IMPERIAL

Centre for Higher Education Research and Scholarship

PG Cert in University Learning and Teaching

Student Handbook
2025–26

Contents

Welcome to Imperial

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

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

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

Imperial provides a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that's further training in an academic skill like note taking or simply having someone to talk to.

You'll have access to a range of professional development courses offered by the Early Career Researcher Institute, the Careers Service, Library Services and other support services teams throughout your time here, as well as opportunities to meet students from across the university at academic and social events.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 360 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime.

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

Our Principles

In 2012 Imperial and Imperial College Union agreed 'Our Principles'. This series of commitments was developed by academic and support staff in partnership with undergraduate and postgraduate students and Imperial College Union.

Imperial will provide through its staff:
- A world-class education embedded in a research environment.
- Advice, guidance and support.
- The opportunity for students to contribute to the evaluation and development of programmes and services.

Imperial will provide students with:
- Clear programme information and assessment criteria.
- Clear and fair academic regulations, policies and procedures.
- Details of full programme costs and financial support.
- An appropriate and inclusive framework for study, learning and research.

Imperial students should:
- Take responsibility for managing their own learning.
- Engage with the university to review and enhance provision.
- Respect, and contribute to, the Imperial community.

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

1. Introduction to the Department

Welcome from Dr Kate Ippolito, Director of Postgraduate Studies

It is my great pleasure to welcome you onto Imperial's MEd in University Learning and Teaching (ULT) and I look forward to working with you during your studies. Our current ULT programme came into being in 2011. Since then, over 400 Imperial staff have taken the PG Cert ULT, with many of them continuing to study at Diploma or MEd level. Our aim is that all our graduates will be well equipped to make an enhanced contribution to teaching, learning and educational leadership throughout their careers at Imperial and beyond. Many of our graduates take on programme or module leader roles, act as year leads or directors of undergraduate/postgraduate studies, or have other roles that contribute broadly to student learning. In addition, students and graduates of our programme often feature prominently in the lists of departmental and faculty teaching awards, the ICU Awards, and at the University level, the President's Awards for Excellence.

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

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

https://www.imperial.ac.uk/about/education/our-aims/

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

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Departmental Information

https://www.imperial.ac.uk/education-research/about/staff/

Key dates 2025–26

Term dates

Autumn term:	27 September 2025 – 12 December 2025
Spring term:	03 January 2026 - 20 March 2026
Summer term:	25 April 2026 – 26 June 2026

Closure dates

Christmas/New Year:	23 December 2025 - 02 January 2026 (Imperial reopens on 05 January 2026)
Easter Holiday:	02 April 2026 – 07 April 2026 (Imperial reopens on 08 April 2026)
Early May Bank Holiday:	04 May 2026
Spring Bank Holiday:	25 May 2026
Summer Bank Holiday:	31 August 2026

Key events

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

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

2.   Programme information

Programme Outline and Structure

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

    o   reflect on their own teaching and learning;

    o   search and read educational literature, critically engaging with it, judging its value for their own personal and disciplinary context;

    o   carry out meaningful small scale educational enquiry projects;

- think creatively, from an evidence base, about 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:

  o to evaluate critically current research and advanced scholarship in the discipline

  o to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

- continue to advance their knowledge and understanding, and to develop new skills to a high level.

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

- the exercise of initiative and personal responsibility;

- decision-making in complex and unpredictable situations;

- the independent learning ability required for continuing professional development.

Programme Learning Outcomes

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

- constructively appraise their own and others' teaching practice and/or support for learning;

- critically reflect on teaching and learning in light of relevant educational principles and practice;

- evaluate a range of teaching and learning approaches and judge their effectiveness within different educational settings;

- develop teaching and learning that is informed by reflection on practice and educational principles.

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

- recognise the relevance of key educational concepts, theories, contextual issues and policy in higher education;

- critically engage with educational ideas and theories through the literature;

- take a theoretically informed approach to critically reflect upon educational practices and their impact on student learning;

- demonstrate effective writing in an educational style and context.

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

- critically assess appropriate use of educational research methods;

- utilise a critically informed in-depth understanding of relevant educational theory to inform the development of an appropriate research question and design;

- use appropriate research methods for a meaningful, small scale, contextually relevant educational enquiry project.

The full MEd ULT programme specification can be found at:

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

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

https://www.imperial.ac.uk/media/imperial-college/staff/education-development-unit/public/Competence-Standards-for-MEd-in-ULT.pdf

Learning and Teaching Strategy

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

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

Scheduled learning and teaching methods

- Interactive lectures

- Flipped classroom

- Team-based learning

- Practical work and exercises

- Reading and writing in an educational paradigm

- Active participation in seminars

- Work-based situated learning

- Supervision

- Literature-based and empirical research projects

- Self-directed study, supported as appropriate

- Peer-observation and peer-assessment (e.g. student-led mock ethics panel)

Synchronous and asynchronous online and blended learning methods

- Blackboard used as a central information hub, including the provision of advance and additional material, and as a point of submission of assessed work.

- Use of synchronous and asynchronous online and blended learning as appropriate (e.g. modelled through Digital Learning module).

- Use of Panopto for flipped classroom preparation and video-based feedback.

- Teams for any synchronous sessions

Provision for recognition of prior learning (RPL) or qualifications in Education.

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

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

Roles and Responsibilities

EDU staff

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

Students

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

Attendance and Engagement

Full attendance at all scheduled Master's in ULT sessions, including online sessions, is expected. The purpose of the sessions is twofold. Firstly, the content and activities within the sessions across the Med ULT programme will help you better engage with educational theories and reflect on your own practice. This is closely linked to assessment. Students may find successful completion of the assignments very challenging if they do not attend the taught sessions. Secondly, especially in-person sessions aim to help the cohort develop a sense of belonging and encourage greater peer to peer support. This is important across all stages of the MEd. If students are unable to attend the sessions 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 the programme, you are expected to contact the Programme Director.

Full engagement in the programme is also expected from all students. We define engagement as:

- Engaging with the suggested pre-reading or pre-recorded lectures/videos
- Engaging in the activities associated with the pre-reading or the videos, be it self-reflection, participation in discussions or debates, group or individual activities
- Contribution to in class discussions (be it face to face or online)
- Engaging with formative and summative assessment
- Being responsive to emails and calendar invites

In terms of online provision, whilst experience shows us that interaction is well supported by people having their cameras on, especially in small group discussions, we are aware that this might not always be possible. Similarly, please make use of the Chat function if you'd prefer not to speak out loud online.

Should you fail to attend or engage with the programme in the ways described above, you will be required to meet with the programme director to discuss your continuation on the programme. If have any concerns about your ability to engage with aspects of the programme, please discuss them with your Course 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

Interruption of Studies

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

Pausing Between Stages in the Programme

The Master's in ULT programme is designed to be flexible and, as such, it is possible to pause between a stage of the programme for one year (i.e. between the PG Cert and PG Dip, or between the PG Dip and MEd stage). You will be emailed during the summer term to ask if you wish to continue directly to the next stage of the programme, pending a satisfactory assessment outcome.

Completing your Course Over Two Years

In line with Imperial's Single Set of Regulations, the maximum period of registration on the Master's in ULT is normally 48 months. The PG Cert and PG Dip stages of the ULT programme are designed to be completed in one year each, but the programme flexibility allows for the final MEd stage to be taken over two years if needed. However, experience shows us that those who complete the MEd stage within a year tend to better maintain their engagement with the programme. We therefore encourage all students to complete it within the standard one-year period where possible.

If you would like to spread over the MEd over two years, you should first discuss this with your supervisor. If they agree that this is the best course of action for you, you will need to complete a form to action this – please contact medult@imperial.ac.uk for details.

Note that your registration extension is not confirmed until this form has been submitted and you have received confirmation from the course team that your end date has been updated with Registry. To allow for this, the form should be submitted at least one month before the final submission deadline.

General Course Reading

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

A number of useful educational texts are available as e-books and recommended Education Journals via the Imperial College Library.

Discipline-specific Reading

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

Natural Sciences	Education and Computing
Biochemical Education	Education for Chemical Engineers

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

My Imperial Campus

An app for students - designed by students!

My Imperial Campus is the beginning of a new mobile experience for the Imperial community. Built by students and alumni, the ambition is for the app to reflects the real needs and ideas of the people who use it every day. We're developing it iteratively, constantly learning from our community and evolving the features that help all of us succeed at Imperial.

This is just the beginning. The app is still growing, and we're adding new functionality all the time—so download it, explore what's already there, and keep an eye out for updates and chances to get involved.

Available now on the **App Store** and **Google Play**.

What we've built so far:

🔍 Search & AI Chatbot

Chat with an in-app assistant that pulls information from within the app, across the university's website and resources—delivering quick answers when you need them.

🗺 Maps

Explore 2D maps of all campuses, plus immersive 3D maps of South Kensington and White City. See services, navigate buildings, and find your way around campus with ease.

🎉 Events

Discover what's on across Imperial—from public lectures to Union events and society meetups. Set your preferences in Settings to tailor your feed, or use the *Welcome Week* filter to see what's lined up for new students.

📅 Timetable & Check-In

If your department requires check-in, just use the app to register your attendance when you're on site. You'll also find a quick link to your full timetable in the browser.

🚀 Your Career

Browse the latest internships and job opportunities from the Careers Service—updated regularly to keep you connected with what's new.

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to university level study. More than just a study guide, it is packed with advice created especially for students, including information on support, health and well-being and ideas to help you make the most of London. The Success Guide also provides you with information about professional development opportunities available to you through the Early Career Researcher Institute, the Careers Service, Library Services and other support services.

💻   www.imperial.ac.uk/students/success-guide/pgt/

Join the CHERSNet

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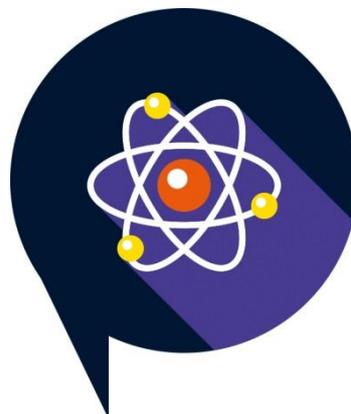
3. Postgraduate Certificate in University Learning and Teaching

PG Cert ULT Intended Learning Outcomes

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

- Constructively appraise their own and others' teaching practice and/or support for learning.

- Critically reflect on teaching and learning in light of relevant educational principles and practice.

- Evaluate a range of teaching and learning approaches and judge their effectiveness within different educational settings.

- Develop teaching and learning that is informed by reflection on practice and educational principles.

Programme Structure

The PG Cert is organised through a series of modules, each of which have associated synchronous and asynchronous online seminars and activities, and an assignment that requires you to complete some directed reading. These modules build on the ideas introduced at the pre-requisite EDU workshops, attendance at which is compulsory for most probationary lecturers. More information about the pre-requisite workshops can be found at: https://www.imperial.ac.uk/staff/educational-development/programmes/pg-cert-ult/

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

The PG Cert is also an accredited taught pathway to Advance HE Fellowship at Descriptor 2 (FHEA) through the Imperial STAR Framework. All new students will be briefed on this opportunity at the PG Cert Induction session, where clear guidance will be provided about what the integrated pathway towards professional recognition involves and how to get started (more information about Fellowship can be found below).

Course Credit

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

assignments relating to each module for formative feedback. A full timetable of seminar dates and deadlines is given later in the handbook.

Assessment

Formative Assessment

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

Work is submitted through the dedicated module pages on Blackboard Learn and must be submitted together with the module coversheet.

Summative Assessment process (portfolio submission)

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

- Cover page with name, submission date and declaration that the work submitted is your own

- Reflection on Changing Practice: opening statement

- 'How Students Learn' assignment

- Module 2 assignment

- Module 3 assignment

- Module 4 assignment

- Reflection on Changing Practice: closing statement

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

Jane Smith PG Cert ULT September 2024.pdf

- The font should be sans-serif (e.g. Arial or Calibri) 11pt, with line spacing of 1.15.

- Each component of the portfolio should start on a new page, and each page should bear the page number in the footer section. Your name should NOT appear in the header or footer sections.

- Forms from teaching observations are not submitted with the portfolio, as they are not assessed. They should, however, inform your writing of the closing statement and must be submitted to pgcertult@imperial.ac.uk in advance of portfolio submission.

- Any referencing in the assignments should be in Harvard style.

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

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

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

In preparing your closing statement, you will need to be mindful of the need to draw together the strands of your portfolio and practice over the year and look ahead to future directions. To demonstrate how you integrated your learning from the PG Cert into your practice, you will find it helpful to structure your statement in the following way:

- **What did you do?** A concise description of your engagement through the year, explaining what you have done and putting it in a personal context.

- **How did you do it?** An explanation of how and why you have approached your teaching, informed by the course, the readings and your experiences.

- **Why did you do it that way?** Evidence and rationale for choices you have made, both practice-based and from the educational literature you have read. This will show integration of academic practice and pedagogy.

- **What difference did it make?** Your opportunity to show how your activity has affected outcomes for yourself, your students and Imperial. This will show the quality and currency of your teaching.

