

IMPERIAL

Centre for Higher Education Research and
Scholarship

**PG Dip in University Learning and
Teaching**



Student Handbook
2026–27

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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 370 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 Professor Martyn Kingsbury, PG Diploma Lead



I am delighted to welcome you to the diploma stage of the MEd ULT programme. Overall, the programme is designed to help you develop an educational knowledge base that complements your expertise in, and your experience as a 'teacher' of your own discipline. At each level, you focus on developing different areas of knowledge and practice, but the overall aim is to support you in taking an evidence-based, critical approach to engaging with education, drawing on your perspective as experts from other academic

fields.

I think in many ways the diploma stage is the key transition in the whole programme. This stage transitions from being set in your own disciplinary practice to being focussed in the field of education itself. The diploma concentrates on education theory and literature, supporting you with tools and strategies for critically engaging with an education literature that may feel quite different from the disciplinary literature you are used to. This is followed by an exploration of how you integrate education literature and theory to form your own evidenced narrative. Culminating in a final stage where you synthesis all you have learned to complete the 'Articulating educational perspectives' assignment. These transitions can be challenging, as you develop your thinking about education theory and literature you are likely to be moving into a new relativistic paradigm away from the relative comfort of your own discipline. However, this transition allows you to think about and access educational ideas beyond your own direct experience as a practitioner and prepares you for the MEd stage where you can test those ideas with education research. I look forward to working with you and supporting you through this transformative stage your MEd journey.

Welcome from Dr Monika Pazio Rossiter, ULT Programme Director



As Programme Lead for the MEd in University Learning and Teaching, I am delighted to welcome you to the programme. The programme is designed to help you develop an educational knowledge base that complements your expertise in your own discipline. Across each level -PgCert, PgDip and MEd, you will focus on developing different areas of knowledge and practice, but the overall aim is to support you in taking an evidence-based, critical approach to engaging with education, drawing on your perspective as experts from other academic fields. This is a challenging journey that will stretch your understanding

of research, criticality, and educational practice but it also offers a rewarding opportunity to deepen your thinking, reflect on your work, and develop as an educator in higher education. I look forward to working with you and supporting you throughout your MEd journey.

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.

Academic staff



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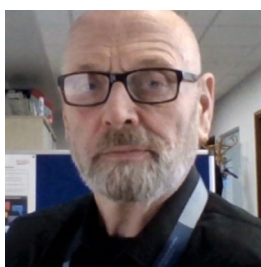


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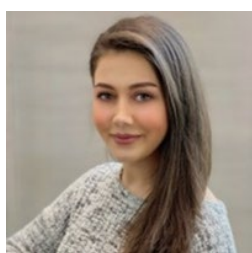
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Departmental Information

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

Key dates 2026–27

Term dates

Autumn term:	26 September 2026 – 11 December 2026
Spring term:	02 January 2027 - 19 March 2027
Summer term:	24 April 2027 – 25 June 2027

Closure dates

Christmas/New Year:	23 December 2026 - 03 January 2027 (Imperial reopens on 04 January 2027)
Easter Holiday:	24 March 2027 – 31 March 2027 (Imperial reopens on 01 April 2027)
Early May Bank Holiday:	03 May 2027
Spring Bank Holiday:	31 May 2027
Summer Bank Holiday:	30 August 2027

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

Programme Aims

The programme aims to:

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

UK framework for higher education qualifications - qualification descriptors

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

The following are descriptors for level 7:

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

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

Typically, holders of the qualification will be able to:

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

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

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

Programme Learning Outcomes

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

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

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

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

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

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

The full MEd ULT programme specification can be found at:

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

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

<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

- Canvas 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 <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/regulations/2026->

[27/Regulations_for-Taught_Programmes_2026_27-v1.0.pdf](#) - 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

CHERS/EDU staff

The 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 you 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 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 you 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:

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

Pausing between stages in the programme

The Master's in ULT programme is designed to be flexible and, as such, it is possible to pause between a stage of the programme 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 Canvas.

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

Discipline-specific reading

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

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

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 reflect 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.

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**.



[My Imperial Campus | Administration and support services | Imperial College London](#)

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 Imperial campuses, alongside immersive 3D maps of South Kensington and White City. Find buildings, discover campus services, and navigate your way around.

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

Access your timetable and, where required by your department, check in to teaching sessions directly through the app.

Your Career

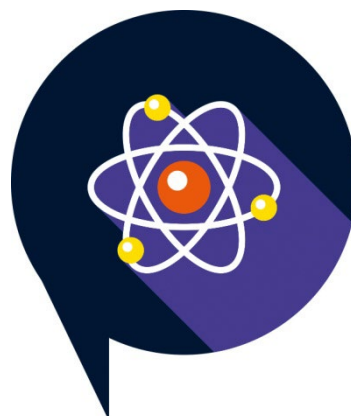
Browse the latest internships and job opportunities from the Careers Service—updated regularly to keep you connected with what's new.

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/



3. Postgraduate Diploma in University Learning and Teaching

Structure and outline

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

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

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

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

PG Dip Learning Outcomes

On completion of the PG Diploma, in addition to the PGCert ULT learning outcomes, participants will be better able to:

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

Teaching Schedule

Module 1: Engaging with Educational Literature	Core sessions: Thursday 10 th - Monday 14 th September 2026 Elective sessions: 25 th September to 20 th October 2026
Module 2: Writing Critically in Education	Core sessions: Wednesday 6 th - Friday 8 th January 2027 Elective sessions: 13 th to 22 nd January 2027
Module 3: Articulating educational perspectives Progress review seminar 1	Tuesday 13 th April 2027 (10.00-13.00)
Module 3: Articulating educational perspectives Progress review seminar 2	Friday 4 th June 2027 (10.00-13.00)

Formative assessment and feedback

In the PG Diploma, students receive informal formative feedback on their participation in the taught week activities and tutors provide detailed formative feedback on drafts of Assignment 1, Assignment 2 and the 'Articulating educational perspectives' assignment. Formative feedback happens in the form of feedback dialogues. In practical terms this means that students receive comments on their drafts that are later discussed in greater detail with the tutor. Such an approach allows for a richer feedback experience and helps to better develop feedback literacy. As part of the dialogues, students are required to reflect on their drafts to guide tutors as to which aspects specifically they would like feedback on and discuss feedback action plans as a result of the dialogue. Initial feedback will normally be given within two weeks of submission, followed by a face-to-face meeting. Students will also receive formal feedback on their summative work. This will identify both strengths and areas for improvement and should be fed forward and used to inform subsequent work. There will also be the opportunity to give and receive peer feedback during the seminars and on assignments.

