

# Queen Mary Academy Taught Programmes

**PGCAP (Postgraduate Certificate in  
Academic Practice)**

## Programme Handbook

**For participants starting from September 2024**



Last updated: September 2024

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## About the Queen Mary Academy Taught Programmes

Queen Mary offers two taught programmes for developing teaching, supporting learning, and other aspects of academic practice. The programmes are recommended for staff new to Queen Mary and/or relatively new to teaching at university in the UK, as well as staff on probation.

Our programmes are accredited by [Advance HE](#) and award recognition of your teaching or support for student learning in the form of a category of Advance HE Fellowship. The [Advance HE Fellowship Category Tool](#) may also assist you in selecting which programme, or route to Fellowship that you apply for. If you would like to discuss your options, then the [course team](#) will be more than happy to advise.

We offer two taught programmes:

- 1. Certificate in Learning and Teaching (CILT)** is a 30-credit postgraduate programme that will introduce you to the principles and the practice of teaching and supporting university learners in and beyond your discipline. Completing this programme leads to a postgraduate qualification (Certificate) and recognition as Advance HE Associate Fellow (AFHEA). CILT is open to all colleagues, academic and professional, whose role involves a minimum of 10 hours per academic year teaching and/or supporting the learning of Queen Mary students.
  - You should choose this programme if you teach and / or support learners (students), at Queen Mary in a part-time capacity such as a graduate teaching assistant or as part of your role as a researcher, a technician, a clinician, or professional services staff.
- 2. Postgraduate Certificate in Academic Practice (PGCAP)** is a 60-credit postgraduate programme that will induct you into the principles, best practices, and ways for developing and evaluating aspects of your academic practice. Completing this programme leads to a postgraduate qualification (Postgraduate Certificate) and recognition as Advance HE Fellow (FHEA). PGCAP is open to all new members of academic staff required to enrol for probation as well as other Queen Mary staff teaching Queen Mary students for a minimum of 20 hours during the course. To be eligible for PGCAP you should have a role as a module convenor or have responsibility for significant elements of the curriculum.
  - You can choose this programme if you are:
    - academic staff on probation, which requires you to obtain Advance HE Fellow status; or
    - academic or other staff whose role involves substantial teaching and/or supporting learning, for example convening modules or leading programmes, and you meet the entry requirements above.

The taught programmes are designed to inspire you to think creatively about your practice in the context of your specialist role and subject area. The programmes will encourage you to make connections between your own experience, the experience of others, and learning, teaching and wider academic practice theories that have been developed by researchers and practitioners.

**This handbook focuses on 2. PGCAP.**

See **Table 1** on p. 6 for a summary of the programme.

QMUL also offers its staff other pathways to Advance HE fellowship:

- The [direct application pathway](#) (Teaching Recognition Programme) is aimed at university staff with more than three years' experience of teaching and/or supporting learning at university level in the UK. They can submit a direct application for Advance HE fellowship, depending on their level of experience and the degree to which it enables them to evidence achievement against the relevant fellowship descriptor.

For more information, please contact the [Teaching Recognition Programme Team](#).

**Table 1: Summary details of the Postgraduate Certificate in Academic Practice**

Details	PGCAP
<b>Academic credit</b> (1 credit = 10 hrs of learning)	<b>60</b> (600 hrs of learning)
<b>Duration</b>	<b>2 years part-time</b>
<b>Structure</b>	<b>Two 15-credit modules</b> (each module approx. 3 months long) in Year 1 and <b>two 15-credit modules</b> (each module approx. 3 months long) in Year 2
<b>Delivery &amp; Teaching</b>	<b>In person:</b> Flipped classroom, seminars <b>Online learning:</b> Flipped classroom, webinars
<b>Assessment</b>	<b>Formative:</b> Year 1: Online quizzes, peer and tutor feedback on QMPlus, peer feedback on authentic session plan (first module); 2x observations of your actual practice (second module). Year 2: peer and tutor feedback on curriculum design project and action research proposal. <b>Summative:</b> Year 1: Authentic session plan, Reflection on teaching and/or supporting learning (first module); Presentation on design of a learning / teaching resource, Reflection on Observations (second module). Year 2: Curriculum Design Report (third module), Action Research Proposal, and Action Research Report (fourth module)
<b>Award and Accreditation</b>	60-credit at Level 7 <b>Postgraduate Certificate in Academic Practice</b>  <b>Advance HE Fellow (FHEA)</b>

## Advance HE Accreditation and Fellowship

The Postgraduate Certificate in Academic Practice (PGCAP) is validated and quality assured by Queen Mary, as with any other academic programme and degree award at the University.

The programme is also externally accredited, by Advance HE (formerly the Higher Education Academy (HEA)), to award Fellowships.

For that reason, the programme is aligned to a framework of standards of teaching and learning practice in higher education – the Professional Standards Framework 2023 ([PSF 2023](#)). This alignment means the teaching and learning on the programme will prepare you to meet the standards relevant for the level of awarded fellowship, and the assessment will determine whether and how well you have met those standards. The PSF 2023 is fundamental to the learning outcomes of the programme and the programme and its modules are explicitly mapped to the dimensions of the framework at Descriptor D2 (Fellow).

Assessment on the programme is designed to integrate the requirements for academic credit and the requirements for Fellowship. Requirements for academic credit and Fellowship are both met simultaneously as the Descriptor criteria are explicitly embedded in the programme assessment criteria. The programme's External Examiner moderates both elements and the final decision on both your programme award and award of Fellowship will be made at our Examination Board following the completion of your modules.

PSF 2023 consists of two elements – the Dimensions of the Framework and the four Descriptor statements. The Descriptors incorporate the PSF 2023 Dimensions. PGCAP is aligned to Descriptor 2 (Fellow).

The Dimensions of the Framework are divided into three sets:

- Areas of Activity (A) undertaken by teachers and support staff
- Core Knowledge (K) needed to carry out those activities at the appropriate level of fellowship
- Professional Values (P) that individuals performing the activities (A) should exemplify

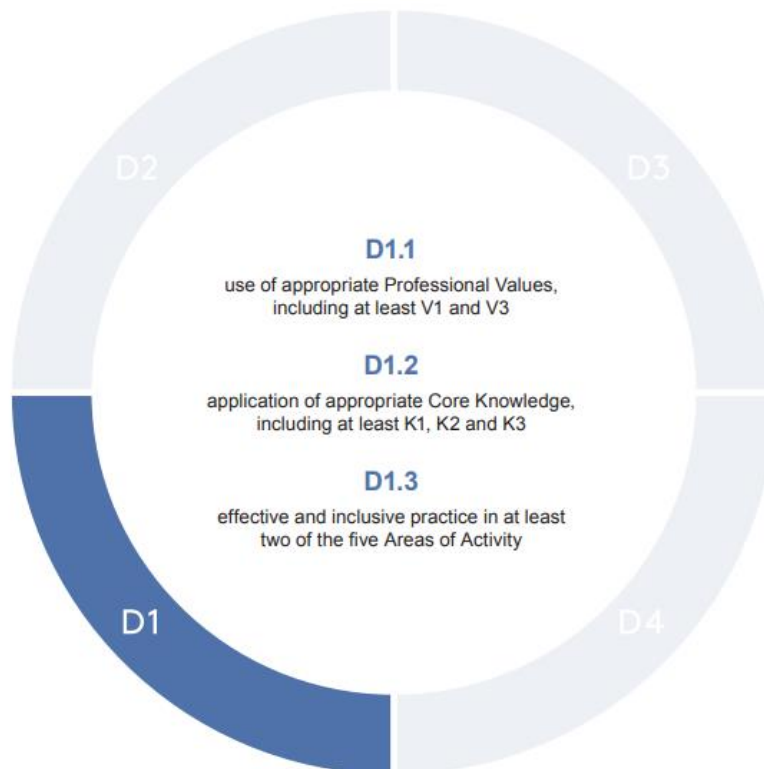
**Table 2.** This is the full set of **PSF 2023 dimensions** of practice:

<b>Professional Values</b> <i>In your context, show how you...</i>	<b>Core Knowledge</b> <i>In your context, apply knowledge of ...</i>	<b>Areas of Activity</b> <i>In your context, demonstrate that you...</i>
<ol style="list-style-type: none"> <li>1. Respect individual learners and diverse groups of learners</li> <li>2. Promote engagement in learning and equity of opportunity for all to reach their potential</li> <li>3. Use scholarship, or research, or professional learning, or</li> </ol>	<ol style="list-style-type: none"> <li>1. How learners learn, generally and within specific subjects</li> <li>2. Approaches to teaching and/or supporting learning, appropriate for subjects and level of study</li> <li>3. Critical evaluation as a basis for effective practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and plan learning activities and/or programmes</li> <li>2. Teach and/or support learning through appropriate approaches and environments</li> </ol>

<p>other evidence-informed approaches as a basis for effective practice</p> <p>4. Respond to the wider context in which higher education operates, recognising implications for practice</p> <p>5. Collaborate with others to enhance practice</p>	<p>4. Appropriate use of digital and/or other technologies, and resources for learning</p> <p>5. Requirements for quality assurance and enhancement, and their implications for practice</p>	<p>3. Assess and give feedback for learning</p> <p>4. Support and guide learners</p> <p>5. Enhance practice through own continuing professional development</p>
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The requirements to meet Advance HE Fellowship accreditation are listed in their Descriptors D1 (Associate Fellow) and D2 (Fellow) below. You can track how you will develop against the PSF 2023 dimensions on our programmes through the alignment of the programme learning outcomes with the dimensions, illustrated in **Table 3** on pages 14-15.

