

Queen Mary Academy

Master of Education Academic Practice



Programme Handbook

For participants starting from September 2025

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About the Queen Mary Academy Taught Programmes

Queen Mary Academy offers three taught programmes in educational development which are designed to enhance practice and build confidence through academic credit and Advance HE recognition. These include:

- Certificate in Learning & Teaching (CILT) and Associate Fellow of Advance HE
- Postgraduate Certificate in Academic Practice (PGCAP) and Fellow of Advance HE
- Master in Education (MEd)

About the MEd Academic Practice

Whilst the CILT and PGCAP are recommended or required for staff new to Queen Mary and/or relatively new to teaching at university in the UK, as well as staff on probation, the award of MEd Academic Practice is an optional opportunity for educators to further their professional development and complete their Level 7 qualification through successful engagement over two-years of part-time study as follows:

	Semester A	Semester B
Year 1	QMA7003 Facilitating Change in Higher Education (30 credits)	QMA7004 Methods and Methodology for Conducting Education Research (30 credits)
Year 2	QMA7005 Education Research Project (60 credits)	
	Exit award: Master of Education	

The MEd Academic Practice is for educators with a substantial teaching or student support role (normally at least 60 hours per year of the programme) with responsibility for significant elements of curriculum (for instance, as Module Convener, or Programme Director). This might include, for example, teaching small groups/large groups, lecturing, supervising Level 4-7 students, designing and supporting digitally-enhanced learning, assessment, module organisation and academic tutoring. The programme will support you to apply research-informed principles and approaches to enhance your education practice.

The MEd Academic Practice is constructed around the affordances of supportive networks and ‘critical friends’ to ongoing professional development; and to enabling you to contribute to practice initiatives within your own contexts. Through practical, authentic activities and assessment, you will further your strategies for design and delivery of effective inclusive education at Queen Mary.

Eligibility

A Queen Mary employee, normally on an academic Teaching and Scholarship contract and for at least the duration of the MEd ¹.

1. Be involved in a significant amount of teaching and/or support of learning (see above)
2. Hold an existing education qualification/recognition (one of the following):
 - PGCAP (or equivalent qualification gained at another institution) within the past five years;
 - Advance HE Fellowship achieved within the past five years;
 - Advance HE Fellowship achieved more than five years ago, plus evidence of active scholarship within the last five years.
3. Statement of support from your Head of School / Institute.

¹ Please note that NHS staff, including those awarded honorary status by Queen Mary, are not eligible to enrol on this programme. Queen Mary's Institute for Health Sciences Education offers [Medical Education PGCert](#) and [Medical Education MA](#) programmes and has established a new [Academy of Clinical Educators](#).

Programme Aims and Intended Learning Outcomes

Aims of the programme

The MEd Academic Practice is aligned to Queen Mary's Active Curriculum for Excellence and aims to support educators in delivering our Strategy 2030. It supports the development of world class educators and provision that enable the delivery of an inclusive educational environment where students and staff flourish and reach their true potential. The three modules offer participants the opportunity to complete their Level 7 qualification for the award of Master of Education.

Specifically, the aims of the MEd Academic Practice are to:

- a) Support QMUL strategic priorities for its education provision in line with Strategy 2030
- b) Equip colleagues employed in teaching and in the support of student learning at Queen Mary University of London with the knowledge, skills and attributes to be confident and effective practitioners in their role.
- c) Enable participants to deepen their knowledge and understanding of relevant issues, theory and debates relating to pedagogy and quality assurance in higher education, and Queen Mary's education approach Active Curriculum for Excellence (ACE) in particular.
- d) Develop a greater understanding of adult learners, their individual differences, and factors influencing their learning and engagement in higher education.
- e) Develop participants' ability to critically interrogate regulation, policy, theory and research publications in the field of higher education.
- f) Develop innovative practitioners who embrace change and are committed to personal excellence in learning and teaching, marked by their application of theory, research, use of technology, and reflective practice.