- **Future directions:** what next for your teaching and future development? This could be further formal study, for example on the Diploma, or taking on a new role allowing you to develop your practice. It will be important to show how you intend to maintain your professional development.

Assessment for academic credit (PG Cert)

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

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

- Students will have attended the pre-requisite workshops as appropriate and the induction session, completed their teaching observations, and submitted their opening and closing teaching statements – these elements will be awarded 10 ECTS credits under the module 'Reflection on Changing Practice'. The additional 20 ECTS credits will be awarded for 4 module assignments, with reflective changes based on formative feedback and further

learning. The 4 module assignments and opening and closing teaching statements should be presented in the summative portfolio.

- Through this, students will need to demonstrate the attainment of the intended learning outcomes for their individually chosen modules and the programme as a whole.
- Students will have to show critical engagement with the educational literature as indicated by appropriate critical use of the directed reading from each of the modules completed.
- Students will have to integrate workshop discussions, reading and practice and show appropriate individual and disciplinary context.
- Students will be expected to have reflected on individual outcome assignments and developed their ideas and demonstrate an ongoing commitment to professional development in education.
- All submissions will adhere to word limits and module specific criteria for submission.

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

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

Applying for Advance HE Fellowship

In addition to the academic award of the PG Cert, the course is also an accredited taught pathway to Fellowship (FHEA) for students who wish to use the opportunity to develop a Fellowship claim around their PG Cert learning and the professional practice into which it is integrated.

Assessment for FHEA is linked to Descriptor 2 of the Professional Standards Framework (PSF 2023) and is facilitated through the Imperial STAR Framework. Fellowship applications consist of a written Reflective Account of Practice in which you need to demonstrate effective practice in teaching and/or support of high-quality learning through evidence of:

- (D2.1) Use of all five Professional Values;
- (D2.2) Application of all five forms of Core Knowledge;
- (D2.3) Effective and inclusive practice in all five Areas of Activity.

The Professional Values, Core Knowledge and Areas of Activity together form the fifteen Dimensions of the Professional Standards Framework. If you have decided to work towards making a Fellowship application during the PG Cert, you will be introduced to each of the Dimensions in depth, and guided to recognise, interpret and reflectively discuss the ways in which your learning and teaching practice engages with them.

Your pathway to Fellowship during the PG Cert will incorporate the following timetabled developmental opportunities in parallel to the academic programme (see the yellow elements on the Flow Diagram on page 27):

Introductory Fellowship Workshop and Modular Reflective Account of Practice (M-RAP) cycles

The Introductory Fellowship Workshop is an initial half-day session in which you will be introduced to Advance HE, to the Professional Standards Framework, and to the value of gaining Fellowship as a form of professional recognition. We will provide an overview of the pathway you will follow in the year ahead, which is designed to help you develop proficiency in mapping your scholarly practice to

the PSF, and writing reflectively about how your practice engages with Descriptor 2 and the Dimensions of the Framework.

In this workshop you will be provided with a copy of the STAR Framework Participant Handbook to act as a guide and point of reference throughout your Fellowship journey. You will also be introduced to the Modular Reflective Account of Practice document – the 'M-RAP' tool – and shown how to use it (see the example M-RAP on page 60). As you complete the core and elective academic module on the PG Cert, in addition to the associated essay assignment, you can also download a M-RAP document and use it to practice writing reflectively about the aspects of your practice and scholarship that were associated with that module. The M-RAP document contains a PSF mapping grid so you can also practice mapping specific aspects of your practice to relevant Dimensions of the Professional Standards Framework. You can then submit your completed M-RAP alongside your module assignment to the Blackboard. Please refer to the PG Cert ULT timetable to check modules' details and their respective formative assessment deadlines. The Module Leader (who will also be an experienced member of the STAR Framework team) will provide feedback on your assignment draft submission and your PSF mapping and reflective writing skills as you develop a fellowship claim.

The Introductory Fellowship Workshop is scheduled for shortly after the submission deadline for your first academic PG Cert assignment (for the core module How Students Learn). You will be guided in the session specifically toward completing your first M-RAP in relation to the How Students Learn module. In the session you will engage in group activities and have opportunities to give and receive peer feedback on your M-RAP in class, helping you to gain a firm understanding of how to utilise the M-RAP tool for each of your subsequent PG Cert modules.

Fellowship Application Development Workshop

Towards the end of the PG Cert course, shortly after the final Portfolio submission date, we will run a 'Fellowship Application Development' workshop. The purpose of this session is to review the requirements for a successful D2 application, evaluate all of the completed M-RAPs you will have completed during the year (including all of the feedback provided by your Module Leaders), and together have a closer look at the STAR Framework Fellowship application template. Under the guidance of the workshop tutors, you will have an opportunity to start designing, crafting and refining your final application. Some of your M-RAP drafts might fit almost seamlessly into appropriate sections of your application template, and others may need some elaboration, restructuring or refinement. For some sections you might want to develop a fresh piece of narrative, perhaps taking advantage of the more holistic perspective you will have gained at this point towards the end of the PG Cert. Sometimes you might even want to include a completely different example from your practice that was distinct from the PG Cert but which you feel should be represented in your final Reflective Account of Practice. Ultimately, this is your Fellowship, and this workshop is the place to bring everything together to begin the final assembling and crafting of your application.

Fellowship Drop-Ins

In addition to the timetabled support outlined above, you will also be able to take advantage of regular 'Fellowship Drop-in' guidance sessions facilitated by the PG Cert team specifically to answer all and any questions you may have about your pathway to Fellowship. These sessions will be facilitated online to make sure you can access them from wherever you may be working.

It is intended that you would be ready to submit your application to the STAR Framework soon after the Fellowship Application Development Workshop, whereupon it will be reviewed and Fellowship decisions will be made in accordance with the STAR Framework procedures and processes.

Our hope is that the practice and iterative feedback you gain as you periodically craft and reflect upon pieces of draft narrative at intervals along the PG Cert will equip you with a robust sense of

ownership over your claim for Fellowship. We also hope you will develop confidence in your ability to translate particular aspects of your scholarly and practical experience into a reflective professional narrative that not only aligns well with the PSF, but which positively nurtures your sense of professional identity as an educator.

PG Cert ULT 2025-26 Timetable

Bold = core modules | Blue-grey = online sessions | SK: South Kensington campus

Session	Date	Time	Delivery	Tutor(s)	Assignment Deadline
Induction (Day 1)	Tuesday 16-Sep-25	14.00 – 16:30	In person (SK)	Julie Moote Andréia Vargas-Seymour	n/a
Induction (Day 2)	Wednesday 17-Sep-25	14.00 – 16:30	In person (SK)	Julie Moote Andréia Vargas-Seymour	n/a
How Students Learn Group 1 – Session A	Friday 03-Oct-25	10.00 – 13:00	In person (SK)	Andréia Vargas-Seymour	After session B
How Students Learn Group 2 – Session A	Wednesday 08-Oct-25	14.00 – 17:00	In person (SK)	Andréia Vargas-Seymour	After session B
How Students Learn Group 1 – Session B	Friday 17-Oct-25	10.00 – 13:00	In person (SK)	Andréia Vargas-Seymour Mark Anderson	28-Nov-25
How Students Learn Group 2 – Session B	Wednesday 22-Oct-25	14.00 – 17:00	In person (SK)	Andréia Vargas-Seymour Mark Anderson	03-Dec-25
Digital Learning 1A	Thursday 30-Oct-25	10.00 – 13:00	Online	Mark Anderson	After session B
Educational Design 1A	Monday 10-Nov-25	10.00 – 13:00	In person (SK)	Kate Ippolito	After session B
Assessment and Feedback 1A	Thursday 13-Nov-25	10.00 – 13:00	Online	Monika Pazio Rossiter	After session B
Digital Learning 1B	Friday 14-Nov-25	10.00 – 13:00	Online	Mark Anderson	05-Jan-26
Educational Supervision A	Thursday 20-Nov-25	14.00 – 17:00	In person (SK)	Martyn Kingsbury	After session B
Fellowship writing workshop	Friday 21-Nov-25	10.00 – 13:00	In person (SK)	Mark Anderson	12-Jan-26
Educational Design 1B	Monday 24-Nov-25	10.00 – 13:00	In person (SK)	Kate Ippolito	05-Jan-26
Assessment and Feedback 1B	Thursday 04-Dec-25	10.00 – 13:00	Online	Monika Pazio Rossiter	15-Jan-26

Session	Date	Time	Delivery	Tutor(s)	Assignment Deadline
Educational Supervision B	Thursday 04-Dec-25	14.00 – 17:00	In person (SK)	Martyn Kingsbury	15-Jan-26
Evaluating Education A	Monday 12-Jan-26	10.00 – 13:00	In person (SK)	Nikki Boyd	After session B
Approaches to Teaching 1A	Tuesday 13-Jan-26	10.00 – 13:00	In person (SK)	Julie Moote	After session B
Digital Learning 2A	Wednesday 21-Jan-26	14.00 – 17:00	Online	Mark Anderson	After session B
Evaluating Education B	Monday 26-Jan-26	10.00 – 13:00	In person (SK)	Nikki Boyd	09-Mar-26
Approaches to Teaching 1B	Tuesday 27-Jan-26	10.00 – 13:00	In person (SK)	Julie Moote	10-Mar-26 (oral presentation) 24-Mar-26 (reflection)
Student Transition and Progression A	Friday 30-Jan-26	14.00 – 17:00	In person (SK)	Tiffany Chiu	After session B
Digital Learning 2B	Monday 02-Feb-26	14.00 – 17:00	Online	Mark Anderson	16-Mar-26
Educational Design 2A	Tuesday 10-Feb-26	10.00 – 13:00	In person (SK)	Kate Ippolito	After session B
Student Transition and Progression B	Friday 13-Feb-26	14.00 – 17:00	In person (SK)	Tiffany Chiu	27-Mar-26
Educational Design 2B	Thursday 26-Feb-26	10.00 – 13:00	In person (SK)	Kate Ippolito	09-Apr-26
Approaches to Teaching 2A	Friday 27-Feb-26	10.00 – 13:00	In person (SK)	Julie Moote	After session B
Higher Education in Context A	Monday 02-Mar-26	10.00 – 13:00	In person (SK)	Nikki Boyd Iro Ntonia	After session B
Mid-course Briefing	Wednesday 04-Mar-26	13.00 – 16:00	In person (SK)	Julie Moote Andréia Vargas-Seymour	n/a
Assessment and Feedback 2A	Thursday 05-Mar-26	10.00 – 13:00	In person (SK)	Monika Pazio Rossiter	After session B

Session	Date	Time	Delivery	Tutor(s)	Assignment Deadline
Approaches to Teaching 2B	Friday 13-Mar-26	10.00 – 13:00	In person (SK)	Julie Moote	24-Apr-26 (oral presentation) 08-May-26 (reflection)
Higher Education in Context B	Monday 16-Mar-26	10.00 – 13:00	In person (SK)	Nikki Boyd Iro Ntonia	27-Apr-26
Assessment and Feedback 2B	Friday 20-Mar-26	10.00 – 13:00	In person (SK)	Monika Pazio Rossiter	01-May-26
Final Course Meeting	Wednesday 20-May-26	13.00 – 16:00	In person (SK)	Julie Moote Andréia Vargas-Seymour	n/a
Final Portfolio Submission	**Monday 15th June 2026 at 10.00**				

How Students Learn is a compulsory, core module that all PG Cert ULT students must attend. Students are divided into groups (1 or 2) and must attend both teaching sessions (A and B) of that group.

The 'Fellowship writing workshop' on Friday 21st November is offered as part of the core module *Reflection on Changing Practice*, but attendance is not compulsory. However, we strongly advise you to attend this workshop if you intend to use the PG Cert ULT as a taught pathway towards Advance HE Fellowship (FHEA).