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Descriptor 1 aligns with Advance HE recognition as Associate Fellow.



## Descriptor 2

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:



**Descriptor 2 aligns with Advance HE recognition as Fellow.**

The programme alignment with PSF2023 means that teaching, learning and assessment will focus on developing and assessing you against the Descriptors for D1 and D2. Advance HE's

[Dimensions of the Framework](#) series also offers examples of how colleagues in a range of roles might evidence successful engagement with the PSF2023.

## Alignment of programme structure to PSF 2023 Descriptors

PGCAP assesses your development towards Descriptors 1 (through year 1) and 2 (through year 2) and is divided into four modules. Modules 1 and 2 align with Descriptor 1 (Associate Fellow) and modules 3 and 4 align with Descriptor 2 (Fellow). Participants who exit the programme after successfully completing modules 1 and 2 can be awarded Certificate of Learning and Teaching (CILT) and Associate Fellowship.

**Modules 1 and 2 of the PGCAP** will focus on learning and assessing your development towards **PSF 2023 Descriptor 1 (Associate Fellow)** standard and are co-taught with the Certificate in Learning and Teaching, enabling you to demonstrate how the dimensions of the PSF 2023 are evidenced in your practice. CILT will support the development of your evolving understanding of teaching, learning support methods and student learning. The course assessment will require you to show how you meet Descriptor 1 within your practice.

The following table outlines how CILT meets the requirements of PSF 2023 Descriptor 1. However, the course in practice will support the development of practice in line with many other dimensions of the framework and participants may be able to also demonstrate these as appropriate within their context.

Descriptor 1 requirements	Course content	Assessment
<p><i>In your context, show how you use Professional Values, including at least V1 and V3</i></p> <ul style="list-style-type: none"> <li>Respect individual learners and diverse groups of learners (V1)</li> <li>Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)</li> </ul>	<p>In module 1 you will develop and reflect on your practice of design and delivery of education, via the analysis of your authentic session plan. Module 2 focuses on your education practice in your context. You will explore a range of evidence-based approaches to teaching and learning, evaluating which are most appropriate for your learners and your contexts.</p> <p>Throughout both modules of CILT you are required to reflect on the inclusivity of your practice and your learner needs.</p> <p>For module 1 you are required to draw on relevant scholarship, research and professional learning to inform the design of an authentic session and your reflection on this. Module 2 develops this reflection further where you will be required to use generic and disciplinary scholarship relevant to your context.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 2 – Learning resource</p> <p>Module 1 Assignment 1 &amp; 2 – Authentic session plan; Reflection on practice</p> <p>Module 2 Assignment 2 – Reflection on Observation of Practice</p>

<p><b><i>In your context, apply appropriate Core Knowledge including at least K1, K2 and K3</i></b></p> <ul style="list-style-type: none"> <li>• how learners learn, generally and within specific subjects (K1)</li> <li>• approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2)</li> <li>• critical evaluation as a basis for effective practice (K3)</li> </ul>	<p>In module 1 you will explore theories of learning and their relevance to your own disciplinary area. This will inform the analysis of your authentic session plan. Module 2 develops reflection on this aspect of your practice further, through analysis of a learning resource and your design decisions.</p> <p>In module 1 you will reflect on design choices for a given authentic session, and how these best support your diverse learners. Module 2 enables you to consider your teaching practice in the classroom via participation in observation of teaching and reflection on this process.</p> <p>Module 1 will introduce you to a range of approaches to evaluating the effectiveness of your teaching, including critical self reflection. Module 2 further supports your development as a critically reflective practitioner through the peer observation process.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 1 – Learning resource</p> <p>Module 1 Assignment 2 – Reflection on practice Module 2 Assignment 2 – Reflection on observation of practice</p> <p>Module 1 Assignment 2 – Reflection on practice Module 2 Assignment 2 – Reflection on observation of practice</p>
<p><b><i>In your context, demonstrate your effective and inclusive practice in at least two of the five Areas of Activity</i></b></p> <ul style="list-style-type: none"> <li>• design and plan learning activities and/or programmes (A1)</li> <li>• teach and/or support learning through appropriate approaches and environments (A2)</li> </ul>	<p>Modules 1 and 2 require you to reflect on the process of designing an individual learning session and the design of a learning resource / activity.</p> <p>As part of module 2 your education practice will be observed, and you will take part in developmental discussions with your observers as part of this process.</p>	<p>Module 1 Assignment 1 – Authentic session plan Module 2 Assignment 1 – Learning resource</p> <p>Module 2 Assignment 2 – Reflection on observation of practice</p>

Building on Modules 1 and 2, **Modules 3 and 4** will focus on learning and assessing your development towards the **Advance HE Fellow** standard (See Descriptor 2 above), supporting you to demonstrate breadth and depth of education practice and to demonstrate all Dimensions of the PSF:

Descriptor 2 requirements	Course content	Assessment
<b><i>In your context, show how you use all five Professional Values</i></b>		

<ul style="list-style-type: none"> <li>• Respect individual learners and diverse groups of learners (V1)</li> <li>• promote engagement in learning and equity of opportunity for all to reach their potential (V2)</li> <li>• Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)</li> <li>• respond to the wider context in which higher education operates, recognising implications for practice (V4)</li> <li>• collaborate with others to enhance practice (V5)</li> </ul>	<p>Module 3 introduces a focus on inclusive curriculum design and practice and you will reflect on how you have implemented inclusive curriculum principles within a curriculum design project. In Module 4 you will build on this to explore the implications for your diverse learners of your chosen action research project.</p> <p>As part of your curriculum design report and action research report, you will be required to demonstrate how you promote engagement in learning and equity of opportunity for all your learners to reach their potential.</p> <p>Modules 3 and 4 require you to use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice. You will be supported to critically engage with research, evaluation data and your own reflections in order to inform your practice.</p> <p>Module 3 offers you the opportunity to consider the wider contexts for Higher Education in detail. Topics covered include the national quality assurance environment, graduate attributes and employability, co-creation and flourishing in HE, and compassionate curriculum design. In Module 4 you can continue to explore these contexts, and will be required to reflect on their impact for your chosen action research project.</p> <p>Peer learning is a central tenet of the course, and both Modules 3 and 4 offer many opportunities for learning from colleagues and collaborating to enhance practice. In both modules you will receive peer feedback on the development of your ideas. In-session discussions with peers focus on practice and offer a chance for collaborative development. Module 4 adopts a 'critical friend' approach to support the development of your action research proposal collaboratively and co-creatively.</p>	<p>Module 3 Assignment 1 – Curriculum design Module 4 Assignment 2 – Action research report</p> <p>Module 3 Assignment 1 – Curriculum design Module 4 Assignment 2 – Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignments 1 &amp; 2 – Action research proposal; Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p> <p>Module 3 formative assessment – forum posts Module 3 Assignment 1 – Curriculum design report Module 4 formative assessment – forum posts Module 4 Assignment 2 – Action research report</p>
<p><b><i>In your context, apply all five forms of Core Knowledge</i></b></p> <ul style="list-style-type: none"> <li>• how learners learn, generally and within specific subjects (K1)</li> </ul>	<p>Module 3 requires you to reflect on your curriculum design process and evidence decisions which consider how your design best supports your learners within your context. This is further developed within your action research proposal for Module 4 where you will need to consider the potential impact of the intervention for your learners.</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p>

<ul style="list-style-type: none"> <li>• approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2)</li> <li>• critical evaluation as a basis for effective practice (K3)</li> <li>• appropriate use of digital and/or other technologies, and resources for learning (K4)</li> <li>• requirements for quality assurance and enhancement, and their implications for practice (K5)</li> </ul>	<p>Both modules require you to evidence engagement with effective education approaches which you select on the basis of their appropriateness to your contexts.</p> <p>Module 4 offers a strong focus on critical evaluation as a basis for effective practice through the introduction of the action research cycle as a process of enhancing practice. Module 3 also considers the design of evaluation as part of a curriculum.</p> <p>Through Module 3 you will consider the use of learning technologies as part of the development of your curriculum project, including specific curriculum design models focused on developing blended learning courses. Module 4 will further develop this reflection through considering the impact of your proposed action for your learning environment, both physical and digital.</p> <p>Module 3 will introduce participants to the wider sector quality assurance environment through discussion of Quality Assurance Agency benchmarks, requirements, and sector evaluation tools such as NSS and TEF. You will consider the implications of these, and institutional level quality assurance / enhancement processes for your own design project. Through Module 4's action research proposal you will explore practitioner research as a methods of quality enhancement and design appropriate evaluation and monitoring processes.</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignments 1 &amp; 2 – Action research proposal; Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p>
<p><b><i>In your context, demonstrate your effective and inclusive practice in all five Areas of Activity</i></b></p> <ul style="list-style-type: none"> <li>• design and plan learning activities and/or programmes (A1)</li> <li>• teach and/or support learning through appropriate approaches and environments (A2)</li> </ul>	<p>Module 3 requires you to redesign or design a piece of curriculum. Within Module 4 you may develop an action research project focused on this area, or if the focus is elsewhere, you will consider the implications of the intervention for the design and planning of education activities.</p> <p>As part of the development of your curriculum design project you will reflect on the development of appropriate approaches and environments for the delivery of the course. You will also draw on reflection on your previous practice in teaching / supporting learning to</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p> <p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p>