Summative Assessment

Summative assessment is by submission of three assignments, approximately five weeks after each of the core teaching. The Engaging with Educational Literature module assignment assesses critical reading of educational literature, while the Writing Critically in Education module assignment assesses critical writing in an educational style. Assignments 1 and 2 will be completed in order, the critical reading task first, before the critical writing task, and both of these before the 'Articulating educational perspectives' assignment. The major piece of summative assessment for the PG Diploma is the 'Articulating educational perspectives' assignment. This individually negotiated piece of work is supported by an allocated tutor.

Assignment 1

This assignment follows the Engaging with Educational Literature module and is designed to test and develop your critical reading of education literature. You have a choice of an individual written assignment (3000 words) offering a critical appraisal of chosen papers using tools introduced in the

module, or an individual oral presentation (30 mins) offering a critical appraisal of chosen papers using tools introduced in the module.

Assignment 2

This assignment follows the Writing Critically in Education module and having prepared you to engage more critically with the educational literature in module 1, this assessment is designed to test and develop your critical writing skills, narrative argument and use of educational writing to put your ideas forward convincingly. This is assessed with an individual 3000 word essay in which you will critically analyse the strengths and limitations of a learning theory when applied to your own context.

Assignment 3 - 'Articulating educational perspectives'

This assignment builds on the 'Engaging with Educational Literature' and 'Writing critically in education' assignments and, with the support of a tutor, requires you to build on that prior learning to articulate an educational perspective relevant to your own educational interest and context. For this assignment you have the choice of:

- i) An individually negotiated essay of 7000 words
- ii) A collaborative podcast integrating and critically engaging with educational literature and practice (20-30 mins) and an individual reflection on the process (500 words)

Note: Whichever assessment option is chosen the assessment will be based on your critical, evidenced narrative construction. The podcast assignment will not assess technical or production factors such as audio editing.

All assignments will be marked against the marking criteria associated with each piece of work, as provided in this handbook. Please refer to the assessment criteria closely whilst planning and writing your assignments.

The award of PG Diploma is unclassified with students achieving a 'commended' or 'not yet commended' mark based on a mark over or under the 50% pass mark respectively. Although the Diploma is unclassified, Assignment 1 and 2 and the 'Articulating educational perspectives' assignment are given a percentage mark and this is used to help determine the final classification for those that continue to the MEd level (which is a classified qualification).

Submission deadlines and penalties

All assignments should be submitted via Canvas by the deadlines shown below. Failure to submit will result in failure of the module and resubmitted assignments will be capped at 50%.

PG Diploma assignment	Draft submission deadlines	Students receive feedback on drafts	Final submission deadlines
Assignment 1	21 st October 2026 at 10.00	2 nd November 2026	23 rd November 2026 at 10.00
Assignment 2	8 th February 2027 at 10.00	22 nd February 2027	8 th March 2027 at 10.00
Articulating educational perspectives	18 th May 2027 at 10.00	1 st June 2027	1 st July 2027 at 10.00

Course organisation and online provision

The course consists of core sessions that every student is expected to take at the same time during the core teaching weeks (September for module 1 and January for module 2), and elective sessions spread over the month after the core teaching, which students can choose according to their interests. You are expected to attend 2 elective sessions for each of the modules. You are welcome to attend all sessions if you wish and you will be asked to make your choice at the start of the programme. You can find session descriptions in the discussion of modules below.

We have planned the course with flexibility in mind and opted for a blended approach. Therefore, this year will be a combination of in-person sessions and online provision.

The core teaching for module 1 and module 2 will take place in person. Optional sessions will be delivered either in person or remotely. Remote sessions will be delivered in either synchronous (real time), mixed (real time and own speed) or fully asynchronous mode (at own speed). Please check session descriptions to check which sessions are delivered online and which face to face.

Organisation of online content and activities

Your learning will be organised around two main platforms (bringing other technologies to these):

- Canvas
- Microsoft Teams

Canvas

Canvas will be the space where all the content, instructions, pre-reading tasks, assessment and Leganto reading lists will be stored. This is also where we will link to interactive aspects of the online sessions. Content will be presented in the form of reading or mini lectures followed up by interactive elements. Formative and summative assignments will also be submitted via Canvas.

Microsoft Teams

Teams may be used for synchronous elective sessions. If so there will generally be one Team per module. That Team may have a:

Session channels – a channel with a session name for online delivery.

Common room – this is a student space for you to continue discussions. You are more than welcome to start your own groups outside of this space but equally welcome to 'socialise' here.

Questions channel – please use this channel to ask any questions you might have about the module, the programme or the sessions.

General channel – this channel will be mostly used for administrative purposes, i.e. adding participants and channels.

If Teams is being used to host synchronised elective sessions, you will be given explicit instructions by the module lead. Each synchronous elective module will arrange things to suit the planned teaching and learning.

Engaging with Educational Literature module (module 1)

The module comprises about 30 hours of teaching and group activities aimed at:

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

"Hearing other people's opinions about the pre-reading. This really helped to either reinforce concepts that I'd struggle with alone, or else clarify things I'd misunderstood" (former PG Diploma student).

Intended Learning Outcomes:

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

1. recognise key educational theories of learning (behavioural, cognitive and socio-cultural) and their distinguishing characteristics;
2. critically engage with these theories and discuss their relevance in your own disciplinary and personal context;
3. recognise important differences between the bio-medical/scientific and the social science paradigms and that these are reflected in literature's use of evidence and language;
4. use literature search tools to select appropriate sources, and apply correct referencing;
5. critically engage with the educational literature, demonstrating an awareness of a range of appropriate literature;
6. conceptualise and articulate the connections between education theory, literature and practice in higher education.
7. critically reflect on and evaluate own and other's teaching practices, and identify developments.

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

This week includes formatively assessed tasks and activities that build towards a summatively assessed piece of work designed to develop and assess critical reading of educational literature in the light of personal experience and disciplinary context. You will be given a choice of how to approach demonstrating the necessary skills – either in a written form via an essay or via an oral presentation.

