

For good practice guidance in completing this document, please refer to ['Information for Students: guide to providing information to prospective undergraduate students'](#) (QAA).

Programme Information		
Programme Title	Programme Code	HECoS Code
Master's in University Learning and Teaching	For Registry Use Only	For Registry Use Only

Award	Length of Study	Mode of Study	Entry Point(s)	Total Credits	
				ECTS	CATS
PG Certificate	1 Calendar Year (12 months)	Part-time	Annually in September	30	60
PG Diploma	2 Calendar Years (24 months)	Part-time	Annually in September	30	60
MEd	3 Calendar Years (36 months)	Part-time	Annually in September	30	60

The PGCert and PG Diploma are defined awards of the College, but may also be used as exit awards from the MEd (or PGDip if appropriate). Students should apply for their intended exit point, PGCert, PG Diploma or MEd, in the first instance. Students should note that if accepted on to the MEd (or PG Dip), there are yearly progression points (at the end of the PG Certificate and PG Diploma stages) and they are required to pass these in order to continue with the programme. This programme is only for Staff of the College and so you also need to hold a relevant staff contract for the duration of the programme.

Ownership			
Awarding Institution	Imperial College London	Faculty	Choose an item.
Teaching Institution	Imperial College London	Department	Centre for Higher Education Research and Scholarship
Associateship		Main Location(s) of Study	South Kensington Campus

External Reference			
Relevant <a href="#">QAA Benchmark Statement(s)</a> and/or other external reference points	Advance HE		
<a href="#">FHEQ Level</a>	Level 7		
<a href="#">EHEA Level</a>	2nd Cycle		
External Accreditor(s) (if applicable)			
External Accreditor 1:	Advance HE		
Accreditation received:	Sept 2018	Accreditation renewal:	Aug 2022

External Accreditor 2:			
Accreditation received:		Accreditation renewal:	
<b>Collaborative Provision</b>			
Collaborative partner	Collaboration type	Agreement effective date	Agreement expiry date
<b>Specification Details</b>			
Programme Lead	Kate Ippolito		
Student cohorts covered by specification	2021-22 entry		
Date of introduction of programme	September 21		
Date of programme specification/revision	March 21		

<b>Programme Overview</b>
<p>This programme, aimed at Imperial College and associated staff, takes a three-stage, practice-based approach to critically explore learning and teaching in the University setting. While focussing on the Imperial College context, it uses this common starting point to engage you in a scholarly study of the field of education. At PGCert stage, you will be guided in critically reflecting on your current practice and in adopting new and effective approaches for teaching and supporting learning. At PG Diploma stage, you will be supported to critically engage with generic and discipline-specific educational theory and literature, with a basis in your needs, interests and practice to ensure relevance and utility. At MEd stage you will be introduced to social science research methodologies and be supervised in conducting an educational enquiry in your disciplinary context.</p> <p>This applied, work and evidence-informed 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. Your fellow students may include anyone who supports learning across College including teaching fellows, lecturers, learning technologists and librarians.</p> <p><b>The programme aims are to:</b></p> <ul style="list-style-type: none"> <li>• Professionalise and recognise teaching and the support of student learning in all who undertake such roles at Imperial.</li> <li>• Offer a scholarly, evidence-based, practice related approach to professional development in learning and teaching up to the full Master's degree.</li> <li>• Attract highly motivated individuals who want to further their understanding and practice of teaching and learning in their personal and disciplinary context.</li> <li>• Enhance the ability of participants to <ul style="list-style-type: none"> <li>- reflect on their own teaching and learning</li> <li>- search and read educational literature, critically engaging with it, judging its value for their own personal and disciplinary context</li> <li>- carry out meaningful small scale educational enquiry projects</li> </ul> </li> <li>• Think creatively, from an evidence base, about education within and beyond their own practice.</li> <li>• 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.</li> </ul> <p>The programme outlined below is flexible, responsive and innovative both in its presentation and in its approach to participants.</p>

## 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 Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: [www.imperial.ac.uk/students/academic-support/graduate-attributes](http://www.imperial.ac.uk/students/academic-support/graduate-attributes)

## Entry Requirements

Academic Requirement	Normally a UK honours degree at 2:2 or equivalent
Non-academic Requirements	<p>Applicants must have formal responsibilities for teaching and/or supporting learning on an Imperial College London degree programme, normally as a member of Imperial College London staff.</p> <p>Applicants must normally have at least two terms experience of teaching and/or supporting learning and expect to be engaged in teaching and/or supporting learning for the full period of registration.</p> <p>Applicants must have attended three full day Imperial EDU workshops or appropriate equivalents depending on the context.</p> <p>Applicants must have the support of their department and/or faculty.</p>
English Language Requirement	None [ <i>exemption from regulations</i> ]
Admissions Test/Interview	Admissions forms and, where appropriate, an informal interview to confirm appropriate context of teaching or supporting learning to enable practice-based elements of programme to work.