<p>assess and give feedback for learning (A3)</p>	<p>inform the design process. Within Module 4 you may develop an action research project focused on this area, or if the focus is elsewhere, you will consider the implications of the intervention for your delivery of teaching/learning support.</p> <p>The curriculum design report in Module 3 requires you to analyse your assessment and feedback design, providing justification for design decisions in relation to meeting stakeholder needs, evidence to inform the decision and consideration of relevant wider contexts. Within Module 4 you may develop an action research project focused on this area, or if the focus is elsewhere, you will consider the implications of the intervention for your assessment and feedback practice.</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p>
<p>support and guide learners (A4)</p>	<p>Throughout Module 3 you will explore the ways in which the development of a curriculum supports and guides learners. Specifically the module will consider the development of effective learning environments, as well as co-creative and compassionate approaches to curriculum design in HE. Within Module 4 you may develop an action research project focused on this area, or if the focus is elsewhere, you will consider the implications of the intervention for the way in which you support and guide learners.</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignment 2 – Action research report</p>
<p>enhance practice through own continuing professional development (A5)</p>	<p>Across both Modules 3 and 4, we will support your continued development as a reflective practitioner. Engagement with the modules will inform the ongoing enhancement of your practice. This will be evidenced in the personal reflection on your curriculum design project, and it is embedded throughout the action research proposal and report development process.</p>	<p>Module 3 Assignment 1 – Curriculum design report Module 4 Assignments 1 &amp; 2 – Action research proposal; Action research report</p>

The alignment of PGCAP to Descriptor D2 is noted in the programme learning outcomes, **Table 3** below. A detailed mapping of each module against the PSF 2023 Descriptor is provided within the module handbook.

## Programme Learning Outcomes

**Table 3: PGCAP Programme Learning Outcomes:**

Having participated in PGCAP you will be able to:

	<b>PGCAP Programme ILOs</b>	<b>Mapping against module ILOs</b>	<b>Mapping against PSF 2023</b>
<b>PGCAP Programme Learning Outcomes</b>	Critically appraise theoretical foundations and current trends of teaching and learning in higher education	ADP7216 (1), ADP7218 (1), ADP7219 (4)	K1, K2, V3, V4
	Apply pedagogic theories and practices to teaching and learning in your discipline	ADP7216 (1), ADP7218 (2), ADP7217 (9)	A5, K1, K2, V3
	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas	ADP7217 (2,13), ADP7218 (3, 5), ADP7219 (6)	K5, V4
	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role	ADP7218 (3), ADP7217 (8), ADP7219 (6)	A1, A3, A4, K3, K5, V4
	Explain the principles and methods of evaluating the outcomes of your teaching and / or supporting learning	ADP7216 (2, 7), ADP7218 (4), ADP7219 (3)	K3
	Evaluate and apply mechanisms for assessing and enhancing the quality of academic practice	ADP7218 (3), ADP7219 (2)	A5, K3, K5
	Apply principles, methodologies and approaches to conducting research and scholarship in the practice of teaching and/or supporting learning	ADP7219 (1)	A5, V3
	Design effective sessions, modules or programmes of study through selective use of methods, approaches and technologies for active learning that align with measurable learning outcomes	ADP7216 (3, 5), ADP7217 (4) ADP7218 (6, 7)	A1, A2, A3,A4, K1, K2, K4, V1, V2

Design and deliver effective teaching and learning in a range of modes (face to face, blended and online) that align with learning outcomes, learner level, and the subject	ADP7216 (3, 6), ADP7218 (7), ADP7217 (9, 10)	A1, A2, A4, K1, K2, K4, V1, V2
Design and implement assessment and feedback strategies that measure and promote learning success	ADP7217 (4), ADP7218 (2, 7)	A1, A3, A4, V1, V2, K1, K2, K5
Synthesise evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and self-reflection, to continually develop and enhance your practice of teaching and / or supporting learning	ADP7216 (4), ADP7217 (6), ADP7218 (10), ADP7219 (4)	A5, V3
Develop an inclusive and student-centred approach to teaching and learning which reflects the diversity of students and meets established guidelines for accessibility and inclusivity	ADP7216 (10, 11), ADP7217 (11), ADP7218 (8)	A1, A2, A3, A4, K1, K2, K4, V1, V2
Facilitate student learning effectively in order to maximise learners' equality of opportunity	ADP7217 (10), ADP7218 (9)	A1, A2, A3, A4, K1, K2, K4, V1, V2
Engage critically and collaboratively with educational practice, literature and evidence	ADP7216 (4), ADP7217 (7), ADP7218 (10) ADP7219 (5)	A5, K3, V3, V5
Learn from discussions with colleagues, educational research and scholarship, and observations, including across different disciplines	ADP7216 (8, 9, 12, 13), ADP7217 (12), ADP7218 (10, 11), ADP7219 (5)	A5, V3, V5, K3
Evidence meeting the Dimensions of Practice in Descriptor 2 of the PSF 2023	All	A1-5, K1-5, V1-5



## Programme Staff

The Programme Team comprises highly qualified educational and learning developers, each of whom has specialism in specific disciplinary areas in addition to expertise in areas including: higher education, pedagogy, educational research methods, curriculum and assessment design, developing early career teachers, continuing development in teaching and learning.

**Table 5. Taught Programme Team**

Name	Role
<p>Dr Maxwell Addo, SFHEA</p>	<p>Dr Maxwell Addo manages the QMUL Advance HE Teaching Recognition Programme - Advance HE Fellowships (all categories), QMUL SEED Awards, NTFS and CATE. He focuses on strategic and productive continuing professional development and the creation of communities of practice in teaching and learning across the university. Max contributes to teaching on the Taught Programme in the delivery of workshops, observation of teaching practice, assessment of coursework, and fosters widening participation through planned educational development projects. His current research domain is reflective practice in dental education.</p>
<p>Dr Ana Cabral, SFHEA</p>	<p>Ana is an Academic Practice and Student Engagement Manager within the Queen Mary Academy and leads on the areas of work involving student engagement, co-creation and recognition (SEED award) Ana holds a PhD in Education and is a Senior Fellow of the Higher Education Academy.</p> <p>Ana has been working in the Higher Education sector for over 20 years. She has a wide teaching experience both in secondary school education and in Higher Education. Throughout her career, she has been developing educational research on teaching and learning in Higher Education and professional learning She has worked in educational development since 2014 and started mentoring colleagues and reviewing HEA fellowships in 2019.</p> <p>Her current research interests include teaching and learning in HE, reflective practice, student engagement and co-creation.</p>
<p>Dr Steph Fuller, SFHEA</p>	<p>Steph is Academic Practice Taught Programmes Manager and leads the Queen Mary Academy taught programmes Certificate in Learning and Teaching (CILT) and Postgraduate Certificate in Academic Practice (PGCAP). Steph coordinates the programmes, manages accreditation, leads modules, delivers seminars and webinars and supports colleagues on the courses. She also provides educational development support through consultancy and project work to colleagues across the university with a particular focus around curriculum design, and provides support and mentoring to colleagues making direct applications for HEA fellowship. Steph is a Senior Fellow of Advance HE and holds a PhD and MA in Film Studies, and BA(hons) in English Literature and Cultural Criticism. She has worked in educational development since 2014 and previously taught film and media studies. She has research interests in curriculum design, assessment and feedback design, online course design and communities of practice.</p>
<p>Giorgia Pigato, FHEA</p>	<p>Giorgia Pigato (MSc Oxford University, MA Università degli Studi di Torino, FHEA) is a member of the Education &amp; Recognition team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL. Giorgia has a wide teaching experience both in primary, adult and in Higher Education where she taught languages and pedagogy for more than 20 years. Now she is leading on a series of activities and workshops to develop inclusive education for neurodivergent learners. Prior to joining Queen Mary Academy, Giorgia was an Academic Developer at the University of Exeter where she had responsibilities for the Teaching and Learning in Higher Education programme, the CPD programme for staff, and the Education Conference. Giorgia set up the first EDI Network for International Staff and PG students at Exeter and she is particularly interested in the barriers that staff and students face when working and studying in a foreign country.</p>