Engaging with Educational Literature module timetable (teaching week 1)

Module/Date	Delivery mode/time	Session title	Tutor
Pre-course	Asynchronous	Plagiarism course	ECRI
Core Module 1 Engaging with Educational Literature Thursday 11th September (SKEM 060B & 060C)	9.30-10.15	Welcome to Diploma	Martyn Kingsbury
	10.15-13.00	Engaging with Educational Literature	Martyn Kingsbury Monika Pazio Rossiter
	14.00-15.45	'Learning as behaving' and 'Learning as thinking': A Team-based Learning (TBL) Approach	Kate Ippolito Iro Ntonia
	15.45-16.00	Wrap up	Martyn Kingsbury
Core Module 1 Engaging with Educational Literature Friday 12th September (SKEM 307)	9.30-12.00	Reading Critically in Education	Tiffany Chiu Martyn Kingsbury
	13.00-15.45	Learning as Interacting	Kate Ippolito Jo Horsburgh
	15.45-16.00	Setting up Journal Club and wrap up	Martyn Kingsbury
Core Module 1 Engaging with Educational Literature Monday 15th September (SKEM 307)	9.30-10.15	Preparation for Journal Club	Martyn Kingsbury
	10.15-12.00	Journal Club	All
	13.00-15.00	Preparation for Assignment 1	Martyn Kingsbury
	15.00-16.00	Development session	All

Elective sessions* 25 September – 20 October	Asynchronous	Biological Basis of Learning	Iro Ntonia
Elective sessions* Thursday 1 October	Asynchronous and synchronous (remote) 14.00-16.00	Learning as Belonging	Luke McCrone Julianne Viola
Elective sessions* Tuesday 6 October	10.00-12.00	Learning, Language and Culture	Monika Pazio Rossiter Andreia Vargas Seymour
Elective sessions* Tuesday 20 October	11:00-13.00	Learning as Collaboration: Navigating the Potential of AI in Education	Tiffany Chiu Monika Pazio Rossiter

Administrative/welcome session	Skills – reading educational literature	Educational theory into practice	Student-led sessions
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***Elective sessions**

You will be asked to choose two elective sessions. The purpose of those sessions is to broaden your knowledge of areas of your choice and allow you to make links to concepts and ideas, which is one of the criteria for all of the assessments. You are more than welcome to attend more than two and you will be asked to declare your choice at the start of the programme. Please see a brief description overleaf to help you make your choice.

Biological basis of learning

25 September – 20 October 2026 (asynchronous, you will be asked to complete the session during this time)

Tutor: Iro Ntonia

This session explores the biological underpinning of the process of learning using neuroscientific principles, concepts and models. We will look at how the cognitive process of learning develops in the brain, and we will also examine the application of neuropsychological models of learning on our understanding of individual variability. Using neuroscientific evidence, we will explore how to design more inclusive learning environments and the impact learning design might have on the individual learning process.

Learning as belonging

Tutors: Julianne Viola, Luke McCrone

1 October 2026 14.00-16.00 (mixed format – the live session will be building on the pre-session work)

This session explores student experiences of belonging through a mix of group discussion and teacher-led activities. You will critically engage with relevant educational literature, theory, and research on 'belonging' and critically reflect on Imperial context.

Learning, language and culture

6 October 2026 10.00-12.00 (in person)

Tutors: Monika Pazio Rossiter, Andreia Vargas- Seymour

HE institutions are becoming more and more internationalised. This process is further accelerated by the popularisation and accreditation of online learning. This creates challenges as well as opportunities for educators to operate in dynamic, complex, intercultural contexts where staff and students' cultural and linguistic backgrounds interact and impact on students' learning. This session will explore the relationship between language, culture and learning. You will have an opportunity to reflect on your own cultural background and use of language and consider how you can better support students coming from international contexts.

Learning as Collaboration: Navigating the Potential of AI in Education

20 October 2026 11.00-13.00 (in person)

Tutors: Tiffany Chiu, Monika Pazio Rossiter

In an era where artificial intelligence (AI) is increasingly influencing various aspects of life, its integration into education presents both challenges and opportunities. This session will explore how AI can enhance the educational experience by fostering collaboration between students, educators, and technology. We will examine practical applications of AI in learning environments, discuss the ethical considerations surrounding its use, and consider strategies for effectively incorporating AI to support student engagement and achievement. Participants will engage in discussions on the evolving role of AI in education and reflect on how they can leverage these tools to create a more dynamic and inclusive learning experience. By the end of the session, students will have a deeper understanding of how AI can serve as a partner in their educational journey, enhancing both personal and collective learning outcomes.

Engaging with Educational Literature Assignment brief

Assignment 1

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

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

- theoretical literature
- research literature
- practice literature
- policy literature

Prompt questions - when developing your assignment consider the following:

Why did you select this article?

What type of literature is this?

Using your understanding of Poulson and Wallace classification consider what kind of paper is it and how successfully does it conform to its type?

What do you think the author is trying to achieve through their writing and how successful do you think they are?

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

What rhetorical strategies (Ethos, Logos & Pathos) are used in the persuasion – Is this aligned with the type of literature and the author's purpose or intellectual project?

Drawing on your educational experience and wider reading, in what ways do you agree and disagree with the claims the author makes?

What are the views of other authors in the field?

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

You can demonstrate your learning either in a written form through an essay of 3000 words (+10%) or through a recorded oral presentation of 17 minutes (+10%).

Mark Sheet for Postgraduate Diploma 2026-27 – Assignment 1

Engaging with Educational Literature

Student CID:

Marker's name:

Title of work:

First/second marker *(delete as applicable)*

Instructions

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

Please give % mark	Ungraded 39% or less	Grade D (fail) 40-49%	Grade C 50-59%	Grade B 60-69%	Grade A 70-100%

Assessment criteria

1.) Integration and application
a) Demonstrates an ability to read and integrate different types of literature and to apply these to an area of their own practice.
2.) Critical use of literature
a) Identifies different viewpoints in the literature and considers in relation to own context and experience.
b) Engages critically with the literature by identifying strengths and weaknesses within the arguments and claims of the literature. For example, by considering the authorship, the warrant, the context, the method used in the literature, etc.
3.) Reflection insight and evaluation
a) In the context of the reading, demonstrates reflection and evaluation of own and others' teaching practices.
4.) Academic structure and presentation
a) There is a good standard of presentation, which includes: appropriate structure, clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall technical accuracy. The work maintains an authentic personal voice and is appropriate for intended audience.
Feedback to the student