PG Cert ULT academic calendar 2025-26

	Online via Teams
	In person SK campus

September 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16 Induction (Day 1) 14.00-16.30	17 Induction (Day 2) 14.00-16.30	18	19
22	24	25	26	27
29	30			

October 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3 How Students Learn 1A 10:00-13:00
6	7	8 How Students Learn 2A 14:00-17:00	9	10
13	14	15	16	17 How Students Learn 1B 10:00-13:00
20	21	22 How students Learn 2B 14:00-17:00	23	24
27	28	29	30 Digital Learning 1A 10:00-13:00	31

November 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10 Education Design 1A 10:00-13:00	11	12	13 Assessment and Feedback 1A 10:00-13:00	14 Digital Learning 1B 10:00-13:00
17	18	19	20 Educational Supervision A 14:00-17:00	21 Fellowship Writing Workshop 10:00-13:00

Monday	Tuesday	Wednesday	Thursday	Friday
24 Educational Design 1B 10:00-13:00	25	26	27	28

December 2025

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4 Assessment and Feedback 1B 10:00-13:00 & Educational Supervision B 14:00-17:00	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

January 2026

Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9
12 Evaluating Education A 10:00-13:00	13 Approaches to Teaching 1A 10:00-13:00	14	15	16
19	20	21 Digital Learning 2A 14:00-17:00	22	23
26 Evaluating Education B 10:00-13:00	27 Approaches to Teaching 1B 10:00-13:00	28	29	30 Student Transition and Progression A 14:00-17:00

February 2026

Monday	Tuesday	Wednesday	Thursday	Friday
2 Digital Learning 2B 14:00-17:00	3	4	5	6
9	10 Educational Design 2A 10:00-13:00	11	12	13 Student Transition and Progression B 14:00-17:00
16	17	18	19	20
23	24	25	26 Educational Design 10:00-13:00	27 Approaches to Teaching 2A 10:00-13:00

March 2026				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Higher Education in Context A 10:00-13:00	3	4 Mid-Course Briefing 13:00-16:00	5 Assessment and Feedback 2A 10:00-13:00	6
9	10 Approaches to Teaching Oral Presentations 1 10:00-13:00	11	12	13 Approaches to Teaching 2B 10:00-13:00
16 Higher Education in Context B 10:00-13:00	17	18	19	20 Assessment and Feedback 2B 10:00-13:00
23	24	25	26	27

April 2026				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24 Approaches to Teaching Oral Presentations 2 10:00-13:00
27	28	29	30	

May 2026				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20 Final Course Meeting 13:00-16:00	21	22
25	26	27	28	29

Final portfolio submission: Monday 15 June 2026 at 10.00

Please refer to the timetable on pages 26-28 for assignment deadlines. Further information on all modules can be found in the module guide starting on page 33 of this handbook.

Teaching Observations

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

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

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

What do observees need to do before the teaching observation?

The Teaching Observation Dialogue Form is central to the observation process (see page 53). Before the session, the observee must complete Part A of the form and send it to the observer.

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

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

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

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

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

Clinical teaching

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

- Ensure that patient consent has been obtained. Verbal consent is acceptable, so long as the patient is clear about the role of the observer.
- Ensure that the charge nurse is informed of the teaching observation taking place.

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

Modules

All students must complete two core modules below:

1. **How Students Learn (5 ECTS)**

2. **Reflection on Changing Practice (10 ECTS):** This core module involves two written tasks: opening and closing teaching statements. The opening teaching statement should be written at the start of the course, and the closing teaching statement, at the end of the course. To be awarded these 10 ECTS credits, students must also have attended the necessary pre-requisite workshops and the induction sessions, and have completed all teaching observations.

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

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

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

Core Modules

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

Aims

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

Teaching Methods

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

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

In between the two taught sessions, you will be expected to design an individual teaching session plan using a teaching session that you are currently teaching or a session that you have run in the past and would like to revise for future practice taken from your own professional Imperial context. You will be encouraged to use constructivism or social constructivism to inform your learning design.

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

Intended Learning Outcomes

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

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

Initial Reading

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

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

Assignments

Group Poster The group poster task has been designed as a learning opportunity for students to meet the module's ILO 2. We recognise the challenging aspects of engaging with educational literature for the first time, and working as part of a group will help you in that process.
You will work with your team to produce a poster summarising the main ideas from the book chapter you have been allocated on constructivism and/or social constructivism. Contribution to the poster is compulsory to pass the module (ILO 2).

Individual Written Assignment You will submit an individual written assignment of 1,500 words. The assignment should present the design or re-design of a teaching session taken from your own professional context at Imperial, and should be supported by relevant educational rationale. You will also contribute to the production of a group poster.
You should refer to the educational literature provided when writing your rationale, whilst also showing a consideration of how theory can be applied in practice. You are expected to be reflective in your rationale, and provide both contextual and theoretical justification for the arguments presented. You will also contribute to the production of a group poster where you will discuss key features of constructivism and social constructivism, and their impact on learning and teaching.

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

ECTS credits	PSF indicative mapping
5	**D2.1** (V1, V2, V3, V5) **D2.2** (K1, K2, K3, K4) **D2.3** (A1, A2, A4, A5)
Assignments	**Tutor**
Group poster **Individual written assignment** **[1500 words (+10%)]**	Dr Andréia Vargas-Seymour

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

Aims

This module comprises largely self-directed learning, under the supervision of a tutor. It involves you reflectively mapping the theory and ideas gained throughout the PG Cert programme onto your professional practice, taking a scholarly approach to defining your personal teaching philosophy and relating this to the Professional Standards Framework (PSF 2023). This is an integrative reflective module where you contextualise and explicitly reflect on your learning through the PG Cert.

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

Intended Learning Outcomes

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

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

Assignments

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

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

You will create and submit your opening and closing teaching statements using **Padlet**. Padlet is an Internet application that allows people to express their thoughts on a common topic easily. It works like an online post-it board where people can put any content (e.g., images, videos*, documents, text) anywhere on the page, together with anyone, from any device. **Instructions on how to use Padlet are available in Appendix 4.**

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

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

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

ECTS credits	PSF indicative mapping
10	This will be dependent on how the rest of the portfolio maps to D2. However, the reflection questions are based around the following: **D2.1** (V1, V2, V3, V4, V5) **D2.2** (K1, K2, K3, K4, K5)

	D2.3 (A1, A2, A3, A4, A5)
Word count	**Tutors**
2 x 2,000 = 4,000 (+10%) words	Dr Julie Moote and Dr Andréia Vargas-Seymour

Elective Modules

You will select three of the following modules:

3. Approaches to Teaching (5 ECTS) [Delivery Mode: In person]

Aims

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

Teaching methods

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

Intended Learning Outcomes

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

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

Assessment

Formative Assessment

For the formative task, you will be asked to carry out some directed reading about the concept of teaching as performance and the use of improvisation in teaching. This reading will inform an in-class task which will be completed in the second seminar. This task will involve giving a short oral presentation to the class (max. 5 minutes) on a topic which will be revealed at the start of the seminar. You will have 5 minutes to prepare your

presentation, incorporating what you have read about performance and improvisation. You will have the option to have your presentation filmed so that you can watch it afterwards in order to review your performance and presentation. This task serves as useful preparation for the summative oral presentation.

Summative Assessment

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

ECTS credits	PSF indicative mapping
5	D.2.1 (V1, V2, V3, V5) D.2.2 (K1, K2, K3) D.2.3 (A1, A2, A4, A5)
Assessment	**Tutor**
Oral presentation (15 minutes + 5 minutes Q&A); **Reflective statement (500-1000 words)**	Dr Julie Moote

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

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

The module is designed to enable students to:

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

Teaching methods

This module is taught through two face-to-face seminars. In an initial face-to-face seminar we will explore concepts and principles of educational design (including constructive alignment) and internal and external factors to be taken into account (including Imperial's Learning and Teaching Strategy). You will then complete

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a practical educational design task related to your teaching. A second face-to-face seminar will provide opportunity for you to discuss and receive feedback on this task, and to develop your educational design further. These learning activities, in combination with directed reading and self-study, should prepare you to carry out the design or re-design of a unit of learning from your teaching. This will be submitted for formative assessment and feedback.

Intended Learning Outcomes

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

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

Requirements

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

Assessment

Formative assessment

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

Summative assessment

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

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

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

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A3, A4, A5)
	D.2.2 (K1, K2, K3, K4, K5)
	D.2.3 (V1, V3, V4)
	D.2.4
	D.2.5
Word count	**Tutor**
2000 (+10%) words	Dr Kate Ippolito

5. Assessment and Feedback (5 ECTS) [Delivery Mode: In person/Online]

Aims

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

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

Teaching methods

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

Intended Learning Outcomes

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

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

Assignment

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

ECTS credits	UKPSF indicative mapping
5	A1, A2, A3

	K1, K2, K3, K5 V1, V2, V3
Word count	**Tutor**
2000 (+10%) words	Dr Monika Pazio Rossiter

6. Student Transition and Progression (5 ECTS) [Delivery mode: in-person]

Aims

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

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

Teaching methods

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

Intended Learning Outcomes

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

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

Assignment

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

- discusses key challenges of academic transitions in your disciplinary context
- identifies approaches Imperial has taken to facilitate academic transitions and discusses their relevance and applicability to your own context
- critically reflects on and evaluates your own practice in relation to supporting student transition and progression

- identifies ways to develop practice, based on experience, relevant reading and discussion in the sessions.

Areas for consideration include:

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

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

ECTS credits	PSF indicative mapping
5	**D2.1** (V1, V2, V3, V4) **D2.2** (K2, K3) **D2.3** (A2, A4)
Word count	**Tutor**
2000 (+10%) words	Dr Tiffany Chiu

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

Aims

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

Teaching methods

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

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

Intended Learning Outcomes

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

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

Assignment

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

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

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

Aims

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

Teaching methods

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

Intended Learning Outcomes

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

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

Assignment

Formative assessment

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

Summative assessment

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

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

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

This module allows you to explore the wider context in which learning and teaching in higher education take place. Bringing together some of the key issues and considerations relating to educational strategy, research, ethics and student engagement and partnership, this module will introduce and enable you to critically consider the different issues and forces that can impact higher education both above and within your practice.

Teaching methods

This module will be taught through a combination of pre-reading tasks and two face-to-face interactive sessions. The first will focus on impact and influence in higher education teaching and the role of educational strategy and research within these; the second will explore how approaches to ethics and student engagement and partnership can inform and challenge the student experience.

Discussions across both sessions will be closely tied to the Imperial context and you will have the opportunity to share and critically reflect upon the opportunities and challenges involved in accommodating and / or integrating different – and at times competing – contextual factors in your personal and disciplinary practice.

These seminars will be supplemented by a variety of resources aimed at supporting you with your assignment which shall be available via Blackboard Learn.

Intended Learning Outcomes

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

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

Assessment

You will be asked to submit a written assignment (2000 words + 10%). This assignment will require you to contextualise one or more of the key topics addressed in the module within your professional practice and to critically reflect on the opportunities and challenges presented to teaching and learning from this (or these) in the light of relevant educational literature and principles.

Full assignment details will be provided in the taught sessions.

ECTS credits	PSF indicative mapping
2.5	**D2.1** (V1, V2, V3, V4, V5) **D2.2** (K1, K2, K3) **D2.3** (A1, A2, A3, A4, A5)
Word count	**Tutors**
2,000 (+10%) words	Mrs Nikki Boyd and Dr Iro Ntonia

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

Aims

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

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

Teaching methods

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

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These interactive seminars will be supplemented by a variety of resources aimed at supporting you with your assignment which shall be available via Blackboard Learn.

Intended Learning Outcomes

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

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

Requirements

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

Assessment

You will be asked to submit an individual written assignment of 2,000 words (+10%).

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

Full assignment details and further reading will be provided in the taught sessions.

ECTS credits	UKPSF indicative mapping
5	D.2.1 (A1, A2, A4, A5) D.2.2 (K1, K2, K3, K4, K5) D.2.3 (V3, V4) D.2.4 D.2.5
Word count	**Tutor**
2,000 (+10%) words	Mrs Nikki Boyd

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

Aims

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

Teaching methods

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

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

Intended Learning Outcomes

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

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

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

Assignment

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

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

PG Cert ULT Forms and Guides

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

- Teaching Observation Dialogue Form
- Teaching Observation Guide
- PG Cert ULT Module Assignment Cover Sheet
- PG Cert ULT Modular Reflective Account of Practice (M-RAP)
- PG Cert ULT Module Assignment Feedback Form
- PG Cert ULT Final Portfolio Cover Sheet
- PG Cert ULT Final Portfolio Mark Sheet

Teaching Observation Dialogue Form

Please note that the questions below are prompts rather than a prescriptive checklist, and they will not be equally applicable to all contexts.

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

Observee:

Observer:

Date / period of observation:

☐ **Tutor observation**   ☐ **Peer observation**

Session title:

Department(s):   **Programme / module / other:**

Number of students: **Year(s):**

1. **Broad aims / purpose of session** *(Where does this session occur within a module / programme? Where are the students / participants on their learning journey? How have these factors influenced the design of this session? What are the key pedagogical goals?)*

2. **Intended learning outcomes** *(What will students be better able to do as a result of the session? For instance, with respect to knowledge, skills, attitudes? How do the teaching and learning activities align with the ILOs and assessment?)*

3. **Mode / context of facilitation** *(Face-to-face or online session? If online, is it synchronous or asynchronous? What principles underpin the learning design? Is this a large-group session / lecture, small-group teaching, a tutorial, guided individual study, or some combination?)*

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

The focus of the feedback will depend on the context of the session. The prompt questions below are a guide to the observer, and may provide points for discussion between the observer and observee, where appropriate.

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

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

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

Next Steps

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

'student name_observer surname_TO **or** PO' (Tutor or Peer Observation)

For example:

- Lev Vygotsky_Wagner_TO.doc
- Jean Piaget_Bloom_PO.doc

2. The **observer** should then email this form to the observee and the PG Cert ULT team at pgcertult@imperial.ac.uk

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

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

Teaching Observation Guide

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

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

If you are a clinician seeking an observation of teaching that involves a patient, please see the additional information on page 34.