<p>Olumide Popoola, FHEA</p>	<p>Olu Popoola is a member of the Education &amp; Recognition team within the Queen Mary Academy which provides strategic, developmental, practical, project and consultancy support for the development and enhancement of learning and teaching across QMUL. Olu is an educational linguist interested in the use of writing analytics, natural language processing and corpus methods to inform educational strategy. Prior to joining Queen Mary Academy, Olu was a Teaching Fellow (Learning Development) at Aston University, with responsibilities for peer mentor and university transition programmes as well as faculty-based learning development provision. Olu has also taught Academic English, English Language and Linguistics at UAL, Coventry and Birmingham universities. During a 1.5-year stint at QMUL Library, Olu established a university-wide academic writing workshop programme for taught postgraduate students. Olu came to HE after a 10-year career in advertising and consumer research. Olu is an active member of the European Network of Academic Integrity and is current chair of the London and South East Academic Integrity Contract Cheating Working Group.</p>
<p>Dr Jo Trelfa, SFHEA</p>	<p>Jo is Academic Practice and Enhancement Manager and a member of the Education &amp; Recognition team leading on areas related to assessment and its place in curriculum and learning design, linked to student voice, engagement and inclusion. Jo has worked in the HE sector for over 20 years in a range of teaching, module and programme lead and development roles, including Programme Lead of the PGCert/MA Teaching &amp; Learning in Higher Education at University of Winchester. She has also held positions of leadership in faculty and HEI research development, university-wide education development including AdvanceHE recognition, and, institutional strategy and governance. Jo has a PhD, 'Facilitating reflective practice in higher education professional programmes: reclaiming and redefining the practices of reflective practice', and continues research focus on reflection-in-action, in addition to trauma informed and compassionate pedagogies and assessment, and the precarity of professional practice. Prior to HE, Jo worked professionally in communities on young people's wellbeing and mental health, human rights, and women's rights, in countries in the Global South and North.</p>

## Contact Details

**Website:** <https://www.qmul.ac.uk/queenmaryacademy/>

**Email:** [adp@qmul.ac.uk](mailto:adp@qmul.ac.uk) (for general queries about the programmes)

## Programme Structure

The taught programmes are made up of modules – these are units which last a semester (roughly 3 months).

PGCAP is a two-calendar year (24 month) programme comprising two 15-credit modules in year one modules: 'Learning and Teaching in Higher Education' and 'Learning and Teaching in the Disciplines' and two 15-credit modules in year two: 'Curriculum Design' and 'Action (Practitioner) Research'. **Appendices 1-4** contain full details of these modules.

The modules follow in sequence so **you cannot take more than one simultaneously**, and consequently you **cannot complete the programmes sooner than their specified one- and two-year durations**.

You have a choice of two entry points into the programmes: September or January.

## Programme Delivery

Modules will normally run twice in the academic year, starting in September and January. The programme is delivered via a blended learning model combining online and in person elements. For some modules most of the teaching and learning will take place online, with optional in-person activities. For others, there may be the option to attend in person teaching which will be complemented with online activities for you to complete in your own time.

We deliver the course via live sessions (webinars or seminars) and additional independent learning activities that participants undertake in their own time (asynchronous learning). These activities include accessing resources and readings, watching videos, completing online quizzes and posting in forums. For the final PGCAP module, most of the work will be completed asynchronously as participants will develop an independent action research project for this element of the course.

## Eligibility and Accreditation of Prior Learning (APL)

To be eligible for the programme you must be a member of Queen Mary staff and teaching Queen Mary students.

**As defined by Advance HE, Queen Mary employees are any staff member on a variety of different contracts (permanent, fixed-term, part-time, fractional) and includes those colleagues who are contracted to deliver teaching but not necessarily paid for their work.**

Where participants are not taking the PGCAP as part of their probation requirements, they should be employed as module/programme leaders or have significant responsibility for areas of the curriculum. (For those not in academic roles the equivalent of this may be, for example, managing a programme of workshops or student support sessions. Admission to the programme for these staff is negotiated on a case-by-case basis.) This is to enable participants to complete the assessment for the Curriculum Design module, and also to be able to evidence the broad understanding of effective approaches to teaching and supporting student learning as required in the programme's accrediting framework, the PSF 2023.

You can request accreditation of prior learning (APL) based on studying elsewhere on programmes equivalent to PGCAP and gaining academic credit, or accreditation of prior experiential learning (APEL) if you have previously been awarded Advance HE Associate Fellowship.

- Note you can request APL of up to 30 credits towards PGCAP (equivalent to the first two modules). To ensure that the existing credits or experiential learning meet the learning outcomes of the first 30 credits of PGCAP, to be eligible for APL/APEL you will need to:
  - Provide evidence of academic credit or AFHEA (e.g. transcript or certificate)
  - Provide evidence of an observation of authentic practice to ensure that you have met the required standards of the PSF 2023. We can arrange for a new observation or a previous recent observation can be used.
  - Hold a professional conversation with the taught programmes manager to discuss key components from the PSF 2023, which will cover key standards listed in Descriptor 1:

D1 is suitable for individuals whose practice enables them to evidence some Dimensions Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

D1.1 use of appropriate Professional Values, including at least V1 and V3

D1.2 application of appropriate Core Knowledge, including at least K1, K2 and K3

D1.3 effective and inclusive practice in at least two of the five Areas of Activity, including A1 and A2

Contact the [Programme Manager](#) to organise your authentication of practice and your professional conversation. Please provide evidence of your previous academic credit or AFHEA by producing:

- a) a transcript of your studies that indicate the credit and / or number of hours of learning; or
- b) a certificate for the academic qualification; and / or
- c) an Advance HE Associate Fellow certificate.

## Application, Enrolment and Getting Started

### Stage 1: Applying for your programme

**STEP 1****Check your eligibility**

our courses are only open to Queen Mary educators (please see our website for more details)

**STEP 2**

**Complete [the online application](#)** – links will either be circulated to applicants, or be made available on our website

**STEP 3****Submit application**

If you are not taking PGCAP for probation, then please ask your manager to confirm your eligibility and your School's agreement for taking the programme as part of the application process.

## Stage 2: Enrolling and Starting Your Programme

ENROLMENT STAGE	<b>STEP 4</b>	<p><b>Accept offer of a place, which will be sent from Central Admissions, and pre-enrol on <a href="#">MySIS</a> (the QMUL Student Records system) via the link you will receive in an email; the email will specify how to login to MySis</b></p>
	<b>STEP 5</b>	<p><b>Read through the Taught Programmes Online Induction material on QMplus (you will be sent the link before your course begins)</b></p> <p>The online induction area will include details about your programme and modules, information about programme rules and procedures, details of the teaching team and opportunities to ask any questions you may have.</p>
	<b>STEP 6</b>	<p><b>Complete enrolment</b></p> <p>Login with your 'student' details to <a href="#">MySIS</a> (the Student Records system at QMUL), click 'Enrol Now' and follow the instructions. Following full enrolment you will receive a 'student' login and <a href="#">email account</a> from QMUL IT. You will be asked to set up your <a href="#">password</a>. <b>We can only give you access to your module virtual learning environment (QMplus) once you have completed enrolment.</b></p>
	<b>STEP 7</b>	<p><b>Choose your seminar group for your (first) module</b></p> <p>Programme modules are usually run in a number of groups. You will be given the groups schedule – day of the week and time they will be taught – and asked to select your preference.</p>
	<b>STEP 8</b>	<p><b>Check your <a href="#">QM Plus (online learning environment)</a> course and preparation materials</b></p> <p>In case of access trouble email <a href="mailto:its-helpdesk@qmul.ac.uk">its-helpdesk@qmul.ac.uk</a> with your user name, starting in 'yd'</p>
	<b>STEP 9</b>	<p><b>Re-enrol</b> – If studying for more than a year you will be asked to re-enrol via a reminder email to your student account ending in <a href="mailto:@stu18.qmul.ac.uk">@stu18.qmul.ac.uk</a> or <a href="mailto:@stu19.qmul.ac.uk">@stu19.qmul.ac.uk</a> (set up forwarding of emails to that account to your regular (work) account</p> <p>To re-enrol, login to MySIS with your 'student' details and select 'My Enrolment'.</p>

## Module Details

Each module has its own QMPlus area where you will find the details and learning resources for each seminar / webinar, details about the assessments with the relevant assessment criteria and grading scheme, annotated exemplars and the online assessment submission points. Details of each module are available in the appendices to this handbook.

Once you've been offered a place, our administrative team will contact you to ask you to select your seminar group. Once you have completed the enrolment process you will be registered on the relevant module(s), and you will be able to access the QMPlus module area for your module by signing in with your student login and password on QMPlus. You will be sent your student log-in by QMUL's IT services. If you haven't received your student login within 3 working days after accepting your place offer via the link in the email from Central Admissions, please contact IT services directly on 020 7882 8888. You can find more about how to access and use QMPlus [here](#).

## Observation of practice

Please note that as part of the module 'Learning and Teaching in the Discipline' you will be required to have two observations of your practice, one by a peer and one by a senior colleague or a member of the programme team. The observation by the senior colleagues will be used to authenticate your practice, in line with the programme's accreditation requirements. You should also arrange to conduct an observation of a peer. We encourage you to find a senior colleague and a peer to observe you early on in the module so that you have your observations finished in plenty of time to complete Assignment 2 of ADP7217 – Reflection on Observations.