PG Diploma grade guidelines: characteristics of performance for each grade

Criteria	Ungraded: 0-39% (Fail)	Grade D: 40-49% (Fail)	Grade C: 50-59% (Pass)	Grade B: 60-69% (Merit)	Grade A: 70-100% (Distinction)
Understanding & Relevance	Presents very little evidence of, or misunderstandings of main concepts, theories, issues, policy and practice relevant to the research; makes very few or no connections between them.	Presents limited evidence of, or flawed understandings of main concepts, theories, issues, policy and practice relevant to the research; makes limited connections between them.	Presents modest understanding of concepts, theories, issues, policy and practice relevant to the research; makes some relevant connections between them.	Presents a good understanding of concepts, theories, issues, policy and practice relevant to the research; makes relevant connections between them and some links to practice and wider context.	Presents an excellent understanding of concepts, theories, issues, policy and practice relevant to the research; makes evidenced connections between them and to practice and the wider context.
Appropriate reading and critical use of literature A1, Articulating educational perspectives	Little evidence of having identified or read relevant literature and/or little or no awareness of differing viewpoints, or of relations between them; demonstrates very little or no critical engagement.	Limited identification and reading of relevant literature with limited awareness of differing viewpoints and the relations between them; demonstrates little critical engagement.	Ability to identify and read appropriate literature showing modest awareness of differing viewpoints, and of relations between them; demonstrates limited critical engagement.	Ability to identify and read an appropriate range of relevant literature showing good awareness of differing viewpoints, and of relations between them; demonstrates appropriate critical engagement.	Ability to identify and read a good range of relevant literature showing excellent awareness of differing viewpoints, and of relations between them; uses this criticality to analyse &/or form narratives and demonstrates critical engagement.
Research methods	Makes little, or inappropriate, use of research and analytical methods.	Limited use of research and analytical methods; poor appreciation of methodological context.	Appropriate use of standard research and analytical methods with awareness of methodological context.	Good use of appropriate research and analytical methods with appropriate methodological appreciation and theoretical underpinning.	Excellent use of well-chosen research and analytical methods and theoretically supported methodological context.
Data analysis and interpretation	Inaccurate or confused analysis and interpretation with poor or disjointed conclusions.	Limited analysis and interpretation with poor, superficial &/or unsupported conclusions.	Appropriate analysis and interpretation of reasonable quality data generating supported conclusions.	Effective analysis and interpretation of quality data generating thoughtful evidenced conclusions.	Insightful analysis and interpretation appropriate to data and context with convincing, evidenced contextualised conclusions.

Voice and originality	Lacks identifiable, personal academic student voice; tone appears mechanical, formulaic, or inconsistent with prior writing; writing does not consider or is significantly misaligned with the intended purpose and/or audience.	Limited integration of personal academic voice with tone appearing mechanical in places showing inconsistencies with prior writing; writing does not adequately consider or is misaligned with the intended purpose and/ or audience.	Limited integration of personal voice with some cohesion of writing with elements of personal academic voice; some inconsistencies with prior work; the writing adequately considers and is appropriate for the purpose and the audience to some extent.	Writing reflects an authentic, coherent personal academic voice largely consistent, with context and aligned with the student's established communication style; the writing considers purpose and intended audience and the narrative appropriately reflects this.	Writing demonstrates an authentic, coherent personal academic voice that reflects context; identity of work is completely consistent with the student's established communication style; the writing critically considers both purpose and intended audience and the narrative is thoughtfully matched to this intent.
Reasoning, Structure & Argument A2, Articulating educational perspectives	Little or no personalised, integrated rationale or narrative argument; work has very little or no structure; develops few or overly superficial arguments, presents flawed, un-sustained or mutually contradictory arguments with poor, disjointed or inappropriately generalised conclusions.	Overly generalised, superficial or inauthentic information about the research rationale and narrative argument within the research report; work with little structure; develops weak &/or incomplete arguments with superficial, inappropriately generalised and/ or unsupported conclusions.	Appropriate research rationale and a narrative that develops and sustains some appropriate arguments from the data generating supported conclusions that express and/ or relate to personal voice and context.	Clear research rationale and structured narrative argument that develops clear and sound arguments from the data that is critically supported by literature and personal voice and context that generates thoughtful evidenced conclusions.	Rigorously structured research with a clear rationale and a lucid, cogent and sophisticated narrative arguments that integrate personal voice and context and are substantiated by data, literature and context with convincing, evidenced contextualised conclusions.
Reflection, insight and evaluation A1, A2 Articulating educational perspectives	Presents very little or no evidence of personalised or contextualised reflection and evaluation of own and others' research, practices or of how the literature and educational ideas may be relevant.	Presents little and/or unclear evidence of personalised or contextualised reflection and evaluation of own and others' research, practices or of how the literature and educational ideas may be relevant.	Presents modest evidence of personalised or contextualised reflection and evaluation of own and others' research, practices and makes some connection between this and educational ideas and literature.	Presents clear evidence of personalised or contextualised reflection and evaluation of own and others' research, practices and makes appropriate connection between this and educational ideas and literature.	Evidence of insightful personalised and contextualised reflection and penetrating evaluation of own and others' research &/or practice showing criticality and insight in linking this to appropriate educational theory and literature.

Independence A2 Articulating educational perspectives	Demonstrates very little or no independence of thought; accepts as given ideas and findings from the educational literature and research. May rely heavily on or engage uncritically with generic AI generated information, logic or structure. Fails to recognise or utilise advice and guidance from peers and tutors. Does not generate recommendations.	Demonstrates little independence of thought; accepts without question most ideas and findings from the educational literature and research. May recognise and utilise advice but superficially and without critical engagement. May uncritically rely on generic AI generated information, logic or structure. Generates at best superficial or simplistic recommendations.	Demonstrates modest independence of thought; questions some ideas and findings from the literature and research; shows some ability to use advice and guidance from others and generate recommendations.	Demonstrates independence of thought; critically questions ideas and findings from the literature and research, thoughtfully engages with advice and guidance; shows an ability to extrapolate ideas and generate recommendations that are integrated and expressed in personal voice and context.	Demonstrates independence of thought and argument; challenges ideas and findings from the literature and research; actively engages in critical, personalised and contextualised dialogue giving and questioning advice and guidance; shows an ability to extrapolate and synthesise relevant ideas and generate convincing authentic and critically evidenced recommendations.
Integration & application of appropriate literature &.or theory to wider context Articulating educational perspectives	Little evidence of integrating the research with literature and theory or relating these to practice or wider context or evidence of generic AI generated integration of literature and/ or theory	Limited or fragmented integration of research with literature and theory with no or superficial linking of these to practice or wider context or evidence of uncritical use of generic AI generated integration of literature and/ or theory	Partial integration of research with some relevant literature and theory with modest application of these to direct practice and perhaps to a lesser extent to wider context.	Appropriate personalised or contextualised integration of research with relevant literature and theory with pertinent applications of these to practice and wider context.	Good personalised and contextualised integration of research with an appropriate range of relevant literature and theory and insightful application of these to a range of practice with evidenced extrapolation of these to wider context.