Your role as a student (observee)

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

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

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

To get the most out of the observation, think in advance about what feedback you would like to receive. Perhaps you would particularly like to hear your observer's thoughts on how you interact with students, the effectiveness of your learning design, the extent to which active learning has been facilitated, or possible accessibility or inclusivity issues. Please see below for more possible areas of focus for the most common forms of teaching and supporting learning.

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

Your role as an observer

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

Observing face-to-face sessions

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

Some questions to provide focus might include:

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

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

Observing synchronous (live) online teaching

If you have been invited to observe a live online session (e.g. a meeting on Zoom, Teams or some other web conferencing platforms), all of the guiding questions outlined for face-to-face teaching above remain relevant and can be adapted to specific aspects of the online experience. There are also some additional elements you could consider, such as:

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

Observing asynchronous online teaching

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

In asynchronous contexts, if there are spaces for asynchronous learner engagement or interaction (e.g. discussion forums), you could examine the extent, depth or consistency of student engagement and participation, and (if appropriate) the effectiveness of the teacher's approach to moderating or interacting with learners online.

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

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

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

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

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

If you have any questions about these teaching observations, please contact the PG Cert ULT team at **pgcertult@imperial.ac.uk**

PG Cert ULT 2025 -26 Module Assignment Cover Sheet

Name:

CID number:

Module:

Submission Date:

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

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

PG Cert ULT Modular Reflective Account of Practice (M-RAP)

Part of the PG Cert ULT taught pathway towards preparing an application for Advance HE Fellowship (FHEA)

The M-RAP process is designed to help you develop your skills in thinking and writing reflectively about your professional practice, drawing from the PG Cert ULT core module *How Students Learn* as a source of the scholarship, or 'evidence base', that might have informed or guided some of your professional choices as an educator.

This is a space for you to practice identifying and evidencing connections between specific examples of your educational practice and the relevant dimensions of the Professional Standards Framework (PSF 2023 – see the next page for the framework) by writing and submitting a piece of draft narrative for feedback.

You will receive personalised feedback from your PG Cert ULT Personal Tutor on how well your draft reflective account demonstrates that your teaching and/or your support of high-quality learning is effective and inclusive, and also how accurately you have mapped your example to the relevant Dimensions of the PSF.

Writing a piece of draft narrative and reflecting upon the feedback will help you to develop the skills needed to prepare a full, well-evidenced application for Fellowship (FHEA) via the Imperial STAR Framework.

When you have completed the information fields below, please go to page 2 to review the PSF and then follow the four action steps in Part A of the document. Your Personal Tutor will provide feedback on your submission in Part B.

Note: You will find a PDF of the PSF 2023 on the tab 'Advance HE Fellowship' inside the Blackboard page for the core module *Reflection on Changing Practice*.

Student:

Personal Tutor:

Submission date:

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

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

Professional Values

In your context, show how you:

V1 respect individual learners and diverse groups of learners

V2 promote engagement in learning and equity of opportunity for all to reach their potential

V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

V4 respond to the wider context in which higher education operates, recognising implications for practice

V5 collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

K1 how learners learn, generally and within specific subjects

K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K3 critical evaluation as a basis for effective practice

K4 appropriate use of digital and/or other technologies, and resources for learning

K5 requirements for quality assurance and enhancement, and their implications for practice
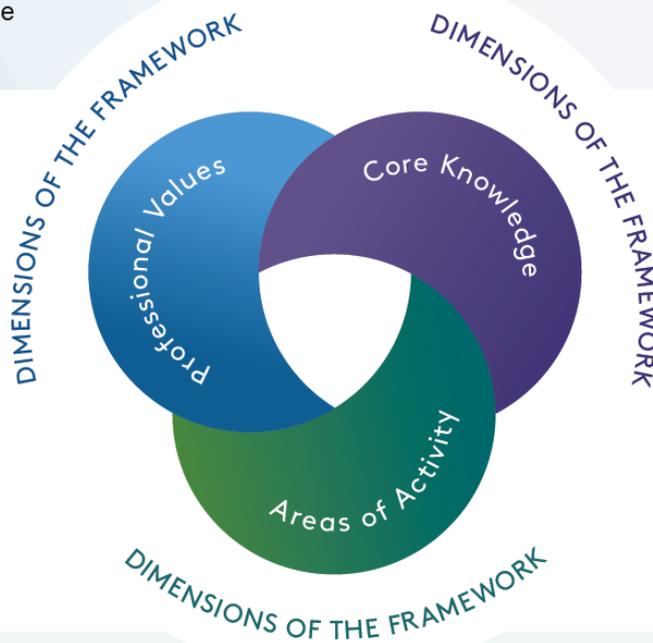
Areas of Activity

In your context, demonstrate that you:

A1 design and plan learning activities and/or programmes

A2 teach and/or support learning through appropriate approaches and environments

A3 assess and give feedback for learning

A4 support and guide learners

A5 enhance practice through own continuing professional development

The Dimensions of the Professional Standards Framework (PSF 2023)

Step 1

Select an example from your professional educational practice that you feel demonstrates your engagement with one of the five Areas of Activity (A1 – A5) of the PSF.

In the space below, compose a short (**max. 350 words**) reflective narrative account of this example. Adopt the 'reflective writing cycle' prompt questions below to structure your narrative – this will help you develop your reflective voice – and 'tell the story' using the first-person singular pronoun ('*I* intended to …'; 'upon reflection *I* realised that …').

Reflective Writing Cycle – Prompt Questions:

- **What did you do?** (Briefly describe the context of the example and your role in it.)
- **How did you do it?** (Explain the approach that you took and/or the methods you used.)
- **Why did you do it that way?** (What was your rationale for choosing that method or approach?)
- **What happened?** (What was the evidence for the impact or outcomes of your actions?)
- **So what?** (What were the implications of those outcomes, for you or your students? What did you learn from the experience as a developing professional educator? What might you do differently next time?)

Please indicate your chosen Area of Activity in the blue box and write your reflective narrative account below (max. 350 words):

A

Reflective narrative

Reflective narrative

Use the table below to map out and make brief notes on how your reflective narrative engages with relevant Dimensions of the PSF 2023.

Your Mapping Notes
D2.1 Professional Values (V)
Indicate here which Professional Values you used in the chosen example from your practice.
Notes
Provide a brief explanation of where and how you used the Professional Values indicated above.
D2.2 Core Knowledge (K)
Indicate here which forms of Core Knowledge you applied.
Notes
Provide a brief explanation of where and how you applied those forms of Core Knowledge.
D2.3 Areas of Activity (A)
In addition to your chosen one, are there any additional Areas of Activity that your narrative engages with? Indicate these here.
Notes

Your Mapping Notes
*Where and how is **effective** and **inclusive** practice in these Areas of Activity demonstrated in your narrative?*

Step 3

Submit your completed M-RAP document via the submission portal in the 'Assignments' tab on Blackboard page for the module *How Students Learn*. We will let you know when the submission portal is open. Your M-RAP will then be passed on to your Personal Tutor for review. They will return it to you with some feedback in Part B of this document.

Step 4

When you receive your feedback from your Personal Tutor, review it carefully and reflect on the advice being offered. Have you gained a clearer idea about which aspects of your PSF mapping and draft narrative have effectively evidenced successful engagement with the relevant dimensions? Have you understood what specific actions you can take to enhance any aspects that might need further development? Remember, this is a developmental process so if your feedback indicates areas for improvement, that's great news! It means there is a clear opportunity for developing these skills, taking advantage of the guidance available. If you have any questions about the feedback or what actions to take, please feel free to engage in dialogue with your Personal Tutor to ask for clarification or bring your questions along to the next PG Cert ULT Fellowship Drop-In session (these online sessions will be scheduled periodically during the PG Cert ULT year to support you in developing and refining your Fellowship application writing).

Use the space below to make notes for yourself about what you learned from this M-RAP cycle, and what actions you are going to take or skills you are going to practice to further develop your Fellowship application. Remember, being able to reflect on outcomes, including professional feedback, is an important element of a successful D2 application! Any notes you make here will be helpful for you later in the year when you bring all of your M-RAP experiences together and start building your final submission at the Fellowship Application Development Workshop.

Your reflection on tutor feedback in Part B

Your reflection on tutor feedback in Part B

Part B (for Personal Tutors): Please use the space below to provide brief feedback on the student's PSF mapping notes and draft reflective narrative.

Personal Tutor Feedback

How well are the stated professional values, core knowledge and areas of activity in the PSF mapping notes supported by the given example(s) of practice? Do the examples map well to the relevant D2 descriptors?

How effectively does the draft reflective narrative evidence effective and inclusive practice in teaching and/or support of high-quality learning?

Personal Tutor Feedback

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If you have identified areas for development, please briefly summarise 1-3 specific action points below.

PG Cert ULT 2025-26 Module Assignment Feedback Form

Student:

Module: Tutor:

Submission date: Submission deadline met?

Feedback date: Feedback deadline met?

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

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

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

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

5. Recommendations for revision prior to final submission, and any general comments.

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PG Cert ULT 2025-26 Final Portfolio Cover Sheet

Name:

CID: 64

PG Cert ULT Academic Year:

Submission date:

Contents

Please check that you have included all of the following:

1. ☐ Opening Teaching Statement *(please make sure the Padlet link is 'clickable')*

2. ☐ Module 1 (insert title)

3. ☐ Module 2 (insert title)

4. ☐ Module 3 (insert title)

5. ☐ Module 4 (insert title)

6. ☐ Closing Teaching Statement *(please make sure the Padlet link is 'clickable')*

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

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

PG Cert ULT 2025-26 Final Portfolio Mark Sheet

Student name: CID:

Marker name: Marker 1 ☐ Marker 2 ☐

Teaching observations: Tutor ☐ Peer ☐

Portfolio is complete (module assignments totalling 20 ECTS, opening and closing teaching   Yes ☐
statement, cover sheet, PSF mapping and references if applicable)   No ☐

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

Summary comments for academic credit:

Recommendation to exam board: Commended ☐ Not yet commended ☐

Programme-level assessment information

The following list refers to assessment across the three stages of the MEd. Full assessment details (including assessment criteria, grade guidelines and assignment briefs) for this stage of the programme are provided in Section 3.

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

- Students are entitled to an **opportunity to resubmit** an assessment. The resubmission will be capped at 50%. The overall final mark for the programme is not capped and will be calculated in the normal way.

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

Mitigating Circumstances

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

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

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

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

Extensions

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

- **Formative assessment**: you should speak to your tutor/supervisor or the module lead to agree a mutually convenient time for you to submit your work. Extensions must be agreed in advance of the original deadline. An extension would normally not be longer than two weeks after the original due date. An extension at formative stage does not automatically result in an extension at summative stage.

- o **Summative assessment**: extensions to summative assessment are normally only granted in cases of mitigating circumstances. Please follow the mitigating circumstances guidance above.

Academic Integrity and Academic Misconduct

As your programme of study continues, you will be taught the concept of academic integrity and how you can ensure that any work that you complete now, or in the future, conforms to these principles. This means that your work acknowledges the ideas and results of others, that it is conducted in an ethical way, and that it is free from plagiarism. Academic integrity is fundamental to learning, teaching and research and it is important to understand what it means for you and the international community of research that you are joining.

Academic misconduct is the attempt to gain an academic advantage, whether intentionally or unintentionally, in any piece of assessment submitted to the university. This includes plagiarism, self-plagiarism, collusion, exam offences or dishonest practice. Full details of the policy can be found at:

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

Definitions of the main forms of academic misconduct can be found below:

Plagiarism

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

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

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

For group work, all members have responsibility for the integrity of the work submitted. Therefore, if plagiarism (or another form of academic misconduct) is proven, all group members may be liable for any penalty imposed.

Imperial requires you to complete mandatory training on plagiarism awareness. You can access this training online via the Early Career Researcher Institute's website:

www.imperial.ac.uk/students/academic-support/graduate-school/professional-development/masters-students/plagiarism-online/

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

🖥 www.imperial.ac.uk/admin-services/ict/self-service/digital-education-services/digital-education-platforms/turnitin/turnitin-for-students/

Collusion

This is the term used for work that has been conducted by more than one individual, where this has not been permitted in the assessment brief. Where it is alleged that there has been collusion, all parties will be investigated initially under the Academic Misconduct procedure. Please be aware that this includes working with others in or outside the Imperial community, not just students on your programme.

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

Dishonest practice

This is the most serious category under the procedure. Examples of dishonest practice include bribery, contract cheating, purchasing essays or other materials from other sources (which is now illegal in the UK) or other individual to submit as your own, taking an exam for someone else or getting someone else to take an exam for you, attempting to access exam papers before the exam, making a false claim for mitigating circumstances or providing fraudulent evidence, falsifying documentation or signatures in relation to assessment or a claim for mitigating circumstances.