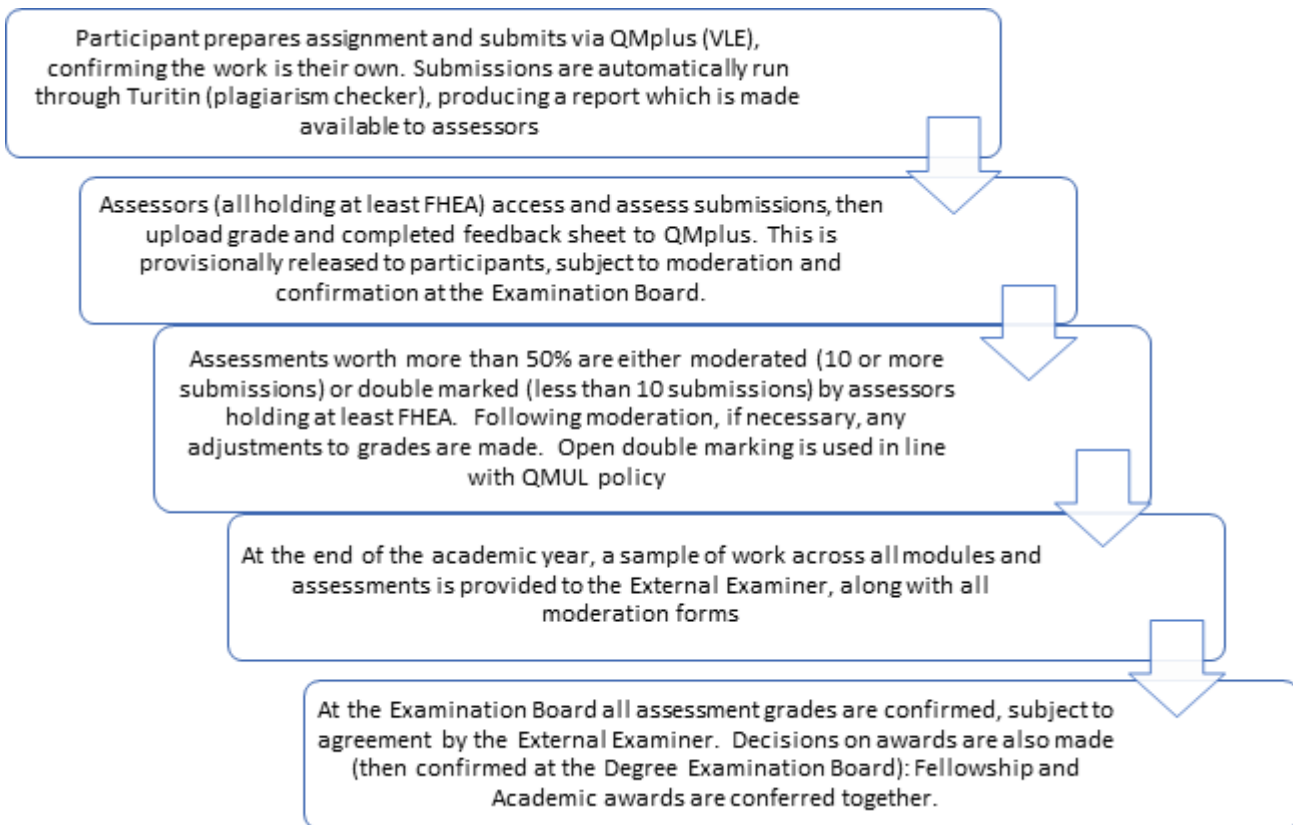
## Assessment

You will be assessed through coursework; there are no formal examinations. The coursework, depending on the module, will be a mix of practice-based tasks, presentations, and written assignments (e.g. curriculum design).

Each module has one or two summative assessments, leading to seven summative assessments in total.

You will find details of the assessments per module in the appendices at the end of the Handbook and on module QMPlus pages.

## Flowchart of assessment process



Assessment on the PGCAP is designed to integrate the requirements for academic credit and the requirements for Advance HE Fellowship. Requirements for academic credit and Fellowship are both met simultaneously as the Descriptor criteria are explicitly embedded in the programme assessment criteria. The programme's External Examiner moderates both elements and both fellowship and academic credit are awarded at the same point. The Queen Mary Academy Subject Examination Board makes recommendations on awards for both fellowship and academic credit to the QMUL Degree Examination Board which considers and approves awards and classifications.

**Table 6** below details how assessments across the modules of PGCAP contribute to meeting the requirements for Descriptor D2 of the PSF 2023 overall.

**Table 6**

Assessment	PSF2023 Descriptor D1 Dimensions which contribute to meeting PSF 2023 Descriptor D1 statements in your context
ADP7216 – Authentic session plan	A1, K1, K2, K3, V1, V3
ADP7216 Reflection on your teaching and/or supporting learning	A2, K1, K2, K3, V1, V3



ADP7217 – Presentation of created resource for learning, teaching and assessment	A1, A2, K1, K2, K3, V1, V3
ADP7217 – Reflections on observations of professional practice	A2, K1, K2, K3, V1, V3

<b>D2 – Modules 3 and 4</b>	
<b>Assessment</b>	<b>PSF2023 Descriptor D2</b> Dimensions which contribute to meeting PSF 2023 Descriptor D2 statements in your context
ADP7218 – Curriculum Design Report	A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, V1, V2, V3, V4, V5
ADP7219 – Assignment 2 Action Research Proposal	A5, K3, V1, V2, V3
ADP7219 – Assignment 2 Action Research Report	A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, V1, V2, V3, V4, V5

Since our programmes are awarded by Queen Mary, all assessments on our programmes are subject to the same academic regulations that apply to other Queen Mary undergraduate and postgraduate programmes. This means that the same regulations apply for Assessment Offences on our programmes. Assessment offences include, but are not limited to:

- plagiarism;
- the use, or attempted use, of ghost-writing services for any part of assessment;
- self-plagiarism - the submission of work, or sections of work, for assessment in more than one module or assignment (including work previously submitted for assessment at another institution);
- fraudulent reporting of source material, experimental results, research, or other investigative work;
- collusion in the preparation or production of submitted work.

Please see full details of QMUL regulations on Assessment Offences here:

<http://www.arcs.qmul.ac.uk/students/exams/assessment-offences/>

## Reassessment

Standard reassessment is available for all modules, meaning you can have another attempt at the assignments (there is no synoptic reassessment on the programme). This is the case whether the reassessment is in the form of an uncapped resit following a successful extenuating circumstances claim (see below), or a capped resit if you failed an assignment or did not submit at all and did not make an extenuating circumstances claim or had your claim rejected. The maximum score you would receive for a module with a capped resit is 50% (pass).

The programme team can provide support with all reassessment and you will be advised of the deadline and instructions for submission. All reassessment work is double marked and reviewed by the programme External Examiner.

## Submission

You will submit all coursework online through the submission portal on the relevant QMPlus module page. On the submission page you will be asked to confirm that the work you are submitting is your own. Please see the [university guide](#) to submitting assignments on QMPlus.

It is your responsibility to ensure that what you submit is your final work; you will not be able to re-submit if you have submitted a draft instead.

The submission deadline will always fall at 17:00 UK time on the submission date.

## Academic Integrity

Queen Mary defines academic misconduct as cheating (or attempted cheating) that occurs in relation to an assessment. It includes, but is not limited to, plagiarism, examination offences, falsification of data, collusion, use of a ghost-writing service, impersonation, and breach of any of the [Academic Regulations on Assessment](#). Queen Mary takes any allegation of academic misconduct seriously, and will investigate it in accordance with the [Academic Misconduct Policy](#). Penalties for academic misconduct can be severe, including failure with no right of resit, and expulsion from Queen Mary.

Academic misconduct includes, but is not limited to, the following:

- Plagiarism;
- Examination offences;
- The use, or attempted use, of ghost writing services for any part of assessment;
- The submission of work, or sections of work, for assessment in more than one module or assignment (including work previously submitted for assessment at another institution);
- The fraudulent reporting of source material, experimental results, research, or other investigative work;
- Collusion in the preparation or production of submitted work.

It is your responsibility to ensure that you understand academic misconduct and how to avoid it. If in doubt, ask for further guidance from your module tutor. All work submitted on the programmes will be checked through [Turnitin – a plagiarism detection software](#).

You will be able to check your assignment submissions for plagiarism by test submitting a draft of it online and viewing the Turnitin check report it generates, before you submit formally.

## Late submission penalties

Late submission will carry a 5% penalty for every day (24-hour period) late up to 7 days after the deadline. Submissions after this date will receive a 0 mark as per the academic regulations.

If you fail as a result of lateness, you will be required to retake the assessment as a resit; our admin team will email you the deadline by which you must submit your resit. Note that your retake mark will be capped at

the pass threshold of 50%, and that mark will be reported for confirmation at the next examination board.

Days late	Penalty
1	-5%
2	-10%
3	-15%
4	-20%
5	-25%
6	-30%
7	-35%

### How your work will be marked

Each assessment will be marked against specified assessment criteria and will receive a set grade of either: 85%, 75%, 65%, 55%, 45%, 35%. The classification ranges for the programme are: Distinction (70 – 100%), Merit (60 – 69.9%), Pass (50 – 59.9%), and Refer (0 – 49.9%). **Appendix 5** details the programme's generic grading scheme and demonstrates how this is aligned to the PSF 2023 to ensure participants meet the requirements of either Descriptor D1 (Associate Fellowship – modules 1 and 2) or Descriptor D2 (Fellowship – modules 3 and 4). Individual assessments on the modules will have criteria based on that scheme.