Writing Critically in Education module (module 2)

Module 2 will take place throughout January and the beginning of February. This module comprises about 30 hours of teaching, group activities and seminars and follows a similar structure to module 1. Having prepared participants to engage more critically with the educational literature in module 1, this module delves more deeply into key educational concepts and considers critical writing skills for education. Once again there are a series of formatively assessed tasks and activities that build towards a summatively assessed essay (3000 (+10%) words). This is designed to develop and assess critical writing in an educational style, through the critical examination of selected educational concepts, in the light of personal experience and disciplinary context.

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

Intended learning outcomes

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

1. unpack educational references and critically engage with others’ narrative arguments;
2. develop and articulate your personal narrative arguments about educational practice;
3. position yourself within your own disciplinary and educational contexts;
4. conceptualise and articulate the connections between education theory, literature and practice in higher education;
5. write appropriately and effectively for an educational readership/audience;
6. make recommendations for improving educational practice in your local context.

Being given plenty of time to understand new concepts/approaches. Very good mix of group work/peer discussion/whole group teaching - made the week very enjoyable. Timing was good allowing space for reading outside the taught sessions. Lots of guidance/linking throughout to assignment/library project” (former PG Diploma student).

‘Writing Critically in Education’ module timetable (teaching week 2)

Module/Date	Delivery mode/time	Session title	Tutor
Core Module 2 Writing Critically in Education Wednesday 6th January (TBC)	9.30-10.30	Welcome to Module 2	Martyn Kingsbury
	10.30-13.00	Introducing Critical Theory in Education	Jo Horsburgh
	14.00-16.30	Threshold Concepts	Martyn Kingsbury
	16.30-17.00	Wrap up	Martyn Kingsbury
Core Module 2 Writing Critically in Education Thursday 7th January (TBC)	9.30-12.00	Learning, Participation and Identity	Jo Horsburgh Kate Ippolito
	13.00-15.00	Concept Mapping	Martyn Kingsbury
	15.00-17.00	Setting up Journal Club and wrap up	Martyn Kingsbury
Core Module 2 Writing Critically in Education Friday 8th January (TBC)	9.30-10.15	Preparation for Journal Club	Martyn Kingsbury
	10.15-12.00	Journal Club	All
	13.00-14.00	Preparation for Assignment 2	Martyn Kingsbury
	14.00-15.00	Development session	All

Elective sessions* Monday 18th January	14:00-16:00	Student Identity in Higher Education	Tiffany Chiu Jo Horsburgh
Elective sessions* 13^h January – 30th January	Fully asynchronous	Growth Mindset. Identity and Transformation	Martyn Kingsbury
Elective sessions* Friday 22nd January	10.00-12.00	Learning as feeling: working with emotion	Nikki Boyd Kate Ippolito
Elective sessions* Tuesday 19th January	14:00-16:00	Embedding Sustainability into Disciplinary Education	Mike Tennant Nigel Forrest

Administrative/welcome session	Skills – reading educational literature	Educational theory into practice	Student-led sessions
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***Elective sessions**

As with Module 1, you will be asked to choose two elective sessions to attend. The purpose of these sessions is to broaden your knowledge of areas of your choice and allow you to make links to concepts and ideas, which is one of the criteria for all the assessments. You are more than welcome to attend more than two and you will be asked to declare your choice at the start of the programme. Please see below a brief description to help you make your choice.

Embedding Sustainability into Disciplinary Education

19th January 2026, 14:00-16:00 (in person)

Tutor: Mike Tennant, Nigel Forrest

As one of the predominant ways in which societal norms, values and opportunities are defined and perpetuated, higher education is inherently political. As organisations, HE institutions internally reflect broader historical and contemporary power relations in society. If we are to effectively mitigate inequities and promote inclusivity within a learning community, it is important to understand how systemic and structural dynamics – on global and local scales - influence learner experiences and trajectories. In this asynchronous online session, we will explore such dynamics through the topical lenses of geographic bias in our curricula and anti-racism.

Student Identity in Higher Education

18 January 2027, 14.00-16.00 (in person)

Tutor: Jo Horsburgh, Tiffany Chiu

This session will explore the concept of identity in relation to students in higher education. We will draw on research examples from the SIDUS project to look into how students develop both personal and professional identities and how educators might best support their identity development.

Growth mindset, identity and transformation

13th -30th January 2027 (Asynchronous)

Tutor: Martyn Kingsbury

Arguably, with national curricula and a constant pressure of metrics on both students and teachers the secondary sector is based on a sort of consumerist model of learning that tends to stress certainty, clarity, straightforwardness, and control. With 'A-levels' there is often a single right answer and only a narrow range of pedagogic strategies likely to gain success. In this system feedback often allows iterative 'improvement' of assignments towards a formulaic 'best' answer that ultimately gains credit and recognition for both teacher and student.

Things are different in HE, especially at a place like Imperial, where pedagogy is situated in a research-intensive context, where there is frequently no single right answer, where multiple pedagogic strategies

may be required for success and where mistakes are not failure but an important part of eventual transformational learning. In this context feedback isn't for iterative improvement of assignments, it guides future strategy and facilitates independent, active transformational learning. To successfully engage in this new pedagogic environment our students need to adapt to thrive and transform.

This session will examine some of the fundamental ideas around mindset and how these may be relevant in the challenging research-intensive STEMM pedagogic environment at Imperial. Can mindset 'theories' provide a useful framework for understanding and facilitating transformative learning, identity change and wellbeing?

Learning as feeling: working with emotion

22 January 2027, 10.00-12.00 (in person)

Tutors: Kate Ippolito, Nikki Boyd

In this session we'll explore the range of emotions experienced by learners that can both motivate and hinder their learning. Drawing ideas from neuroscience and psychology, we'll consider what emotions are, their role in learning (and teaching) and identify strategies for working with positive and negative emotion.