Position Statement on Generative AI on PG Cert ULT

We are committed to the ethical and responsible use of Generative AI (GenAI). We are open to the positive educational possibilities that GenAI presents, while making sure it does not shortcut the process such that learning is reduced, and ensuring academic integrity and rigour are upheld. Our approach to AI on MEd in ULT is informed by institutional values of respect, collaboration, excellence, integrity and innovation and Imperial principles of:

- Promoting critical use of Gen AI
- Adopting a consistent ethical approach to the use of GenAI
- Building a proactive research community around the use of GenAI

Our approach is underpinned by informed choice and transparency, and we will unpack each of those pillars below.

Informed choice

Any decision to use GenAI involves considerations of integrity, ethics and practicality and these should be informed by an understanding of what the implications of these are. Following this, students should:

1. Understand the strengths and limitations of any tools they use in the context of their discipline and its pedagogy
2. Understand how/where its use can provide efficiencies that enhance learning without short-cutting key processes in idea generation and iterative improvement, and compromising learning
3. Recognise ethical implications of GenAI
4. Distinguish the difference between appropriate and inappropriate use

1. Understanding the strengths and limitations of GenAI tools in the context of the discipline and its pedagogy

AI is constantly changing and different GenAI tools will have different strengths and limitations. Different discipline contexts have different expectations of when/how it is appropriate to use GenAI and it is important to be aware of, and aligned with, these disciplinary expectations; being aware of the fast-changing nature of this area. While AI may on the surface speed up some aspects of your learning, it should not completely replace your thinking either in generating or improving your ideas. It is important to understand that iteratively engaging with information to integrate it into a personalised narrative frequently drives learning; some struggle to understand that this is educationally productive. Replacing this effort with GenAI may provide a short-cut to the desired output without learning gain. When using GenAI the efforts shift onto reviewing, repairing and reworking AI outputs to improve quality, personalise/contextualise outputs and maintain learning potential. It is important to consider efficiency benefit in light of that.

2. Understanding how/where its use can enhance learning without compromise

We want GenAI to support your learning and help you advance your thinking rather than short circuit what is important for your learning. At each stage of the MEd there are important learning points that we do not want students to lose. Those learning points contribute to transformative nature of the MEd, help you to develop as a practitioner and an emerging educational researcher. Those learning points include:

- Ability to reflect on your own practice in light of reading to critically evaluate how your teaching, learning and assessment benefits your students' learning. Using AI to generate any reflection would be counterproductive to your learning on the programme and would result in shallow meaningless reflection.
- Ability to make connections between concept, theories and own practice – this is the aspect that allows some creativity in your writing and your thinking. While AI can suggest connections it can't make sense of them through the lens of your practice. This will greatly disadvantage your work at the point of marking.
- Engaging in educational evaluation/research to investigate aspects of practice. Using GenAI tools to design/interpret evaluation will likely reduce integration to personal context and limit value. While in research, the research questions that you will compose and investigate are rooted in your own disciplinary practice at Imperial. Outputs by GenAI tools are usually superficial and generic, and will lack the specific context in which your research will be situated.
- Navigating a level of discomfort and struggle is built into the programme. We consider this element of liminality to be important for learning because learning happens when students cross the threshold between what they know, their way of thinking and structuring their ideas, and the 'new way' they encounter on the programme. Some of our students describe this as akin to learning a whole new way of thinking, or learning a completely new language. In liminal phases some struggle to understand is educationally productive. Replacing this effort with GenAI usage may provide a short-cut to the desired output without learning gain.

3. Recognising ethical implications of GenAI

- AI still is known for its bias and reinforcing stereotypes around race, gender, sexuality etc. Instead of encouraging critical reflection it presents biased statements as facts. With increasing use/acceptance of GenAI there is a risk that an unquestioning use of biased perspectives will be accepted as a norm.
- The use of AI poses environmental issues with its high electricity and water usage and high carbon releases. The sustainability of AI as an everyday tool therefore comes under question.
- The legality of the dataset that is used to train AI can also be questioned. Furthermore, the origins, 'ownership' and intellectual property rights of both the source material and generated outputs becomes harder to be clear about, making both fact checking and attribution a challenge.
- Some uses of AI might undermine research integrity and bypass acquiring important graduate capabilities such as abilities to form research questions and hypothesise, interpret data and/or use them to form conclusions/recommendations and through this short-circuit meaningful/productive educational 'struggle'.
- Whilst being a potentially useful tool to support access and participation through moderating linguistic and stylistic barriers, there is a risk that in the longer term, the somewhat neutral, flat and impersonal linguistic style that results might limit individual 'voice' and create pressure towards a neutral but uninspiring 'norm'.

The majority of the discussion of ethical issues above is based on the guidance provided by LaTrobe University.

4. Distinguishing the difference between appropriate and inappropriate use

Acceptable uses (uses that speed up efficiency without compromising learning)

- Understanding concepts, deepening your understanding and clarifying

  - GenAI tools can be used in the same way as any other search engine as a first step to clarifying a concept or a theory. You may quote (if appropriately referenced – please see the Transparency section) a response from an AI tool but please be aware that, as is the case with Wikipedia, those sources are not considered reliable or reputable, particularly in discipline or scholarly contexts.

- Correcting grammar – GenAI can be used to suggest some level of language improvement, however, it is important to maintain your individuality, context and narrative voice throughout your essays.

- Finding new literature – locating further reading and sources of research

  - But be mindful of hallucinations, and of the potential difficulty in correctly attributing source material when using GenAI. The library catalogues offer a much more reliable way of searching for new sources (see subject-specific search tools).

- Early stages of brainstorming and refining ideas before any assessment

  - Peer discussions are an integral part of any level on the MEd ULT. While GenAI can be a good source for summarising and organising broad topic areas to help with the initial formation of ideas, these should then be refined

through personal reflection and integration with individual context and experience and, importantly, through peer discussions and working with your tutor(s).

- Using GenAI to tidy up reference list

    - While the ability to reference appropriately is a key skill, the real learning lies in understanding how to interpret and integrate other people's ideas and not present them as your own. GenAI can speed up the process of formatting the final reference list, freeing up time and resource to focus on engaging with sources and incorporating them meaningfully into your own narrative.

- Summarising sources

    - It is acceptable to use AI to provide summaries of papers and other sources, however you should be careful deciding when a summary is better instead of reading the full source as this might impact the quality of your learning. Please also note that in the field of Higher Education a 20 page paper is considered standard. Remember that while a GenAI produced summary will be quicker, you neither gain nor demonstrate the deeper understanding that you would if you had completed the process yourself. Try and make informed strategic choices recognising the pros and cons of each approach.

- Unacceptable use

    - Asking GenAI to complete your assessment and using this content in your assignment.
    - Copying and pasting ideas generated by AI (even with paraphrasing of content) without any integration to your understanding and context or representation of your voice and positionality. This superficial use is unacceptable, even if appropriately cited.
    - Using AI to structure your work (e.g., generating the sequence of arguments or organising the logical flow of sections) and uncritically copying and pasting that structure (without acknowledgment).
    - Using work generated by AI without appropriate citation or acknowledgment.

Transparency

We expect from our students to be transparent about when AND how GenAI was used to inform their work. Therefore, any use of GenAI in any work, be it formative or summative, needs to be declared. What is considered a declaration is indicating in the text where AI was used AND explaining in a footnote exactly how GenAI was used. Examples of this can be found below:

Example 1

Although there is a large indication supporting the usefulness of feedback to promote student learning however, different student surveys across the world have also emphasized that students are dissatisfied with the feedback they receive on their course works (Nicol, 2010). Student claim a lack of adequate, timely feedback and their teachers claim that students fail to apply the advice given (Orrella, 2006).*

*I used ChatGTP-I to find sources that looked into student experiences and satisfaction with feedback. I then decided from the abstract whether the paper was relevant to my argument.

Example 2

Belonging is essential for both mental and physical well-being. It fosters resilience, improves mental health, and contributes to a sense of purpose and meaning in life. Feeling connected to others and having a place where one feels accepted and valued is a fundamental human need, impacting everything from academic performance to physical health.
*I used Copilot to look for synonyms to avoid repetitive language in this section.

Example 3

In the context of my course, students hardly reach the centre of the community of practice. Instead, their engagement is more in line with what Wenger (2008) referred to as Legitimate Peripheral Participation (LPP).*
*I used Deepseek R1 to clarify the concept of legitimate peripheral participation to make sure I am applying it well to my context.

Please check the Library resources for https://www.imperial.ac.uk/admin-services/library/learning-support/generative-ai-guidance/

In addition to the footnote, any direct copying and pasting from GenAI needs to be appropriately acknowledged with quotation marks and source in brackets, as is the case with any other verbatim use from any source:

"Liminality is a term, derived from the Latin word 'limen' meaning 'threshold'," that describes a state of being 'betwixt and between'" — a transitional phase where individuals or groups are in a state of flux, suspended between a past state and an as-yet-to-be-defined future state" (AI, Google).

Please check the Library resources for correct referencing of AI sources. Please note that copying big chunks of text from any source is never good practice and will impact on the grade outcome, not to mention one that hasn't been peer reviewed.

The importance of draft stage

The draft re-draft assessment design on each phase of the MEd ULT has a double purpose. Firstly, it is designed as a scaffolding tool to help you develop skills necessary to conduct research in the field of Higher Education in a safe environment. Secondly, it becomes evidence of how your thinking has developed enabling personalised, scaffolded feedback dialog AND serving as one of the tools that can be used to determine authenticity of your work contributing to transparency around GenAI. This is also the stage where the difference between poor academic practice with GenAI and cheating can be clarified and rectified. This is why all drafts on the MEd ULT are mandatory. A draft does not have to be a fully developed essay. It can be a snapshot of your thinking at a given time. Not submitting a draft means you are denying yourself an opportunity for discussion, clarification and there is no evidence of your thinking.

Dealing with suspected cases

If the marking team suspects that AI was used to support the development of the assignment in any way listed above as 'allowed use', but that this use was not acknowledged, further action will be taken. This would include: using marking schemes to reflect poorer understanding or academic writing and narrative development and/or invoking established process related to academic integrity. The onus to prove that GenAI was not used will be on the student usually through appropriate transparency, citation and evidence of idea development over time.

Board of Examiners

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

Listed below are all the assessors for the programme:

- Professor Martyn Kingsbury

- Dr Andréia Vargas-Seymour

- Dr Julie Moote

- Dr Mark Anderson

- Mrs Nikki Boyd

- Dr Tiffany Chiu

- Dr Jo Horsburgh

- Dr Kate Ippolito

- Dr Iro Ntonia

- Dr Monika Pazio Rossiter

External Examiners

- Dr Rebecca Turner, University of Plymouth

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

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

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

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

6.   Location and facilities

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

Your main location of study will be:

South Kensington Campus
Exhibition Road, London, SW7 2AZ

Facilities

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

If you notice any facility defects or maintenance issues, please contact the Customer Services Centre (CSC):

www.imperial.ac.uk/estates-facilities/customer-services-centre/

Library Services

The Abdus Salam Library at South Kensington is open 24 hours for study space, and further space is available to all students in GoStudy on levels 4 and 5 of the Chemistry Building.

Make sure you find out who your subject librarian is as they'll be able to help you find books and online resources for your assignments. Also, don't forget to check out the library's skills support and other campus libraries for access to specialist medicine and life sciences resources. You can borrow up to 40 books and, whether you're working on or off site, you'll be able to access e-books, e-journals and databases from their collection of over 637,000 titles. If they don't have what you need, they can get it for you, simply ask them to buy it or request a copy through their free Document Delivery service.

For any questions library staff will be happy to help, simply chat with them online or contact them via email, phone or social media, just check the website for details:

www.imperial.ac.uk/library

Shuttle bus

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

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

Maps

Campus maps and travel directions are available at:

www.imperial.ac.uk/visit/campuses

Accessibility

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

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

Smoke-Free Policy

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

💻 www.imperial.ac.uk/smoke-free

Security and Community Safety team

The Security and Community Safety team are here to help and support you 24/7. Our priority is protecting our students, staff and visitors from harm and making sure that the campus is a safe, welcoming and inclusive space.

How our team can help you:
- Assist in an emergency
- Deliver first aid
- Offer advice on personal safety
- Provide high-quality D-locks
- Issue ID cards
- Lost and found
- Signpost to mental health support

How can you contact us?
In case of an emergency, contact us through the SafeZone app (more below)

If you need to speak with us in-person, our Security and Community Safety Hub for all enquiries, parking requirements, and services including lost property and bike security is located at:
- Chemistry Building, Level 1, Room 171A (Use Chemistry 2 Main Entrance)
- Open Monday–Friday, 8am–4pm. Visit Wells Way Cabin (Located behind the Abdus Salam Library and Sherfield) for out-of-hours enquiries.

Our ID Card Services Office is located at:
- Sir Alexander Fleming Building G53

SafeZone

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

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

All existing phone numbers for the Security and Community Safety team are still operational. In the event of an emergency, you can still call 4444 from any internal Imperial phone.

7. Health & Safety

Keeping you safe is a top priority for us.