All assessment will be moderated (on modules with 10 or more participants) or double marked (on modules with fewer than 10 participants).

In the case of moderating, an independent marker will check the grading across the range of grades of 25% of all submissions for that assessment.

### Appealing a mark

You can appeal a mark only on grounds of a clerical error (e.g. incorrect data entry) or a failing in the process or administration of the marking. You cannot appeal against the academic judgement of the marker. More on the Queen Mary student appeal process can be found [here](#).

### Complaints or concerns

We would encourage all participants to discuss any concerns with the programme team in the first instance. Please contact your module tutor or the Programme Manager with any concerns and we will be very happy to discuss these with you and try to find a resolution to any issues.

If you wish to make a complaint about academic or non-academic matters during your time enrolled as a student at Queen Mary, you can do so under the [Queen Mary Student Complaints Policy](#).

### Data protection

Queen Mary processes the personal data of staff, students and other individuals with whom it has a relationship, known as [data subjects](#). Privacy notices will explain the purposes for this, among other things, usually at the point of collection.

Queen Mary's central privacy notice can be seen at <https://www.qmul.ac.uk/privacy/>. This advises individuals about their rights and provides contact details of our Data Protection Officer, as well as other important information. Links to the main privacy notices for students, staff, direct applicants and research participants can be found on this [webpage](#).

### Receiving feedback on assessment

You can expect feedback on each submitted assessment 15 working days after the submission deadline. Where on occasion a longer marking time is required, you will be notified by the module convenor when to expect your feedback.

The feedback from the marker(s) will be provided in a feedback form that specifies what you did well and what you need to improve against each of the assessment criteria for the assessment.

### Applying for extenuating circumstances related to assessment

If you believe that your ability to attend or submit a particular item of assessment has been negatively impacted by circumstances outside of your control, you may wish to submit a claim for extenuating circumstances.

Extenuating circumstances include:

- Bereavement
- Illness of a close relative
- Illness
- Sudden and unexpected work (e.g. a sudden staffing crisis in your department)
- Personal problems outside of health that are unexpected and affect your ability to complete work

Extenuating circumstances do not include:

- computer problems
- presenting at a conference by prior arrangement
- misreading your assessment timetable
- planned holiday
- local transport delays
- failing to arrange observations of practice
- work pressure is not considered to be an extenuating circumstance for late submission of assignments unless it is unforeseen e.g. cover-teaching, acting-up duties.

Please see [Queen Mary's Extenuating Circumstances Guide](#) for more information on the policy.

If you believe that you have a case for consideration you will need to submit a claim using the Extenuating Circumstances Task in MySIS. This should be submitted no later than three working days before the appropriate Examination Board.

Extenuating circumstances requests are considered at a sub-committee before the Subject Examination Board, normally comprising the Programme Manager, a module convener, the Programme Administrator and chaired by a senior colleague. All cases of extenuating circumstances are kept confidential until they are considered by this subcommittee. All proceedings of the subcommittee are strictly confidential and will not normally be discussed at the full Examination Board meeting.

If a late submission has the extenuating circumstances accepted, any late submission penalty will be waived. If it has been submitted and marked, it can go to the upcoming Examination Board. If it has not been marked or submitted, you will receive the chance to retake the assignment without the usual cap at the 'pass' mark.

If the extenuating circumstances are rejected and this is the first attempt at the assignment, it will be failed and you will be given a resit opportunity (which will be capped at the 50% pass threshold mark).

It is your own responsibility to submit any claims for extenuating circumstances, not the responsibility of your tutor. Please ensure that you complete the submission process in accordance with the above guidelines and deadlines. It is not possible to make a retrospective claim for extenuating circumstances after the Examination Board has sat. Therefore, claims submitted after the deadline will not be considered by the Examination Board.

Please refer to the [full guidance notes on extenuating circumstances](#) at QMUL.

## How your learning will be supported on our modules and programmes

If you have specific questions and concerns about your learning on the module, please let your seminar tutor know the nature of the problem in the first instance. Your concern may be passed on to the module convener or the [Programme Manager](#) in the Taught Programmes Team.

Each module has its own QMPlus area where you can find all the readings and resources for the module alongside an overview of the module, details about the assessments and the submission point for assessments. You will also need to access your weekly preparation for specific sessions and your feedback through QMPlus. Each QMPlus area also has a module forum where you can post publicly visible questions about the module content. You will also have the chance to ask your tutor questions at the end of any given module session.

You will find annotated exemplars for each module assessment as well as guidance on how to prepare your assessment on the relevant module QMPlus area. If you need to retake an assessment, you can request a one-to-one meeting with your module tutor or the module convener to help you to apply the feedback you received on your original submission so that you can prepare your resit submission effectively.

## Processes and Procedures

### Attendance

You are expected to attend, engage with and prepare as instructed for all scheduled topics on the modules you take.

While we encourage you to attend all webinars and seminars, you won't be penalised for not attending sessions if you're unable to. If you are unable to attend the live session, then you will need to watch the recording and complete asynchronous activities.

Failure to engage in at least 80% of a module's teaching and learning activities (synchronous and asynchronous) may result in your [de-registration from the programme](#). (See Queen Mary Academic Regulations).

If you leave Queen Mary during the programme and have completed at least half of it, you will be able to continue to complete your programme with us. You may choose instead to use the credits already gained towards a similar qualification at your new institution.

## De-registration

If you consistently do not meet module requirements for attendance, or for submission of coursework, you may be deregistered from the programme. If you believe that you may be unable to meet such requirements for one or more modules, please contact the [Programme Manager](#) in the first instance to discuss your options.

You will be given written warnings (by email) before deregistration occurs, and you will have the right to represent your case.

## Interruption of Studies

If you are not able to complete the programme in the projected timeframe (e.g. you're unwell and going to be signed off work for weeks or months, you're about to go on maternity leave, you've been awarded a research grant for months of study overseas during term-time, or your personal circumstances require you to adapt your workload) you should request an interruption to your study as soon as possible. This will enable you to interrupt your current academic year of study and to resume your studies the next academic year.

You also have the right to withdraw from the programme completely, should you wish.

The deadlines for withdrawing or interrupting are available on the [ARCS website](#). You should contact the [Programme Manager](#) in the first instance for advice and support with your interruption.

## Appeals

If you wish to appeal on any grounds, administrative or academic related, follow the process described in the university [Academic Regulations for student appeals](#).

## Programme Awards

All of your grades will need to be approved by the examination board of the programmes before they appear in your Student Record (on [MySIS](#)).

**Programme examination boards take place every June and October.**

Grades for each module are approved at the following examination board. Awards of both your academic programme and your Fellowship are also confirmed at the examination board after you have successfully completed your programme.

After the confirmation of award, you will be sent your academic certificate to the address you provided in your application to the programme. If you have changed address since you must ensure to update it in your Student Record on [MySIS](#).

Your Fellowship certificate will be made available as a PDF for download after the board, when you will be contacted by Advance HE and asked to create a personal account on their website, through which to access the certificate.

For any queries regarding the confirmation of awards, Transcripts or Certificates, please contact the Examinations and Awards Office, QMUL, Queens' Building, Room CB01, Mile End Road, London E1 4NS, [stuverification@qmul.ac.uk](mailto:stuverification@qmul.ac.uk).

### After your programme: remaining in good standing and further development

Achieving Advance HE Fellowship and your programme award will of course, not mark the end of your development in teaching and learning in HE! As we hope the programmes have made clear, continuous professional development is the key underpinning of a career in teaching and/or supporting learning. The [Queen Mary Academy](#) offers educational support aligned to the PSF 2023 to academics throughout their careers to enable you to continue to develop and to remain in good standing for your Fellowship. We hope that you will continue to find the workshops and training we run useful for continuing your development in teaching and learning.

The Queen Mary Academy also collaborates with colleagues through project and consultancy work. If you are interested in finding out more about how we can support you then please get in touch at [qmacademy@qmul.ac.uk](mailto:qmacademy@qmul.ac.uk).

After PGCAP the next stage of development within the PSF 2023 is Senior Fellowship which is available by direct application through the Queen Mary Academy. [Teaching Recognition Programme](#).

We operate a CILT / PGCAP Alumni Network and you will be added to this on completion of your programme so that we can keep you up to date with any relevant news and developments.

## Appendix 1: Curriculum, assessment and syllabus of the 'Learning and Teaching in Higher Education' module (ADP7216)

Note that the detail included here is subject to change.