Writing Critically in Education Assignment brief

Assignment 2

Using ideas explored either in the 'Learning, Participation and Identity' or 'Threshold Concepts' session, develop a narrative argument about both the relevancy and limitations of these concepts, when applied to your educational setting. See the Assignment 2 mark sheet and the PG Diploma grade guidelines for full details of the assessment criteria, which you should read carefully when planning and developing your assignment.

Word limit: 3,000 words (+10%)

Mark Sheet for Postgraduate Diploma 2026-27 – Assignment 2

Writing Critically in Education

Student CID:

Marker's name:

Title of work:

First/second marker (delete as appropriate)

Instructions

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

	Ungraded 39% or less	Grade D (fail) 40-49%	Grade C 50-59%	Grade B 60-69%	Grade A 70-100%
Please give % mark					

Assessment criteria

1.) Understanding and connections
a) Demonstrates an understanding of relevant concepts, theories, issues, policy, and their applications to practice (students should refer to three or more of these components as appropriate to their assignment).
b) Demonstrates an ability to make relevant connections between concepts, theories, issues, policy (which make up the content of the assignment).
2.) Argument and reasoning
a) Structures writing in a way which has a clear rationale and narrative argument.
b) Presents a narrative argument that is developed and defended through the use of theory, practice or empirical evidence (students should refer to two or more of these components as appropriate to their assignment).
3.) Independence
a) Demonstrates an ability to challenge ideas from the literature and evaluate current practice.
b) Generates well-informed recommendations, which may show creativity and innovation.
4.) Academic structure and presentation
a) There is a good standard of presentation, which includes: appropriate structure, clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall technical accuracy. The work maintains an authentic personal voice and is appropriate for intended audience.
Feedback to the student

Articulating educational perspectives module

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

Much of the work on this project will be through independent study but there will be specific seminars and individualised tutor support to guide students. Summative examination is by either:

- i) An individually negotiated essay of 7000 (+10%) words. Although there is no specified lower limit, we would expect most written projects to be close to 7,000 words, if they are to fully examine the chosen area and address the learning outcomes.
- ii) A collaborative podcast integrating and critically engaging with educational literature and practice (20-30 mins) and an individual reflection on the process (500 +10% words)

"Fantastic transformative process. Excellent focus on skills" (former PG Diploma student).

Note: Whichever assessment option is chosen the assessment will be based on your critical, evidenced narrative construction. The podcast assignment will not assess technical or production factors such as audio editing.

All assignments will be marked against the marking criteria associated with each piece of work, as provided in this handbook. Please refer to the assessment criteria closely whilst planning and writing your assignments.

Intended learning outcomes

On successful completion of this module, you will be better able to:

1. Critically engage with key educational theories, concepts, ideas and issues and discuss their relevance in your own disciplinary and personal context.
2. Critically engage with the educational literature, demonstrating use and integration of a range of appropriate sources and perspectives.
3. Conceptualise and articulate the connections between education theory, literature and practice in higher education.
4. Critically reflect on and evaluate own and others' teaching practices and identify developments.
5. Develop and articulate your personal narrative arguments about educational practice. Or Work collaboratively to develop and articulate narrative arguments about educational practice.
6. Communicate appropriately and effectively for an educational readership/audience.

Two progress review seminars will be held to provide students with additional guidance and support for researching and completing their 'Articulating educational perspectives' project.:

Progress review seminar 1	Tuesday 13th April 2027 (10.00-13.00)
Progress review seminar 2	Monday 4th June 2027 (10.00-13.00)

One-to-one supervision meetings with your Diploma tutor to discuss your 'Articulating educational perspectives' project. will also be available. You should contact your tutor directly to arrange these.

Articulating educational perspectives module assignment brief

Assignment 3

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

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

In order to demonstrate that you have achieved those requirements you have the choice of:

- i) An individually negotiated essay of 7000 (+10%) words. Although there is no specified lower limit, we would expect most Library Projects to be close to 7,000 words, if they are to fully examine the chosen area and address the learning outcomes.
- ii) A collaborative podcast integrating and critically engaging with educational literature and practice (20-30 mins) and an individual reflection on the process (500 words)

Note: Whichever assessment option is chosen the assessment will be based on your critical, evidenced narrative construction. The podcast assignment will not assess technical or production factors such as audio editing.

Also see the 'Articulating educational perspectives' mark sheet (overleaf) and PG Diploma grade guidelines for assessment criteria, which you should read carefully when planning and developing your assignment.

Mark sheet for Postgraduate Diploma 2026-27 - Articulating educational perspectives

Student CID:

Marker's name:

Title of work:

First/second marker (delete as appropriate)

Instructions

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

	Ungraded 39% or less	Grade D (fail) 40-49%	Grade C 50-59%	Grade B 60-69%	Grade A 70-100%
Please give % mark					

Assessment criteria and comments

1.) Integration and application
a) Demonstrates an ability to read and integrate different types of information / literature and to apply these to an area of their own practice.
2.) Critical use of literature
a) Identifies different viewpoints and considers these in relation to their own context and experience.
b) Engages critically with information / literature, identifying strengths and weaknesses within the arguments and claims. For example, by considering the authorship, the warrant, the context, the method used, etc.
3.) Reflection insight and evaluation
a) In the context of their research / reading, demonstrates reflection and critical evaluation of own and others' teaching practices.
4.) Understanding and connections
a) Demonstrates an understanding of relevant concepts, theories, issues, policy and their applications to practice and the wider context.
b) Demonstrates an ability to make relevant connections between concepts, theories, issues, policy and their applications to practice and the wider context.
5.) Reasoning and argument
a) Assignment structure has a clear rationale and narrative argument aligned with a relevant intent and audience.
b) Presents arguments that are developed and defended through the use of theory, practice or empirical evidence.
6.) Independence
a) Demonstrates an ability to challenge ideas from literature, theory and current practice.
b) Generates well-informed recommendations, which may show creativity and innovation.
7.) Academic structure and presentation
a) There is a good standard of presentation, which includes: appropriate structure, clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall technical accuracy. The work maintains an authentic personal voice and is appropriate for intended audience.
Feedback to the student

Previous titles

Below is a list of past titles to indicate the range and type of library project options. It is not meant to be prescriptive or limiting and you are encouraged to be creative in your choice of focus. You are encouraged to phrase your title as a question that is researchable through the literature, as this will help to structure your project appropriately. However, this is a guideline and not a requirement.

