 or access our Scoop.it account at:

www.scoop.it/u/imperial-educational-development-unit
Educational Development Unit
Training and support for those teaching at Imperial College

**Programmes**
We offer a range of taught programmes that provide flexible study centred on actual practice and take account of both disciplinary and institutional context
- SLTP
- PG Cert ULT
- PG Dip ULT
- MEd ULT
- MEd SE

**Workshops**
Our suite of stand-alone workshops covers various aspects of teaching and learning and offers training tailored to experience and need.
For ease of use they are divided into five categories:
- Introduction to...
- Practical guide to...
- Focus on...
- Faculty of Medicine
- By-request

**STAR Framework**
The STAR Framework provides flexible routes to HEA fellowship; rewarding and recognising those at Imperial who can demonstrate an ongoing commitment to developing their professional practice in teaching within higher education.
- Introductory workshop
- Pre-submission workshop
- Drop-in support sessions

**Networks & consultancy**
We are involved in a range of events and networking activity that aims to promote education and build a community of informed practitioners. We also offer bespoke consultancy to individuals and groups on all aspects of teaching and learning.
- Education Day
- Perspectives in Education
- Educational Doctorate EDU Network (EDEN)

[www.imperial.ac.uk/staff/educational-development](http://www.imperial.ac.uk/staff/educational-development)
Faculty of Medicine

Workshops catered to Imperial and NLS staff teaching Imperial College UG students.
- Teaching and Learning Feedback
- Feedback and Formative Assessment
- Managing Challenging Groups in PBL
- Peer Observation
- Using Student Response Systems
- Best Practice in PhD Supervision

By-request Workshops

- Workshops can be locally at the request of a particular department, faculty, hospital, division, or campus.
- Managing Student Behaviour
- Using Student Response Systems
- Pre-submission workshop
- Drop-in support sessions

Imperial STAR Framework

- Two workshops and a series of drop-in sessions aimed at supporting your journey towards HEA recognition.

Introduction to...

Basic introductions to various important aspects of teaching and learning.
- Assessing and Giving Feedback
- Blackboard and Learning Technologies

A practical guide to...

Short, practical workshops covering key aspects of teaching and learning.
- Assisting with PhD Supervision
- Communicating Knowledge
- Making the Most of One-off Teaching

Focus on...

A closer look at teaching and learning aligned primarily to those with greater experience and responsibilities.
- Educational Design and Assessment
- Management of Examination Settings

EDU Workshops
Appendix 2: Welcome from the Graduate School

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 (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 Master's 360 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.

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 College, 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 graduate school and I wish you well in your studies.
The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial. The Graduate School has been set up to support all postgraduate students at the College through:

- Training and development courses
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College

‘Masterclass’ professional skills courses
You can see the full range of free professional skills courses for postgraduate students on the Graduate School website: www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters

All courses can be booked online.

Contact us
Level 3, Sherfield Building, South Kensington Campus
020 7594 1383
graduate.school@imperial.ac.uk
www.imperial.ac.uk/graduate-school

Welcome from the Graduate Students’ Union (GSU)

I am delighted to be able to welcome you to Imperial College and to introduce you to the Graduate Students’ Union (GSU). The GSU ultimately serves to represent you as a postgraduate student and to ensure you have the most fulfilling and enjoyable time possible at Imperial.

The GSU is a university-wide representative body for postgraduate students with a committee comprised of democratically elected postgraduate students. The GSU works to support students on welfare fronts, represent students on educational matters by working with you to voice your concerns to College/departments, whilst also hosting recreational events throughout the year.

Imperial College London is undoubtedly a world-class institution with unique strengths in both teaching and research. Having been an Imperial student for 5 years myself I can fully appreciate that the university is nothing more than the people that comprise it – you’re among some of the brightest minds in the world and Imperial welcomes your contributions and enthusiasm in every sense! I encourage you to make the most of being a valued
member of the Imperial community.

I hope you have a fantastic time here at Imperial and manage to take advantage of the richness of opportunity that awaits you. If you have any questions at this stage, then please do get in touch.

Luke McCrone, GSU President 2017/18

gsu.president@imperial.ac.uk
www.imperialgsu.com
Appendix 3: 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

www.imperial.ac.uk/research-and-innovation/about-imperial-research/research-integrity/misconduct
Appendix 4: 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 5: Using Blackboard Learn

Introduction

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

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

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

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.](image)

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 - 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 - 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

Example module page.

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 the ‘Write Submission’ as this will not include any formatting. Make sure you have included your name and the module title in your file name, as well as following any specific instructions from the tutor on the page. If you have any queries contact 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 6: Referencing your work in Education

Plagiarism

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

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

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

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

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

Harvard-style Referencing

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

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

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

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

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

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

Why should I reference?

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

Referencing using the Harvard style

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

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

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

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

- The author or editor of the cited work
- The year of publication of the cited work
Examples are shown below in blue.

**Citing one author**

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

*or*

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

**Citing two or three authors**

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

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

**Citing four or more authors**

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

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

**Citing works by the same author written in the same year**

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

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

**Citing from chapters written by different authors**

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

**Secondary referencing**

Secondary references are when an author refers to another author’s work and the primary source is not available. When citing such work the author of the primary source and the author of the work it was cited in should be used.
The student furthermore can gain a sense of control over his/her learning (Bernstein, 1977 cited in Reay & Arnot, 2004).

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

**Citing a direct quotation**

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

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

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

**Good quotation practice using the Harvard style**

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

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

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

*or*

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

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

If you want to insert a long quotation (over two lines) but do not 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)
- DOI (link for journal articles)
- Title of conference proceedings
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](http://www.imperial.ac.uk/admin-services/library/learning-support/reference-management)

**Want to use reference management software?**

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

Library services learning support:

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

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

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