The Imperial Health and Safety Policy can be found at:

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

Your Departmental safety contact is:

👤 Vilma Rupeikaite/Ruth Stannard

📍 Level 5, Sherfield Building, South Kensington Campus

📞 +44(0)20 7594 8781/+44(0)20 7594 8785

✉ v.rupeikaite@imperial.ac.uk/ r.stannard@imperial.ac.uk

Imperial Safety Department

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

The university's activities range from the use of hazardous materials (biological agents, chemicals, cryogens, gases and ionising/non-ionising radiation) to field work, heavy or awkward lifting and driving.

All of Imperial's activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

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

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

🖥 www.imperial.ac.uk/safety/safety-by-topic/accidents--incidents/

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

Occupational Health requirements

Imperial's Occupational Health Service provides services to:

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

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

    www.imperial.ac.uk/occupational-health

8.   University Policies and Procedures

Regulations for Taught Programmes of Study

All registered students of Imperial are subject to the university Terms and Conditions as well as the Regulations for Taught Programmes of Study. The relevant set of regulations will depend on your programme and year of entry, please see our Regulations webpage to determine which apply to you:

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

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

Academic Feedback Policy

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

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

Please note that your examination scripts once completed belong to the university under the General Data Protection Regulations (GDPR). Please see the Imperial GDPR webpages for further information at:

     www.imperial.ac.uk/admin-services/secretariat/policies-and-guidance/guidance/guide-2---exam-records/

Provisional Marks Guidance

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

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

Late Submission Policy

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

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

If you submit late due to mitigating circumstances, the cap on your mark may be lifted if a claim for mitigating circumstances is accepted. Please see below.

Mitigating Circumstances

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

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

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

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

Your department will have specific instructions for making a claim for mitigation or for requesting an extension. Details can be found in section 4.

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

🖥 www.imperial.ac.uk/disability-advisory-service/support-available/adjustments-and-support/

Academic Misconduct Policy and Procedures

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

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

Unsatisfactory Engagement

Unfortunately, for a variety of reasons, sometimes students struggle to meet the university's expectations with regards to their engagement with their studies. Imperial has a process to identify and support students by reaffirming these expectations with an action plan. If a student does not engage satisfactorily with these supportive measures, they can be withdrawn from their studies. The full details of this process, and the appeals procedure relating to it can be found at:

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

Fitness to Study

Imperial expects students to participate within the university community, such as by fully engaging and studying to the academic level required and working and living cooperatively. If there are concerns that a student is unable to engage as expected, due to an underlying physical and/or mental health difficulty, the university has a process to ensure that decisions about a students' ability to study are made through a supportive, timely and transparent process which operates in the best interests of the student:

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

Mutual Expectations

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

The Mutual Expectations document is available here:

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

Academic Appeals Procedure

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

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

The ICU Advice service can help you with understanding this policy and supporting you through the process.

Arithmetic Marks Check

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

Student Complaints

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

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

✉ student.complaints@imperial.ac.uk
🖥 www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure

Imperial 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 the Student Code of Conduct has been committed. The general principles of the Student Disciplinary Procedure are available on the university website:

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

Protecting our students from incidents of harassment and sexual misconduct

Imperial is committed to supporting students and preventing incidents of harassment and sexual misconduct.

Our dedicated website page outlines a range of information and resources, including:

- Information about what harassment and sexual misconduct is
- How to make a report
- What happens when you make a report
- Disciplinary procedures for staff and students
- Resources for advice and support

Visit www.imperial.ac.uk/students/preventing-harassment-and-sexual-misconduct/ for more information.

Copyright

Copyright is an automatic right given to creators that allows them to control who copies, adapts, translates and makes public their work. Unless you have the copyright holder's permission, you cannot do these things unless permitted by law or licence.

🖥 www.imperial.ac.uk/admin-services/library/learning-support/copyright-guidance/

Intellectual Property Rights Policy

Imperial's Intellectual Property (IP) policy governs the ownership and management of the university's Intellectual Property and its discretionary Reward to Inventors Scheme.

Further guidance on the Imperial Intellectual Property Rights Policy is available on the university website:

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

Confidentiality is critical in research, especially when collaborating in shared laboratory spaces. Research students must protect sensitive information diligently to preserve trust, collaboration, and academic integrity. Your funding arrangements may also require that confidentiality is maintained. You should strictly protect sensitive, personal or research-related information. Confidential information must only be shared with authorised individuals. Breaching confidentiality is considered as misconduct with disciplinary consequences.

Further information about the Imperial Enterprise Lab, a dedicated support service for students who want to develop their entrepreneurial mindset, skills, and networks, can be found at:

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

Use of IT Facilities

View the Conditions of Use of IT Facilities:

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

General Data Protection Regulation (GDPR)

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

In line with the above please see the university's Privacy Notice for Students which form part of the Terms and Conditions of registration with Imperial.

www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/admissions/Privacy-Notice-for-Students-and-Prospective-Students.pdf

In your department

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

Your Personal Tutor

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

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

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

Departmental Disability Officers

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

Your Departmental Disability Officer is: Dr Kate Ippolito

Email: k.ippolito@imperial.ac.uk

Telephone: 020 7594 8789

More information on Departmental Disability Officers is available at:

    www.imperial.ac.uk/disability-advisory-service/support-available/departmental-disability-officers/

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

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

Inclusive teaching and learning:

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

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

Imperial also has a suite of inclusive technologies: https://www.imperial.ac.uk/admin-services/ict/training-and-resources/inclusive-technology/ that may be useful to all students and

training in how to use these can be arranged by Diversity and Ability. Please contact the Disability Advisory Service for details.

Your Union

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

Imperial College Union Advice Centre

The ICU Advice Service delivers free, confidential, and impartial advice covering academic issues, complaints and disciplinaries, university accommodation, and internal and external signposting. Contact the ICU Advice Service: https://www.imperialcollegeunion.org/help-and-support and complete the registration form to speak with a member of the team.

💻 www.imperialcollegeunion.org/advice

Student representatives

Imperial College Union operates two Representation Networks of 500+elected student representatives – the Academic Representation Network and the Wellbeing Representation Network. Reps represent the voice of students and can direct you to internal and external support services. The Union's Liberation & Community Officers also work to make sure that the views of under-represented and interest groups are heard at Imperial. The student representatives are elected in one of ICUs election cycles that take place throughout the year so keep an eye out for your chance to get involved.

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

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

Officer Trustees

The Union is led by a team of Officer Trustees who are elected every year by the students of Imperial. They work full time at the Union and either take up their role after their studies have concluded or take a year out of their studies to represent the voices of students in the Union, the university and the wider community.

The Officer Trustees represent students in a variety of roles, including Education, Welfare, and Activities. These elected students are here to represent your views as a student body - do make sure you get in touch with them if there's something you would like to discuss or change.

Student Hub

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

💻 www.imperial.ac.uk/student-hub

Student Support Zone

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

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

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

Centre for Academic English

As a student at Imperial, you want to be good at your science and you also want to be good at communicating it. CfAE can help you:

- communicate your science more easily and more effectively in writing and in speaking
- increase your chances of better grades
- improve your employability prospects through enhanced communication skills

The CfAE team are experts in academic STEMM communication and work with all students and academic staff at Imperial. They understand how busy your timetable is, as well as what support you need and when you need it. CfAE provide a range of options which accommodate different learning styles from personalised self-study resources to live group activities to 1:1 coaching sessions.

To find out how CfAE can help you throughout your degree, visit their website, email the team or come meet them on Level 3, Sherfield Building, South Kensington Campus.

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

Useful support contacts

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

Imperial College Health Centre
📍 40 Prince's Gardens, South Kensington Campus

📞 020 7584 6301

✉ imperialcollege.hc@nhs.net

💻 www.imperialcollegehealthcentre.co.uk

Imperial College Dental Centre

📍 Prince's Gardens, South Kensington Campus

📞 020 7589 6623

💻 www.imperialcollegedental.co.uk

Student Counselling and Mental Health Advice Service

📞 020 7594 9637

✉ counselling@imperial.ac.uk

💻 www.imperial.ac.uk/counselling

Multi-Faith Chaplaincy Service

📍 15 Prince's Gardens, South Kensington Campus

✉ chaplaincy@imperial.ac.uk

💻 www.imperial.ac.uk/chaplaincy

Disability Advisory Service

📞 020 7594 9755

✉ disability@imperial.ac.uk

💻 www.imperial.ac.uk/disability-advisory-service

International Student Support

📞 020 7594 8040

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

Careers Service

📍 Level 5, Sherfield Building, South Kensington Campus

📞 020 7594 8024

✉ careers@imperial.ac.uk

💻 www.imperial.ac.uk/careers

Accommodation

Information and guidance around private housing and private halls for PG students is available from the Student Accommodation Office. Online you can find a Private Housing Masterclass that guides you through each step of your private housing search. The team also hosts private housing events, pop-ups and contract-checking services.

📍 Level 4, Sherfield Building, South Kensington Campus

📞 020 7594 3300

✉ accommodation@imperial.ac.uk

💻 www.imperial.ac.uk/students/accommodation/prospective/pg/

💻 www.imperial.ac.uk/students/accommodation/private-accommodation/

ICT and software

ICT Service Desk

📍 Abdus Salam Library, South Kensington Campus

📞 020 7594 9000

💻 www.imperial.ac.uk/ict/service-desk

Software shop

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

10. Student Administration

The Student Administration team are responsible for the administration and maintenance of the student records for all students studying at Imperial. 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 and Transport for London, as well as other external bodies.

The team are 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 'My Documents' online portal allows you to access your documents, including proof of enrolment and award documentation. You can then digitally share these documents with third parties such as an employer or university.

Each document has a unique QR code with the official university watermark, making it easier for employers and others to verify your credentials. This online document sharing is a legitimate service, introduced and authorised by Imperial.

We would like to encourage you to use this online service in place of paper-based documentation. You can access the 'My Documents' portal here:

💻 www.imperial.ac.uk/student-records-and-data/for-current-students/request-an-official-document/

Student Records
📞 +44 (0)20 7594 7268
✉ student.records@imperial.ac.uk

Degree Certificates
📞 +44 (0)20 7594 7267
✉ certificates@imperial.ac.uk

11. Work-life balance

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

Imperial College Union

The Union's range of 370+ 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

www.imperialcollegeunion.org/activities/a-to-z

Move Imperial

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

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

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

For an annual fee you will get use of the gym and swimming facilities on our campuses. More information about Imperial student memberships and updates to our services can be found at:

www.imperial.ac.uk/sport

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

www.imperial.ac.uk/sport/get-active/move-more/

10. Student feedback and representation

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

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

- More varied assessment, including groupwork and digitally enhanced assessments.

- Alternative assessment forms

- Increased support for applying for HEA Fellowship.

- More time to respond to draft feedback on PG Dip assignments

- Pre-session reading sent a greater time in advance of taught sessions and more closely aligned to in-session tasks

- Introduction of progress tracking forms at MEd level to support students with their time management.

Student representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. Student representatives for each level of the programme are invited to volunteer at the beginning of the academic year and are required to attend the Staff Student Liaison Committee (in January 2026) and to meet to discuss their experiences of the programme with the external examiner at the end of the academic year.

Staff-Student Committee

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

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

11.   Student Surveys

Your feedback is important to your department, university and Imperial College Union. Whilst there are a variety of ways to give your feedback on your university experience, the following surveys give you regular opportunities to make your voice heard:

- **Module Evaluation Questionnaire (MEQ)**
  The MEQ is your chance to tell us about the modules you have attended. The questionnaire is open to students across all years of study and runs at the end of the autumn, spring and summer terms.
- **Postgraduate Taught Experience Survey (PTES)**
  The PTES is an annual survey which asks you to rate a range of aspects of your experience, such as teaching, assessment and feedback, organisation, and learning resources. The survey runs in the summer term and is open to postgraduate taught students. Results of this national survey help inform enhancements to the student experience.

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

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

12.   And finally

Alumni services and benefits

When you graduate, you'll become a member of a lifelong global network of more than 262,000 incredible people. You'll have access to an exclusive range of services and benefits, designed to support you in your next steps, wherever you are in the world, including:

Lifelong learning: from discounts on further study to mentoring, career support, online resources and events, we're here for you throughout your career to support your professional development.

Connections: Imperial's alumni community can be a source of friendship and professional contacts. Whether you're looking for top tips for a new city, to find a business partner or mentor, or get to know your local community, we've got you covered.

Perks: discounts, access to the library, Imperial College Union, and a dedicated co-working and lounge space in the heart of London – there are plenty of perks on offer for Imperial alumni whether you're based near campus or further afield.

Visit the alumni website to find out more about your new community, how to access your benefits, and how to get in touch with fellow alumni around the world.

💻   www.imperial.ac.uk/alumni/benefits/recent-graduates/

💻   www.imperial.ac.uk/alumni
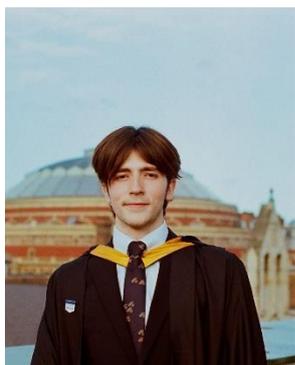
Welcome to Imperial! To begin with, a huge congratulations on joining us here at Imperial– this is where you belong! This is a globally renowned institution and offers much more than just the degree you are looking to leave with. You will come across countless opportunities and meet an array of compelling people amongst your peers, accomplished academics and the wider university community. Imperial attracts the best talent from around the world - making it here is already a testament to your academic zeal and ambitious character. Now, what you make of your experience at Imperial has the potential to shape your future.