The programme's competency standards documents can be found at: <https://www.imperial.ac.uk/staff/educational-development/programmes/pg-cert-ult/>

## Learning & Teaching Approach

### Learning and Teaching Delivery Methods

This Master's programme is based in your educational practice. It utilises a variety of educational methods to develop you as reflective practitioners and theoretically informed critical scholars, capable of relevant educational research. All aspects are enhanced by you actually 'doing' them, reflecting and learning from this and then re-integrating your learning and the theoretical component with your actual practice. The intended learning outcomes are addressed through a combination of teaching and learning methods:-

- active participation in seminars and small group discussions;
- interactive lectures;
- flipped classroom;
- team-based learning;
- practical tasks and exercises;
- reading and writing in an educational paradigm;
- 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)

In terms of digitally-enhanced learning, Blackboard is used as a central information hub, including for the provision of advance and additional material, and as a point of submission of assessed work. Deployment of technology-enhanced and blended learning using tools such as Panopto, Turnitin, MSForms, MSTeams and Padlet, is modelled and used to support learning throughout.

In terms of project-based learning, there is a literature-based project at the PG Diploma stage designed to facilitate critical scholarly engagement with the educational literature and theory and integration of this to disciplinary and/or personal professional context. Further, MEd students are required to design and complete a contextually relevant educational enquiry research project. This will enable you to use educational theory and appropriate methodology in a contextually meaningful empirical research project.

### Overall Workload

Your overall workload consists of face-to-face sessions and independent learning. While your actual contact hours may vary according to the optional modules you choose to study, the following gives an indication of how much time you will need to allocate to different activities at each level of the programme. At Imperial, each [ECTS credit](#) taken equates to an expected total study time of 25 hours. Therefore, the expected total study time is 750 hours per year.

Typically you will spend approximately 10% of your time in seminars, supervision and similar (up to 70 hours per level) and in the order of 90% of your time on independent study.

## Assessment Strategy

### Assessment Methods

The programme design is constructively aligned, with formative and summative assessment used to support learning and demonstrate achievement of learning outcomes. At PGCert stage, you will develop and receive detailed feedback on draft written assignments for modules of your choice. You will then integrate these into a reflective portfolio for 'pass/further work required' assessment at the end of the academic year. At PG Diploma stage, you will complete a series of three carefully scaffolded assignments that develop your ability to read, think and write in the discipline of education. For the first assignment you have a choice of a written or orally presented critical appraisal. PG Diploma learning culminates in a 7000-word (66.6%) Library Project which allows you to explore, in some depth, educational ideas that are of interest and relevance to your disciplinary learning and teaching practice. At MEd stage, you will work with support from your supervisor to develop a research proposal, ethics application, 20 000-word dissertation (90%) and to prepare for an oral exam (10%).

Academic Feedback Policy
<p>Students are invited to submit draft versions of each assignment for formative, developmental feedback. Feedback on summative assessment includes feed forward that should be used to inform subsequent assessments. Feedback to students is returned by two weeks after submission of work. When this is not possible you will be told why and given an explicit timescale for your feedback. A mark sheet with clear marking criteria is used to ensure transparency and consistency in marking and this, along with grade guideline is supplied to the students in the programme handbook. Feedback is aligned to the marking criteria. All summative assessment is double marked. Following marking, the tutors meet to discuss and agree marks.</p> <p>The College's Policy on Academic Feedback and guidance on issuing provisional marks to students is available at:  <a href="http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/">www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/</a></p>
Re-sit Policy
<p>The College's Policy on Re-sits is available at: <a href="http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/">www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/</a></p>
Mitigating Circumstances Policy
<p>The College's Policy on Mitigating Circumstances is available at: <a href="http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/">www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/</a></p>

Additional Programme Costs		
<p>This section should outline any additional costs relevant to this programme which are not included in students' tuition fees.</p>		
Description	Mandatory/Optional	Approximate cost

**Important notice:** The Programme Specifications are the result of a large curriculum and pedagogy reform implemented by the Department and supported by the Learning and Teaching Strategy of Imperial College London. The modules, structure and assessments presented in this Programme Specification are correct at time of publication but might change as a result of student and staff feedback and the introduction of new or innovative approaches to teaching and learning. You will be consulted and notified in a timely manner of any changes to this document.