- Can near-peer mentoring support doctoral education?
- Widening access for taught postgraduate STEMM students: is flexible learning the solution?
- How can support for novice laboratory teachers in managing science anxiety enhance self-efficacy and benefit students?
- Does lab skills authentic assessment need to happen in an authentic environment for Y1 medical biosciences students?
- Is it important to consider emotions in relation to postdocs self-efficacy on the academic career path?
- Metrics, performance, effectiveness and gain in education.
- See One, Do One, Teach One: Can a traditional method revolutionise how ward round skills are taught?
- What are the issues facing medical students from widening participation backgrounds? A Bourdieusian approach.
- An exploration of an alternative online model for Imperial Library's lunchtime workshops series.
- Aligning Peer Assessment to the learning goal of developing team working capabilities: What does this involve?
- Making trouble: How can we harness difficulty and the troublesome nature of knowledge to make teaching more effective?
- How do diverse authentic assessments in postgraduate biomedical curricula prepare students for 'complex real-world problems'?
- Can active learning enhance postgraduate neuroscience education? Exploiting active learning strategies to train the next generations of neuroscientists.
- Is there a landscape of practice supporting education in the emergency departments of the London North West University Healthcare NHS Trust, and are virtual communities of practice real, beneficial, and part of this landscape?
- Learning to listen: influences on the development of feedback literacy in a first year chemistry practical module.
- The art of medicine: using the medical humanities to paint over the cracks.
- Getting to know you: improving the intercultural competence of graduate teaching assistants
- Does a community of practice help or hinder a PhD student's information literacy skills?
- Identity and anxiety: how can we support LGBTQIA students in the active learning classroom?
- Entrepreneurial me: what does it mean to think like an 'entrepreneur' for STEM postgraduate research students?
- Artificial Intelligence (AI) in radiology: teacher or tool?
- The power of feedback literacy: how a tailored feedback framework facilitates learning in a core facility in the absence of summative assessment.

- A Bourdieusian perspective on ethnicity and diversity: the impact on students' wellbeing and success.
- Lost in the crowd: Can CoPs give faceless medical students back their sense of belonging?
- The benefits of being late: Exploring issues around the timely submission of course assignments
- Keeping it real? The effects of authenticity in UG Aircraft Design education
- 'Fake it 'till you make it?': Longitudinal Integrated Clerkships and educational authenticity.
- The Importance of Digital Citizenship in Healthcare Education and the Potential Roles and Challenges of MOOCs.
- Critical thinking: let's celebrate our differences!
- Does not compute? Why even the numerically literate struggle to learn programming.
- Can summative assessment of industrial placements turn students into engineers?
- Dotting the "I" or crossing the "T" – A Bourdieusian Approach to Generalising Medical School Education.
- What I Teach When I Teach Nothing.
- What is the role of the role model in the development of professional identity in medical students?
- Multiple choice questions are a good way to help students learn: TRUE or FALSE?
- From threshold concepts to transformative learning: Cognitivist perspectives on how philosophy could enrich physics teaching.
- I feel therefore I teach. The importance of emotions in the role and identity of a lecturer.
- Lost in the fog: liminality and authenticity in geological fieldwork.
- How can personal tutoring be used to support transformative learning of medical students? Analysis through the lens of transformative learning theory by J. Mezirow.
- In what way does Cognitive Load Theory offer suggestions for improved student learning and engagement?

Preparing to begin the PG Diploma

We will be discussing the following aspects on day 1. You might like to make some notes in advance.

What are your beliefs about university learning and teaching?

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

What are your concerns about doing the PG Diploma in ULT, if any?

Progressing from the PG Dip to the MEd stage

On successful completion of the PG Diploma, you are eligible to transfer on to the final MEd in ULT stage. You can either progress immediately to the MEd upon completion of the Diploma or take a break for one or two years. Members of the 2026-27 cohort will therefore be eligible to start the MEd in 2027 or 2028. If you do not immediately progress to the next stage, you will be awarded your PG Diploma qualification and will be required to return this to Registry when re-entering the programme. You also have the option of taking the Diploma as an exit award and not continuing the MEd, provided you completed your PG Cert at Imperial.

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

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

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

4. Assessment

Programme-level assessment information

The following list refers to assessment across the three stages of the MEd. Full assessment details (including assessment criteria, grade guidelines and assignment briefs) for this stage of the programme are provided in Section 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 major summative assessment on the PgDip and MEd is **double marked**. Lower stakes A1 and A2 on the PgDip and the 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.

- **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 MEd 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 GenAI on MEd in ULT is informed by institutional values of respect, collaboration, excellence, integrity and innovation and Imperial principles of:

- Promoting critical use of GenAI
- 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. Appreciate how GenAI use can limit authentic personalised voice and context
5. 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 the 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 through the use of your authentic, personal voice and context 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 your own practice – this is the aspect that allows some creativity in your writing and your thinking. While GenAI can suggest connections it can't make sense of them through the lens of your practice. Your authentic voice is crucial to make sense of those connections and outsourcing this work to GenAI will greatly disadvantage your work at the point of marking.
- Engaging in educational evaluation/research to investigate aspects of practice and analyse your data. Using GenAI tools uncritically to design your project and analyse your data will likely reduce integration with personal context, decrease your voice in analysis and interpretation and limit the value to your learning.
- Navigating a level of discomfort and struggle is built into the programme. We consider this element of liminality to be important because learning happens when students cross a threshold between what they know, their way of thinking and structuring their ideas, and a '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 an output without the intended learning gain.

3. Recognising ethical implications of GenAI

- GenAI 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 GenAI poses environmental issues with its high electricity and water usage and high carbon releases. The sustainability of GenAI as an everyday tool therefore comes under question.
- The legality of the dataset that is used to train GenAI can also be questioned. Furthermore, the origins, 'ownership' and intellectual property rights of both the source material and generated outputs become harder to be clear about, making both fact checking and attribution a challenge.
- Some uses of GenAI might undermine research integrity and bypass acquiring important graduate capabilities such as the ability 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 authentic personal voice and context will be lost and in the longer term, the somewhat neutral, flat and impersonal linguistic style that results might become a neutral but uninspiring 'norm'.