Being located in London is a true perk of being an Imperial student. Right on our west London doorstep are landmark museums and iconic venues, including the Royal Albert Hall which has hosted Imperial graduations for over 60 years. Beyond our campuses, the city has something for everyone; be that the West End, sporting arenas or diverse cuisines. I strongly encourage you to explore where and when you can – London is a fantastic place for your university memories to call home.

You will likely have chosen to come to Imperial for its academic reputation as an outstanding university, and it will deliver on this. The facilities for research and your learning are terrific. To accompany this, there are hundreds of student-led societies and events available to you outside of your degree. These are overseen by your students' union – Imperial College Union. The Union is led by students, for students. The three deputy presidents and I have all been democratically elected to work full time on improving your student experience at Imperial. We have a large team of permanent staff behind us, running the many functions of the Union such as supporting clubs and training student representatives.

The Union also runs the Advice Service, where guidance and support can be provided on issues such as life in halls, complaints, and academic appeals. This is a free and confidential service that is independent from the university. You can access this by emailing advice@imperial.ac.uk.

University is a new stage of life. For many, this stage presents itself with newfound freedom and control over what you do. As daunting as it may seem, take advantage of it! Immerse yourself in your degree, your extra-curricular activities and in the connections you make.

No matter what problems you have or opportunities you're looking for, we're here to help. Our office is on Level 2 in Beit Quadrangle, and you can check out our website for more information.

Wishing you an incredible year ahead,

Nico Henry

Imperial College Union President 2025-26

union.president@imperial.ac.uk
imperialcollegeunion.org

14.   Appendix 2 Early Career Researcher Institute

Welcome to Imperial and to the Early Career Researcher Institute!

The Early Career Researcher Institute works closely with Imperial College Union to enhance your experience and to ensure that when decisions are being made which affect your time at the university, your voice is heard.

Another important aspect of our role is to provide you with a free and exciting programme of professional development opportunities, delivered through a range of modes, so you can access these wherever you are in the world.

Our staff have a variety of research and other career experiences. Our professional development opportunities are designed to support you as you progress through your programme, but also to help you improve your personal impact, and be prepared for your chosen career, whether that is within academia, industry, government or something completely different!

Importantly, by attending our courses and workshops, you will meet students from other academic departments, enabling you to start building your research connections. We also deliver exciting competitions throughout the year which are an opportunity to broaden your knowledge as well as to have some fun!

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

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

Please note that the Early Career Researcher Institute was formerly known as the Graduate School. We are working hard to update all our resources with our new name, so please bear with us as we continue to work through this task. For now, you can find out more about us via the website:

www.imperial.ac.uk/students/academic-support/graduate-school/

15.   Appendix 3 College policy on research misconduct

The University 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, Imperial 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

Imperial 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 University views them as combinations or sub-types of those defined above. In addition to research misconduct, these procedures will also apply to cases of scientific negligence.

Procedures for the investigation of allegations of research misconduct

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

Adding a post to Padlet

To post a comment, click on **'+'** on the wall.
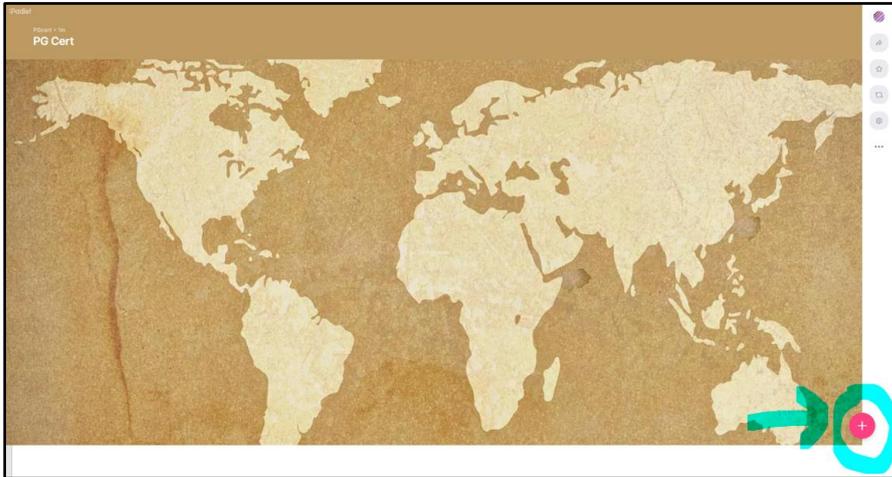
Once you click on it, a box will appear and you can start to type.
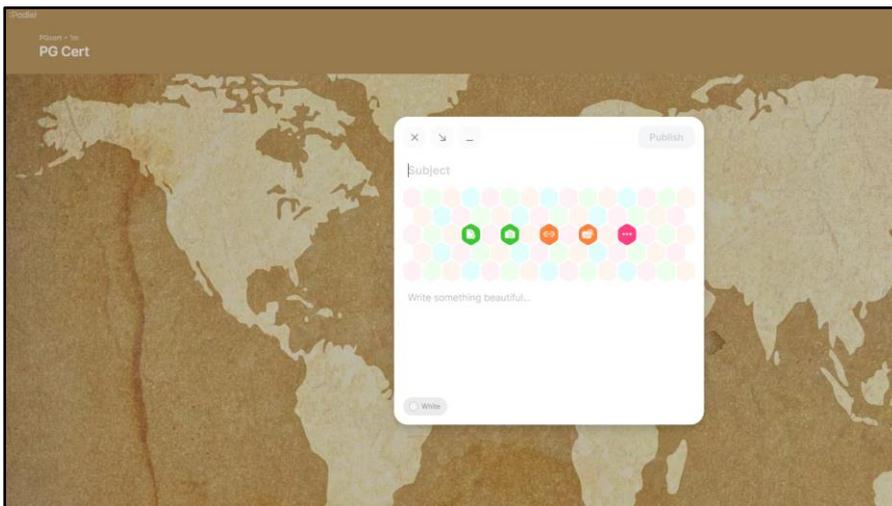
Use this box to type the content of your comment. Click on the 'Subject' space to give it a title. Click within the 'Write something…' space to add your comment.

Adding resources to a post

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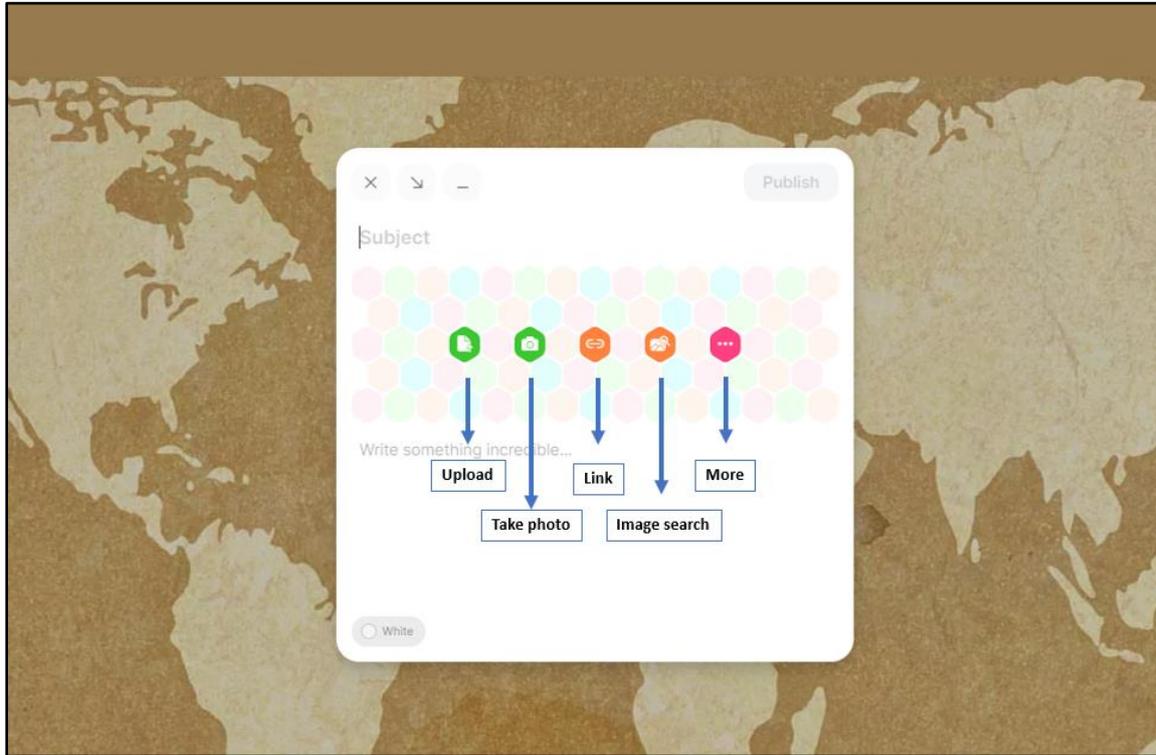

Editing or deleting a post

To edit a post, click on **'Edit'** to edit your post.
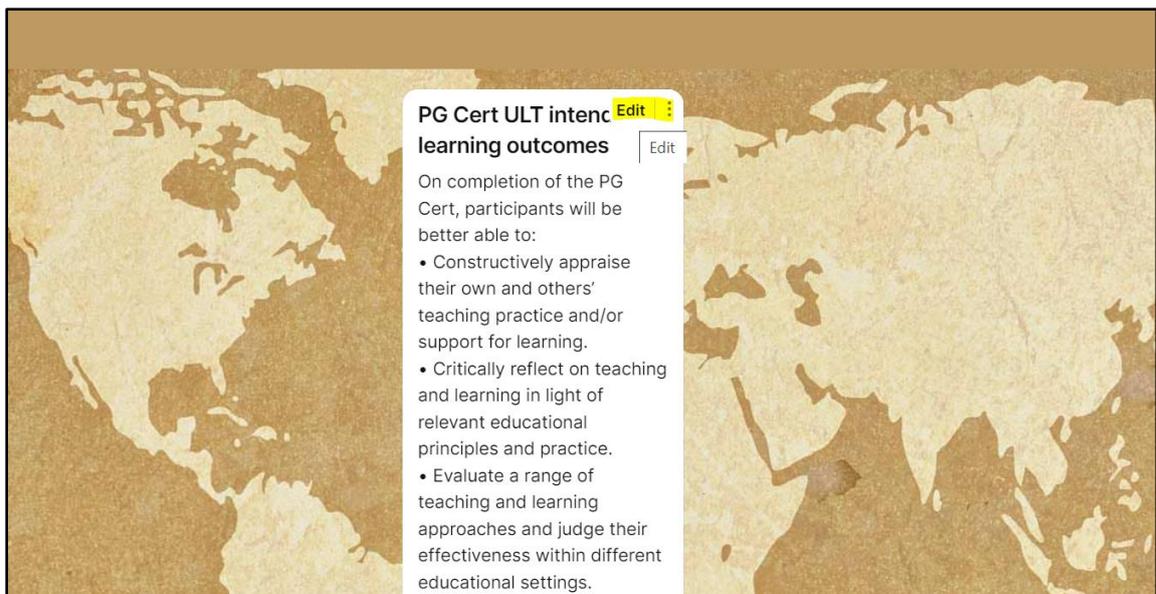
To delete the entire post, click on the three dots on your post to see options, as shown below:
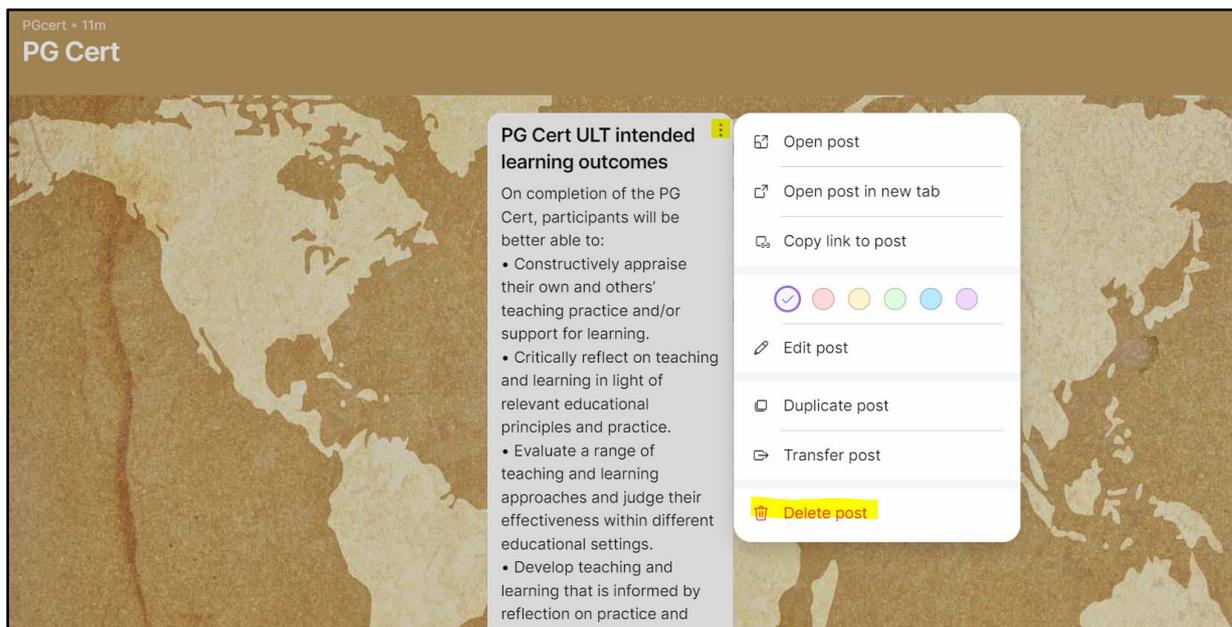
Viewing an attachment