<b>Module 1 of PGCAP</b>	<b>Learning and Teaching in Higher Education (ADP7216)</b>	
	<b>Semester 1 (YEAR 1)</b>	
<b>Curriculum &amp; Syllabus</b>	<b>Weeks 1-6 Principles of Teaching and Learning</b>	<b>Weeks 7-11 Practice and Reflection on Teaching</b>
	1. How students learn	
	2. <u>O</u> rientation (Activating Prior Knowledge)	Peer feedback sessions
	3. <u>P</u> resentation (Demonstrating New Content)	6. Reflection and evaluation of teaching
	4. <u>A</u> pplication (Facilitating Construction of New Knowledge)	7. Models of teaching: Flipped classroom
	5. <u>R</u> eview (In-session Assessment and Feedback)	
	Submission of Assignment 1	Submission of Assignment 2
<b>Formative Assessment</b>	Peer and tutor feedback on forum posts and other online activities; informal feedback in class including on presentations (topic 3); peer feedback on authentic session plan.	
<b>Summative Assessment</b>	<p><b>Assignment 1 – Authentic Session Plan - 30% weighting</b> This assignment requires you to design a plan, including session aims, learning outcomes and activities, for a session of teaching or facilitating learning that you have delivered within the past 2 years. The plan will be accompanied by a narrative analysis. The plan should outline: the type and level (e.g. 1<sup>st</sup> year undergraduate) of the session, its learning outcomes, its content and activities, any planned in-session assessment (review of learning) and feedback, and any post-session consolidation. The narrative analysis should provide the rationale for the design choices and their justification, e.g. on the basis of existing scholarship and research, observed best practice, reflection on past experience.</p> <p><b>Assignment 2 – Reflection on Teaching and/or Supporting Learning – 70% weighting</b> Up to 2,000 words, reflecting on your practice teaching and/or supporting learning over the course of the semester, feedback on the session plan you submitted for assignment 1, and the topics covered on the module. This should include reflection on the feedback received, how this has influenced your practice, and consideration of the wider contexts of your practice.</p>	
<b>Projected Student Workload</b>	<p><i>Teaching hours:</i> 7 x 2 hour seminars + 1 x 2 hour peer feedback session (face to face) / 7 x 1 hour webinars + 1 hour asynchronous activities (distance learning) and 1 x 2 hour peer feedback session = 16 hours  <i>Summative assessment time:</i> 9 hrs for A1; 25 hours for A2 = 34 hours  <i>Formative assessment time</i> = 30 hours <i>Independent reading &amp; reflection</i> = 70 hours  <b>Total hours = 150 study hours</b></p>	



## Appendix 2: Curriculum, assessment and syllabus of the 'Learning and Teaching in the Discipline' module (ADP7217)

Note that the detail included here is subject to changes.

<b>Module 2 of PGCAP</b>	<b>Learning and Teaching in the Discipline (ADP7217)</b>	
	<b>Semester 2 (YEAR 1)</b>	
	<b>Weeks 1-5*</b>	<b>Weeks 6-8</b>
	1. The Wider Context of Your Practice	6. Student Support
	2. Critical theory in pedagogy	7. Reflecting on Teaching Observations
	3. Student Engagement	8. Drop-ins to discuss feedback and Assignment 2
<b>Curriculum &amp; Syllabus</b>	4. Assessment, marking and giving feedback	
	5. Drop-in Sessions to discuss Assignment 1 Presentations	
	i. <b>Weeks 1-8:</b> ongoing, informal formative feedback on in-class work and online preparation.	
	ii. <b>As scheduled by participant:</b> Observation of professional practice by Queen Mary Academy staff or senior colleague followed by feedback and peer dialogue ( <b>authentication of practice</b> )	
	iii. <b>As scheduled by participant:</b> Observations of, and by peer, followed by feedback and peer dialogue.	
<b>Formative Assessments and authentication of practice</b>	iv. <b>Weeks 5, 8:</b> Drop-ins to receive formative feedback and support in Assignments 1 and 2.	
<b>Summative Assessments</b>	<p><b>Assignment 1 – Oral presentation of a teaching / learning / assessment resource developed by the participant – 40% weighting</b> A 10-min recorded presentation of a resource for learning, including rationale and outcome of testing (if possible). Feedback from peers and tutor.</p> <p><b>Assignment 2 – Reflection on observations – 60% weighting</b> Up to 2,000 words written reflection on the observations of professional practice. This should include the three observation pro-formas as appendices: they can be separate documents or integrated into the main submission.</p>	
<b>Projected Student Workload</b>	<p><i>Teaching hours:</i> 6 x 1.5 hour webinars + 1 hour asynchronous activities (distance learning, preparation and post webinars) + 1.5 induction session face to face or online</p> <p><i>Summative assessment time:</i> 26 hrs for A1; 10 hours for A2 = 36 hours</p> <p><i>Formative assessment time</i> = 30 hours</p> <p><i>Independent reading &amp; reflection</i> = 68 hours</p> <p><b>Total:</b> 150.5 hours.</p>	

### Appendix 3: Curriculum, assessment and syllabus of the 'Curriculum Design' module (ADP7218)

Note that the detail included here is subject to changes.

<b>Module 3 of PGCAP</b>	<b>Curriculum Design (ADP7218)</b>	
	<b>Semester 3 (YEAR 2)</b>	
<b>Curriculum &amp; Syllabus</b>	<b>Weeks 1-8</b>	<b>Weeks 8-10</b>
	<b>Compulsory topics</b>	<b>Optional topics (pick at least one to complete)</b>
	1. Designing a curriculum 1	
	2. Designing a curriculum 2	9. Embedding graduate attributes
	3. Aims and learning outcomes	10. Compassionate curriculum
	4. Designing assessment and feedback	11. Students as partners in curriculum design
	5. Designing modules and programmes	
	6. Evaluation of teaching and learning	
7. Inclusive curriculum design		
<b>Formative Assessments</b>	<p>i. <b>Weeks 1-7:</b> peer and tutor feedback on elements of curriculum design</p> <p>ii. asynchronous poster presentations on curriculum design project. Each presentation will receive peer and tutor feedback via QMplus.</p> <p>iii Throughout module: tutor office hours for formative feedback on module design report</p>	
<b>Summative Assessments</b>	<p><b>Assignment 1 – Curriculum Design Report</b> - 100% weighting</p> <p>An exercise in curriculum design or redesign that can be submitted as either:</p> <ol style="list-style-type: none"> <li>A written curriculum design report (template provided), 3000 words</li> <li>A recorded curriculum design presentation (template provided), 20 minutes</li> </ol>	

<b>Projected Student Workload</b>	<b>Projected student workload:</b> <i>Teaching hours:</i> 10 x 1.5 hour webinars / seminars + 2 hour asynchronous activities per topic = 35 hours <i>Summative assessment time:</i> 75 hours for A1 <i>Formative assessment time</i> = 5 hours <i>Independent reading &amp; reflection</i> = 35 hours  <b>Total hours = 150 study hours</b>
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## Appendix 4: Curriculum, assessment and syllabus of the 'Action (Practitioner) Research Project' module (ADP7219)

<b>Module 4 of PGCAP</b>	<b>Action (Practitioner) Research Project (ADP7219)</b>	
	<b>Semester 4 (YEAR 2)</b>	
	<b>Weeks 1-7</b>	<b>Weeks 8-11 (optional)</b>
	1. What is Action (Practitioner) Research?	8. Collaborating and providing feedback
	2. Reviewing literature to inform the action	9. Planning and drafting assignments
	3. Methods to inform and evaluate the action	10. Planning and drafting assignments
	4. Reflecting and evaluating	11. Planning and drafting assignments
	<b>Curriculum &amp; Syllabus</b>	5. Addressing ethical concerns
	6. Collaborating and providing feedback	
	7. Collaborating and providing feedback	
<b>Formative Assessments</b>	<p><b>Weeks 6 and 7:</b> peer and tutor feedback on research design (initial ideas) prior to submission of action (practitioner) research design proposals for summative tutor assessment (assignment 1)</p> <p><b>Weeks 8-11 (optional):</b> peer and tutor feedback on progress of full action (practitioner) research design reports prior to submission for summative tutor assessment (assignment 2)</p>	
<b>Summative Assessments</b>	<p><b>Assignment 1 - Action (practitioner) research design proposal</b> - 20% weighting A 500-word research proposal on an element of your teaching or academic practice accompanied by an annotated bibliography containing (min.10 sources).</p> <p><b>Assignment 2 – Action (practitioner) research design report</b> - 80% weighting Full research proposal (limit: 5000-words) Note: The submitted research design for Assignment 2 must correspond to the research proposal submitted in Assignment 1.</p>	
<b>Projected Student Workload</b>	<p><b>Asynchronous activities and interactions and drop-in webinars:</b> 22 hours  <b>Preparation:</b> 22 hours  <b>Completing formative assessments:</b> 8 hours  <b>Completing summative assessments:</b> 85 hours  <b>Independent reading and reflection:</b> 35 hours  <b>Total hours = 150 study hours</b></p>	

### Generic assessment criteria and grade descriptors (grading scheme) for the QM Academy Taught Programmes - PGCAP

Disclaimer: These are subject to review and can be modified before the start of scheduled September and / or January starts of programmes  
*Submitted assignments are awarded set marks of 85%, 75%, 65%, 55%, 45%, 35% (except in case of late work where penalties are applied).*  
*The overall pass mark for the programme and to successfully meet the requirements for Fellowship is 50%.*