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 a Gen AI tool but please be aware that, as is the case with Wikipedia, those sources are not considered reliable or reputable, particularly in 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 personal 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 every 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 GenAI to provide summaries of papers and other sources, however you should be careful deciding when a summary is better than reading the full source which might provide further learning. Remember that while a GenAI produce 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 GenAI (even with paraphrasing of content) without integration of your understanding and context or representation of your voice and positionality. This superficial use is unacceptable, even when appropriately cited.
- Using GenAI 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
- Using work generated by GenAI 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. On the programme we follow the principles of 'dialogic transparency' around GenAI use. What this means is that we introduce dialogue around GenAI use at different stages of the programme:

- Explicit discussion of our approach to GenAI to clarify overall expectations at each level and better unpack the important aspects of learning at each level that cannot be lost to GenAI
- Conversation around GenAI use at the draft stage to ensure that any attempts at use are in line with our expectations and serve the learning at each stage of the programme
- A declaration at the summative stage around where GenAI was used and how it informed the work to further facilitate conversations around the limitations and affordances of GenAI

The submission coversheet will have 3 declaration options to choose from:

- No GenAI tools were used in the preparation of this work.
- GenAI tools were used in a limited capacity (e.g., grammar checking, spelling correction, or minor language refinement). The intellectual content, ideas, analysis, and writing are my own.
- GenAI tools were used to support the development of this work beyond language assistance – to indicate GenAI tools use went beyond language refinement to other uses such as finding the literature, summarising papers, etc

The reflection section of the coversheet can be used to provide further information and reflection on how GenAI was used, particularly where this is not fully captured by the declaration above, and how it impacted on the quality of the assignment and learning.

If an aspect of assignment was heavily influenced by GenAI interactions then this should be acknowledged specifically in the text with a footnote explaining GenAI involvement as per example 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. This is heavily discussed by Bibulla, 2006 who looked into student experiences of feedback in the context of a He institution in Australia. *

*I used ChatGPT-1 to find sources that looked into student experiences and satisfaction with feedback. I then decided from the Bibulla abstract to include this paper and build an argument around it.

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

The summative worksheet will also include a reflective element focusing around the two questions:

- What changes have you made to your assignment based on GenAI tools outputs?
- How has GenAI helped or hindered developing your thinking and your voice?

Both of these questions are part of continuing dialogue around GenAI use on the programme in line with our dialogic transparency approach and development of better understanding of the role of GenAI in MEd learning.

The importance of draft stage

The draft re-draft assessment design on the MEd 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 dialogue around the content and the role of GenAI in developing your educational knowledge base and demonstrating this knowledge base through your assignments. This is why all drafts on the MEd 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 GenAI 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 may include: using marking schemes to reflect poorer understanding or academic writing and narrative development and/or invoking established process related to academic integrity. Where concerns arise, students will be expected to demonstrate how their work was developed, including the nature and extent of any GenAI use, through appropriate transparency, citation and evidence of idea development over time.

5. Board of Examiners

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

 Mrs Nikki Boyd

 Dr Tiffany Chiu

 Dr Jo Horsburgh

 Dr Kate Ippolito

 Dr Iro Ntonia

 Dr Monika Pazio Rossiter

 Dr John Knight

 Dr Luke McCrone

 Dr Julianne Viola

 Dr Sue Sing

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 750,000 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, and services – including lost property and bike security – is located at:

- 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 app that allows you to contact the Security and Community Safety team. You can use it in an emergency, to request First Aid assistance, or to share information through the app's tip reporting function whilst on any campus. SafeZone can also be used to send important updates and information to the Imperial community during major incidents or disruptions, both on campus and elsewhere.



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 and 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:

 Ruth Stannard
 Level 5, Sherfield Building, South Kensington Campus
 +44(0)20 7594 8785
 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](#), [cryogenes](#), [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/mark-and-moderation/Guidelines-for-issuing-provisional-marks-to-students-on-taught-programmes.pdf

Late Submission Policy

You are responsible for ensuring that you submit your 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/markings-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 you to 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 revisit 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-Pro prospective-Students.pdf

9. Wellbeing, support & advice

In your department

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

Your Personal Tutor

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

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

The Senior Tutor is 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/departamental-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/

12. 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

13. 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

14. 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

15. Appendix 1 Introduction from the President of Imperial College Union

Introduction from the President of Imperial College Union



Welcome to Imperial! On behalf of Imperial College Union, I am delighted to welcome you to our community and congratulate you on earning your place here. Whether you are joining us from nearby or from across the world, we are very pleased to have you as part of Imperial. This is a remarkable achievement, and one that reflects your hard work, curiosity and ambition. You should be very proud of yourself.

Imperial is known around the world for its academic excellence, research and innovation. Many of you may have chosen Imperial because of that reputation, and you will certainly be challenged and inspired. But Imperial is much more than the degree you will leave with. It is also the people you meet, the communities you join, the opportunities you embrace, and the memories you make along the way. Take the chance to meet people beyond your course, explore new interests, and allow yourself to grow through the communities and experiences you find here.

Being in London is also a huge part of the Imperial experience. Around South Kensington, you have museums, parks, music venues and cultural spaces right on your doorstep. Across the wider city, there is food, theatre, sport, history and communities from all over the world. I strongly encourage you to explore where and when you can. Some of your best Imperial memories may come from the moments you did not plan.

Outside your degree, Imperial College Union is home to hundreds of student-led clubs, societies and projects. Whether you are interested in culture, sport, music, performance, academic interests, or something completely new, there will be opportunities for you to get involved. These spaces are often where students find friendships, confidence and a real sense of belonging.

The Union is led by students, for students. The Deputy Presidents and I have been elected to work full time on improving your student experience, and your student representatives work across departments and faculties to make sure your voice is heard. Alongside us, the Union has dedicated staff teams supporting clubs and societies, student representation, events, activities and many other parts of student life.

The Union also runs the Advice Service, which provides free, confidential and independent support on issues such as life in halls, complaints, academic appeals and other concerns you may face during your time at Imperial. You can access this by emailing advice@imperial.ac.uk.

Please remember that you are not alone in this journey. Imperial can be intense, but there are people and communities here to support you. No matter what challenges you face, or what opportunities you are looking for, Imperial College Union is here to help.

Our office is on Level 2 of Beit Quadrangle, and you can find more information on our website.

Wishing you an incredible year ahead, and once again, welcome to Imperial!

Daniel Zhuo
Imperial College Union President 2026-27

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

16. 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/

17. 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

[Research misconduct | Research | Imperial College London](#)

18. Appendix 4 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/>

19. Appendix 5 Referencing your work

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 Canvas 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

For detailed guidance on how to reference different types of sources please visit the Library guidance: <https://www.imperial.ac.uk/admin-services/library/learning-support/reference-management/harvard-style/> or contact our Faculty liaison librarian.

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/>