To view an embedded video resource, simply click play and the video will play within a wall. You also have an option to enlarge the video. To do this, click on the three dots that appears at the upper right of the post and you will see 'Open post' and 'Open post in new tab' options, as shown below:
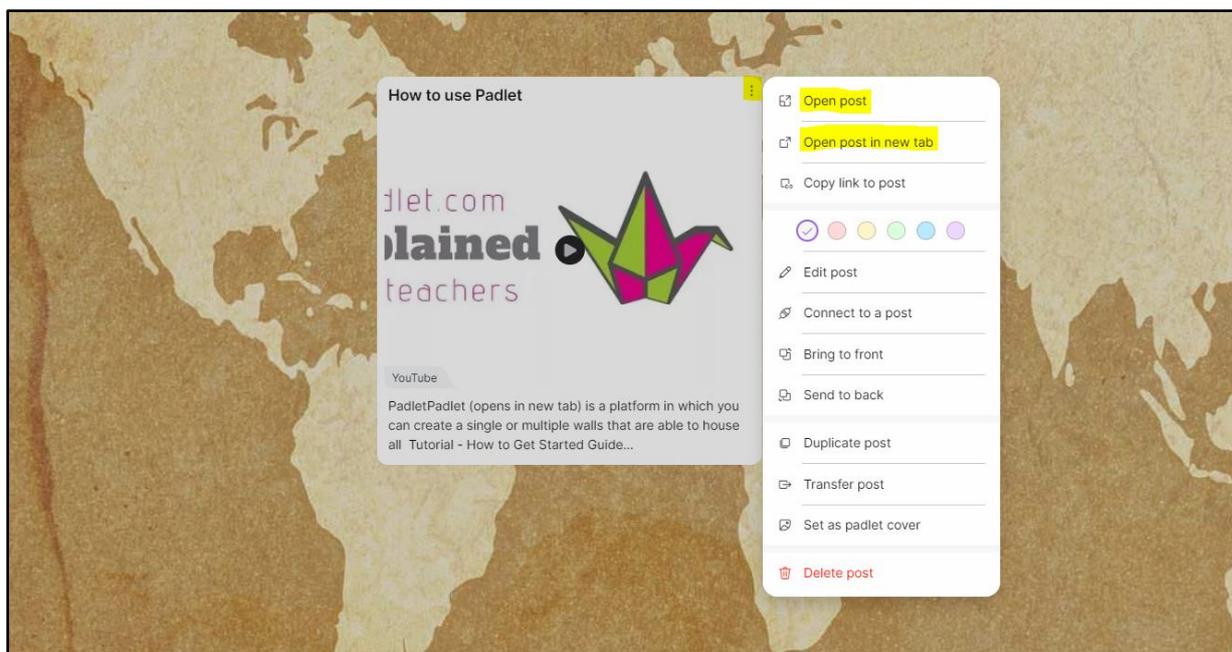
To view a resource uploaded from your device, click on the part of the post into which it was embedded. It will be displayed in a bigger window within your Padlet wall, as shown below. You will have the option to download the resource, open post in a new tab or view the full post. The options can be found by clicking on the 'three dots' icon in the top right hand corner.

17.   Appendix 5 Statement on plagiarism

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

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

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

Cheating offences policy and procedures

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

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

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

TurnitinUK Plagiarism Detection Service at Imperial College:

https://www.imperial.ac.uk/admin-services/ict/self-service/digital-education-services/digital-education-platforms/turnitin/

Introduction

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

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

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

https://www.imperial.ac.uk/admin-services/ict/self-service/digital-education-services/digital-education-platforms/blackboard/

Logging in

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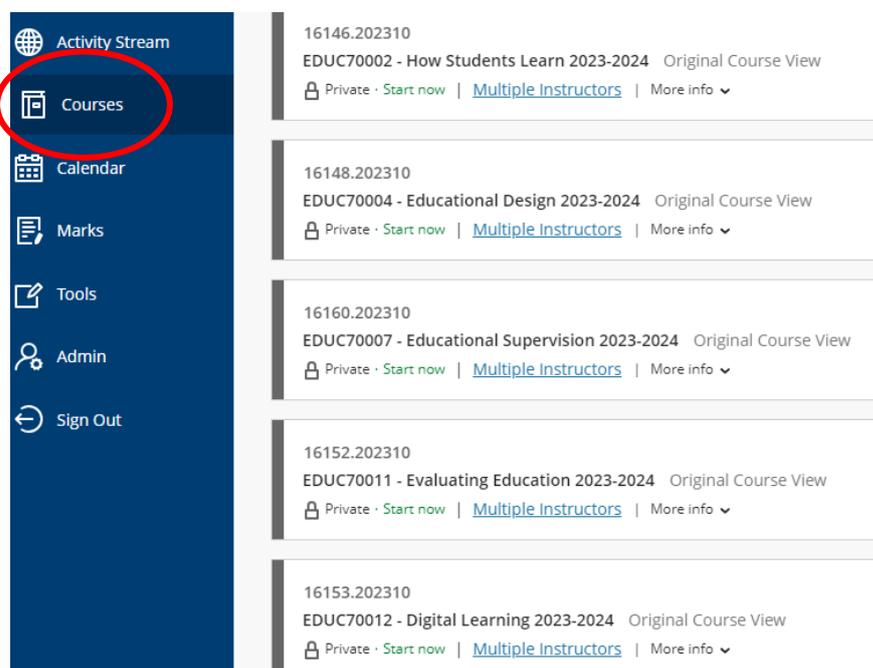
Example home page - your courses will vary from the above.

5. To access materials for a particular module, click on the relevant course title (e.g. EDUC70002 How Students Learn 2023-2024).
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 'Blackboard Courses Homepage' at the top right hand of the screen.

The Reflection on Changing Practice module is where you will find introductory information about the PG Cert, instructions for your opening and closing teaching statements, information on teaching observations and the submission area for your final portfolio.
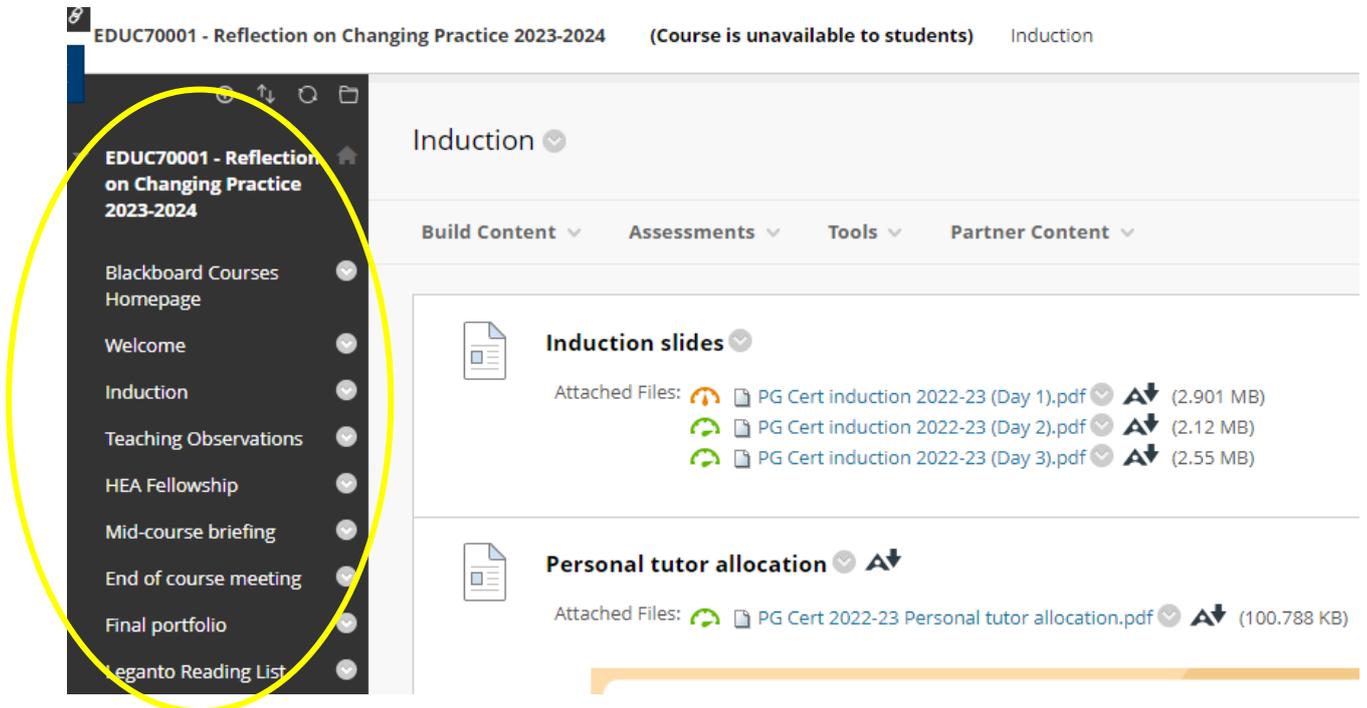
You can access these items from the folder links on the module homepage or by using the list on the left-hand side of the screen (circled in yellow).

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

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

Submitting assignments

1. Go to the **module** page for which you wish to submit an assignment.
2. Click on the 'Assignments' folder (note that this may not become available until two weeks before the deadline)
3. Click on the title of the assignment e.g. 'How Students Learn assignment - Group 1'.
4. Click 'Browse Local Files' (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 'Create Submission' box. Make sure you have included your name and the **module** title in your file name, as well as following any specific instructions from the tutor on the page. If you have any queries contact the course coordinator before submitting.

INSTRUCTIONS

Please submit your assignment here. Remember to include a completed coversheet and submit as a single file.

SUBMISSION

Create Submission

Upload Files

Attach Files   Browse Local Files   Browse Course Files   Browse Cloud Service

Add Comments

Due Date
Tuesday, 9 May 2023 10:00:00 BST

Points Possible
0

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

Create Submission

Upload Files

Attach Files   Browse Local Files   Browse Course Files   Browse Cloud Service

Attached files

File Name	Link Title	
MEd ULT - Ethics (2023)_student version.pdf	MEd ULT - Ethics (2023)_st	Do not attach

Add Comments

When finished, make sure that you click **Submit**.
Optionally, click **Save as Draft** to save changes and continue working later or click **Cancel** to quit without saving changes.
You are previewing the assignment - your submission will not be saved.

Cancel   Save Draft   Submit

6. Once you are happy you have attached the correct file, click 'Submit' (circled in pink above).

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

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 Imperial 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 Imperial 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

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

Citing from works with no obvious author

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

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

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

Citing from multi-media works

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

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

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

Citing from an interview or personal communication

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

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

Writing a reference using the Harvard style

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

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

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

It is worth keeping track of this information as you go and with any notes you make on a reference. This makes referencing work produced from your notes much easier. You may find this advice even

more important when writing about education as you will generally be less used to the literature than you are in your 'primary discipline' and forming a written narrative often relies less on data and fact and more on ideas and argument. This requires you to 'unpack' and use references in a different way and ideas can all too easily get divorced from the source material when you assemble the final work.

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

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

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

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

Writing a reference list using the Harvard style

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

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

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

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

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

Book: print

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

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

Book: online/electronic

- Author/Editor (if it is an editor always put (ed.) after the name or (eds.) if there are multiple editors)
- (Year of publication)
- Title (this should be in italics)
- Edition (if not the first edition)
- [Online]
- Place of publication (if there is more than one place listed, use the first named)
- Publisher
- Available from: URL
- [Date of access]

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

Book: chapter in an edited book

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

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

Journal article: print

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

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

Journal article: online/electronic

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

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

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

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

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

or

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

Note: articles published online may not have page numbers.

Web page/website

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

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

Personal communication

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

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

Lecture/presentation

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

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

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

Name of author

(Year of writing)

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

(Uupublished thesis/assignment/portfolio)

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

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

Sources of further help

For more referencing examples:

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

Want to use reference management software?

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

Information and training

Library services learning support:

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

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

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