Programme Structure <sup>1</sup>					
<b>Year 1 – PG Certificate – FHEQ Level 7</b> Students study all core modules. Students choose 15 ECTS worth of electives from group A.					
Code	Module Title	Core/ Elective/ Compulsory	Group	Term	Credits
EDUPGC01	Reflection on Changing Practice	Core		1-3	10
EDUPGC02	How Students Learn	Core		1	5
EDUPGC03	Approaches to Teaching	Elective	A	2 or 3	5
EDUPGC04	Educational Design	Elective	A	1 or 2	5
EDUPGC05	Assessment and Feedback	Elective	A	2 or 3	5
EDUPGC06	Student Transition and Progression	Elective	A	2	5
EDUPGC07	Educational Supervision	Elective	A	1	5
EDUPGC08	Digital Learning	Elective	A	1 or 2	5
EDUPGC09	HE in Context	Elective	A	2 or 3	5
EDUPGC10	Education in Practice (single)	Elective	A	1-3	5
EDUPGC11	Education in Practice (double)	Elective	A	1-3	10
EDUPGC13	Evaluating Education	Elective	A	1	5
Credit Total					30
<b>Year 2 – PG Diploma - FHEQ Level 7</b> Students study all core modules.					
Code	Module Title	Core/ Elective/ Compulsory	Group	Term	Credits
EDUPGD01	Engaging with Educational Literature	Compulsory		1	5
EDUPGD02	Writing Critically in Education	Compulsory		2	5
EDUPGD03	Library Project	Core		3	20
Credit Total					30
<b>Year 3 – MEd - FHEQ Level 7</b> Students study all core modules.					
Code	Module Title	Core/ Elective/ Compulsory	Group	Term	Credits
EDUPGM01	Research Methods in Education	Compulsory		1	5
EDUPGM02	MEd Research Project	Core		2 & 3	25

<sup>1</sup> **Core** modules are those which serve a fundamental role within the curriculum, and for which achievement of the credits for that module is essential for the achievement of the target award. Core modules must therefore be taken and passed in order to achieve that named award. **Compulsory** modules are those which are designated as necessary to be taken as part of the programme syllabus. Compulsory modules can be compensated. **Elective** modules are those which are in the same subject area as the field of study and are offered to students in order to offer an element of choice in the curriculum and from which students are able to select. Elective modules can be compensated.

### Progression and Classification

Please note that if you have been accepted onto the MEd (or PGDip) there are yearly set progression points at the end of the PG Certificate and PG Diploma stages and you need to pass these in order to continue with the programme. You also need to hold a relevant staff contract for the duration of the programme. If your employment contact is due to complete prior to the end of the programme, or for whatever reason you are leaving College employment, you must contact Kate Ippolito ([k.ippolito@imperial.ac.uk](mailto:k.ippolito@imperial.ac.uk)) as soon as possible.

#### Award and Classification for Postgraduate Students

##### Award of a Postgraduate Certificate (PG Cert)

To qualify for the award of a postgraduate certificate a student must have a minimum of 30 credits at Level 7

##### Award of a Postgraduate Diploma (PG Dip)

To qualify for the award of a postgraduate diploma a student must have passed modules to the value of no fewer than 60 credits at Level 7.

1. and no more than 10 credits as a Compensated Pass;

##### Award of a Postgraduate Degree (MEd)

To qualify for the award of a postgraduate degree a student must have:

1. accumulated credit to the value of no fewer than 90 credits at level 7 or above;
2. and no more than 15 credits as a Compensated Pass;
3. met any specific requirements for an award as outlined in the approved programme specification for that award.

#### Classification of Postgraduate Taught Awards

The College sets the class of Degree that may be awarded as follows:

1. Distinction: The student has achieved an overall weighted average of 70.00% or above across the programme.
2. Merit: The student has achieved an overall weighted average of above 60.00% but less than 70.00%.
3. Pass: The student has achieved an overall weighted average of 50.00% but less than 60.00%.
  - a. For a Masters, students must normally achieve a distinction (70.00%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a distinction.
  - b. For a Masters, students must normally achieve a minimum of a merit (60.00%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a merit
  - c. Modules taken at level 6 as part of the programme specification for a named postgraduate award will contribute to the determination of pass, merit or distinction for any taught postgraduate award and are included in the calculation of the overall weighted average.

### Programme Specific Regulations

Add programme specific regulations here if appropriate, please note that these must be approved by Senate in advance of the programme being delivered. Please liaise with the Quality Assurance and Enhancement team regarding the approval process.

## Supporting Information

The Programme Handbook is available at:

<https://www.imperial.ac.uk/staff/educational-development/programmes/pg-cert-ult/>

<https://www.imperial.ac.uk/staff/educational-development/programmes/pg-dip-ult/>

<https://www.imperial.ac.uk/staff/educational-development/programmes/med-in-university-learning-and-teaching/>

The Module Handbook is available at: See links above.

The College's entry requirements for postgraduate programmes can be found at:

[www.imperial.ac.uk/study/pg/apply/requirements](http://www.imperial.ac.uk/study/pg/apply/requirements)

The College's Quality & Enhancement Framework is available at:

[www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance](http://www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance)

The College's Academic and Examination Regulations can be found at:

[www.imperial.ac.uk/about/governance/academic-governance/regulations](http://www.imperial.ac.uk/about/governance/academic-governance/regulations)

Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine".

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

Imperial College London is regulated by the Office for Students (OfS)

[www.officeforstudents.org.uk/advice-and-guidance/the-register/](http://www.officeforstudents.org.uk/advice-and-guidance/the-register/)

This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.

## Modifications

Description	Approved	Date	Paper Reference
e.g. Nature of modification	e.g. Programmes Committee	dd/mm/yy	e.g. PC.2016.120