Criteria	Distinction (85%)	Distinction (75%)	Merit (65%)	Pass (55%)	Refer (45%)	Refer (35%)
<b>Critical Analysis</b>	You explicitly justify a range of pedagogical choices underpinning your practice and evaluate the implications for all relevant key stakeholders, including diverse learner needs and differences.	You explicitly consider and justify the conceptual choices behind your practice, evaluating the implications for key stakeholders (students, staff/faculty, institution, discipline, sector), including diverse learner needs and differences.	You provide some informed judgements about your practice, analysing the needs of only one or two of the key stakeholders mentioned in the Distinction descriptor.	You provide some rationale for your practice but do not explicitly address the implications of this for stakeholders.	You may summarise aspects of your practice and pedagogical choices, but do not consider their implications.	There is no discussion of the pedagogical choices underpinning your practice nor of their implications for stakeholders
<b>Evaluation of practice</b>	You evaluate the effectiveness and inclusivity of your practice using evidence from a full range of sources. You clearly define the aims and criteria of the evaluation, and key measures indicating success.	You evaluate the effectiveness and inclusivity of your practice using evidence from a full range of sources. You clearly define the aims and criteria of the evaluation, and key measures indicating success.	The work contains evaluation of the effectiveness and inclusivity of your practice with clearly defined aims and criteria and based on evidence from one or two sources (e.g. self-reflection, student feedback and/or assessment	The work contains some evaluation of your practice against broadly defined criteria for effectiveness and inclusivity.  The outcomes from your evaluation, and their implications for your future practice,	The work contains little explicit evaluation of the effectiveness and inclusivity of your practice.  Evaluation outcomes and their implications for your practice are not discussed.	The work contains no evaluation of the effectiveness and inclusivity of your practice and there are no planned changes to practice identified.

	<p>You justify these in relation to any prior or current challenges in your practice.</p> <p>You discuss the outcomes from your evaluation and their implications for practice in multiple domains (e.g. individual, departmental, disciplinary, institutional, sector-wide).</p>	<p>You justify these in relation to any prior or current challenges in your practice.</p> <p>You discuss the outcomes from your evaluation, and their implications for practice, in at least 2 domains (e.g. individual, departmental, disciplinary, institutional, sector-wide).</p>	<p>performance, observation of teaching, external examination reports).</p> <p>The outcomes from your evaluation and their implications for practice are discussed only in the context of your individual practice.</p>	<p>are discussed only briefly.</p>	<p>Any planned changes to practice are not linked to evidence from evaluation.</p>	
<b>Learning from others</b>	<p>Evidence of learning from others and collaboration with colleagues is embedded throughout the work.</p> <p>You integrate dissemination of your good practice with your reflection or enhancement plans.</p> <p>You demonstrate learning from a wide range of sources</p>	<p>There is evidence of learning from others and collaboration. You show explicitly how you have disseminated your practice to others.</p> <p>You give examples of learning from a range of sources included including discussions with colleagues, peers and tutors on CILT/PGCAP, students, and</p>	<p>The work shows that you have collaborated with others and learnt from their practice, but is either not explicit or not consistent.</p> <p>The discussion extends beyond your own department; you provide some examples from other contexts</p>	<p>The work presents some evidence that you have collaborated with others or learnt from their practice.</p> <p>The discussion is limited to your own disciplinary or institutional context.</p>	<p>There is little or no evidence in the work that you have collaborated with others or learnt from their practice.</p> <p>You do not provide specific examples of work from colleagues teaching in your own context (e.g. departmental) or in other contexts (disciplinary or institutional).</p>	<p>No examples of learning from others or collaboration with others.</p>

	including beyond your discipline and institution, and engagement in communities of practice	contexts beyond your own discipline/ institution.  You also identify aspects of others' practice that you can modify and implement in order to enhance your own practice.	(disciplinary or institutional).			
<b>Reflection &amp; application to own practice</b>	Exemplary reflection on your practice throughout in which you critically analyse examples of successes and challenges from your practice in relation to educational research and theory.  The reflection has clear aims throughout the work, and you use these as a focus for enhancing the effectiveness and inclusivity of your practice.	Throughout the work you analyse relevant, detailed and specific examples of successes and challenges from your practice in light of educational research and theory. This reflection on your practice provides a basis of evidence for enhancing the effectiveness and inclusivity of your practice.	You share relevant examples of successes and challenges from your practice throughout the work, and linking them to theory or research. However, this reflection on your practice does not draw examples together to make a case for enhancing the effectiveness and inclusivity of.	You share examples from your practice (e.g. experiences, activities, techniques) in the work. While they may briefly link theory and research to practice, this reflection is surface-level only and/or is not explicitly focused on enhancing the effectiveness and inclusivity of your practice.	The work may mention examples from your practice (e.g. experiences, activities, techniques) but does not explicitly link them to educational theory or research, and does not make a reflective case for enhancing the effectiveness and inclusivity of practice.	Few or no examples from your practice are discussed in the work, with no links to educational research. No discussion of potential enhancements to practice.

<b>Engagement with scholarship &amp; literature</b>	<p>The work demonstrates close, critical engagement with a wide range of research and scholarship. It shows independent research into generic and discipline-specific literature, including across disciplines.</p> <p>Secondary sources are critically analysed in relation to your own practice. You explore the limitations of the evidence and position yourself within scholarly pedagogical debates.</p>	<p>The work engages with a wide range of research and scholarship, including disciplinary pedagogies or scholarly debates within educational research.</p> <p>Secondary sources are critically analysed and evaluated in the light of your own practice. You explicitly consider the limitations of the evidence.</p>	<p>The work engages with research and scholarship from beyond the core module readings.</p> <p>Secondary sources are applied to your own practice and may be briefly evaluated or analysed.</p>	<p>The work engages with core readings or scholarship from the programme.</p> <p>Secondary sources are mainly paraphrased and some are analysed. There is limited critical analysis and evaluation of their application to your practice.</p>	<p>The work does not show engagement with relevant scholarship.</p> <p>Secondary sources may be paraphrased here but are not critically analysed and evaluated for their application to your practice. Key concepts, terms and theories may be misused or misrepresented.</p>	<p>There is little or no reference to scholarship in the work.</p> <p>Secondary sources are not discussed at all, or may be misinterpreted. Key concepts, terms and theories may be misused or misrepresented.</p>
<b>Quality of academic writing</b>	<p>The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.</p> <p>References are accurate and</p>	<p>The work meets all six sub-criteria (see 'Refer' descriptors) and is exemplary for academic writing at Level 7.</p> <p>The references are accurate and</p>	<p>The work meets at least 5 of the sub-criteria (see 'Refer' descriptors) and is a good example of writing at Level 7.</p> <p>References are accurate and</p>	<p>The work meets at least 4 of the sub-criteria (see 'Refer' descriptors), including consistency of referencing. It meets threshold standards</p>	<p>The work meets 3 of the following criteria for academic writing at Level 7: 1) aims and argument are clearly stated and sustained;</p>	<p>The work meets fewer than 3 of the following criteria for academic writing at Level 7: 1) aims and argument are clearly stated and sustained;</p>



	demonstrate a command of relevant literature.	exceed the minimum; they demonstrate significant and up-to-date breadth of literature review (including referring to some relevant scholarship within the discipline).	exceed the minimum.	for academic writing at Level 7.  References are accurate but do not exceed the minimum or go beyond core module readings.	2) content is clear and concise, logically organised and relevant to the brief; 3) word limits or timings are observed; 4) references are consistent and accurate, following academic integrity principles; 5) at least <b>five</b> scholarly references are included; 6) the work is presented accurately: terminology is used correctly; figures/diagrams/tables are accurate and relevant; writing has been proof-read and abbreviations made clear.	2) content is clear and concise, logically organised and relevant to the brief; 3) word limits or timings are observed; 4) references are consistent and accurate, following academic integrity principles; 5) at least <b>five</b> scholarly references are included; 6) the work is presented accurately: terminology is used correctly; figures/diagrams/tables are accurate and relevant; writing has been proof-read and abbreviations made clear.
<b>Quality of academic presentation</b>	The work meets all six sub-criteria (see 'Refer' descriptors) and is of a publishable standard.	The work meets all six sub-criteria (see 'Refer' descriptor) and is exemplary for academic	The work meets at least 5 of the sub-criteria (see 'Refer' descriptor) and is a good example of	The work meets at least 4 of the sub-criteria (see 'Refer' descriptor), including consistency of	Meets 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to follow and	Meets fewer than 3 of the following: 1) clearly presented aims and arguments; 2) well organised, easy to

	References are accurate and demonstrate a command of relevant literature.	presentation at Level 7. The references are accurate and exceed the minimum; they demonstrate significant and up-to-date breadth of literature review (including referring to some relevant scholarship within the discipline).	presentation at Level 7. References are accurate and exceed the minimum.	referencing. It meets threshold standards for academic presentation at Level 7. References are accurate but do not exceed the minimum or go beyond core module readings.	understand; 3) timings are observed; 4) references consistent & accurate; 5) at least <b>five</b> scholarly references; 6) clear and accessible slides, abbreviations made clear.	follow and understand; 3) timings are observed; 4) references consistent & accurate; 5) at least <b>five</b> scholarly references; 6) clear and accessible slides, abbreviations made clear.
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