Intended Learning Outcomes of the programme

Academic content	
A1	Critically analyse and apply principles, methods and practices of pedagogy in the provision of outstanding, inclusive student experience through Active Curriculum for Excellence.
A2	Evaluate mechanisms for assessing, enhancing, measuring and monitoring the quality of academic practice.
A3	Analyse the wider context of UK higher education, including regulatory and professional bodies, policy, processes and strategic agendas.
A4	Investigate, articulate and critically reflect upon principles, methodologies and approaches to conducting research and scholarship in the practice of teaching and/or supporting learning.
Disciplinary skills	
B1	Design effective engaging and inclusive activities, assessment, sessions, modules or programmes of study through selective use of approaches, methods, modes and technologies for active learning.
B2	Design and deliver effective teaching, learning and assessment within Active Curriculum for Excellence that align with learner level, measurable learning outcomes, disciplinary requirements, and the subject.
B3	Use a range of data to demonstrate application of principles and methods for evaluating teaching, learning, and outcomes to measure, support and promote learning success.
B4	Synthesise evidence from educational research and scholarship, peer dialogue and observation, evaluation, and self-reflection to demonstrate self-direction in study and original application of theory to continual development of practice.
Attributes	
C1	Promote inclusivity, social justice and sustainability through embedding Queen Mary values and graduate attributes in professional practice and a critical appreciation of the significance of PSF 2023.
C2	Facilitate classroom environments, assessment practices, student learning and change processes to maximise learners' equality of opportunity based on pedagogic knowledge and theory.
C3	Engage critically and collaboratively with educational practice, discussions with colleagues, educational research and scholarship, and observations, including across different disciplines.
C4	Effectively communicate complex information in written and oral forms using appropriate academic conventions

Learning and Teaching on the MEd Academic Practice

Module overview

- **QMA7003 Facilitating Change in Higher Education**

This module focuses on responsibilities and skills beyond typical 'class' based teaching and learning through which educators foster collaborative working with students and colleagues in the influence of educational practice to improve students' learning and experience. Within a frame of initiating, planning and effectively working with change processes, we explore supervision, coaching, and mentoring. Facilitating Change in Higher Education introduces participants to key theories of change, and, by drawing on a range of approaches and models for coaching, mentoring and supervision, participants critically explore and reflect on application in their local contexts through practical strategies and skills.

- **QMA7004 Methods and Methodology for Conducting Education Research**

This module introduces participants to research methods in education through a vibrant showcasing of examples of higher education research within and beyond Queen Mary University. Participants will explore different research paradigms, methodologies and methods, critically consider their relative strengths and weaknesses, and consider ethical issues and frameworks including approval processes. Consequently, participants will make judgements about which approaches to educational research they will use in their own research enquiries, and develop a research proposal on which they will receive peer and tutor feedback during a mini conference.

- **QMA7005 Education Research Project**

The culmination of the MEd Academic Practice is a substantial 60-credit enquiry which will contribute to the development and enhancement of professional knowledge and practice for you and for others across HE as relevant to your focus. It involves an in-depth consideration of a problem or question of your choosing through small-scale research as you draw on your MEd modular study in conjunction with QMA supported supervision to advance your Education Research Project.

Each module has its own QMplus area where you can find the Learning Outcomes, the focus of each session and its associated weekly preparation, readings and resources, plus details about the assessments and the submission point for assessments. You will also need to access your feedback through the module 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.

How will you learn?

The programme is delivered primarily online to offer maximum flexibility of participation in relation to differing teaching timetables and time zones, at the same time as supporting the development of community and networks of practice. Commencing with an in-person introduction to build relationships with each other and the course, you will learn through asynchronous activities and synchronous sessions online. Asynchronous activities will take place via QMplus and include assigned readings, recorded presentations, forum/blog posts and independent research and exploration of practice. Peer learning also plays a central role in the programme, and in synchronous sessions the focus is on active learning, collaborative working and learning from each other's experiences.

How will you be assessed?

Assessment across the programme is designed to be varied, practical, useful and authentic and is by coursework only in activities that are meaningful and useful for your role and professional development. This includes patchwork assessment and reflective pieces in QMA7003, a presentation of research proposal and action plan in QMA7004 and a poster and dissertation in QMA7005.

Assessment is pass/fail, this being appropriate in a professional development programme to foster active engagement, attention to feedback, and dialogue on the standards, principles and practices of teaching and learning in higher education. You will be introduced to this approach to assessment during induction.

See: 'Assessment' on page 12 for full details.

Duration and time commitment

Each 30-credit module (QMA7003 and QMA7004) is equivalent to approximately 300 hours of study time, and the 60-credit module (QMA7004) is equivalent to approximately 600 hours of study time.

In your first year of the MEd Academic Practice you will typically have 60 hours of timetabled seminar or webinar sessions, plus a mini-conference and asynchronous and independent activities.

Module QM7004 (the final research project) will take one academic year to complete and be facilitated mostly through supervision and peer support, in addition to a launch day and check-in points each semester.

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 live webinars, you will not be penalised for not attending sessions if unable to do so (for example, clashes with teaching/student support) but 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: QMA Taught Programmes Attendance Policy on page 21.

Fees

The MEd Academic Practice is an internal professional development programme and there are no fees. The programme is only open to eligible Queen Mary educators.

Hearing from you

Your opinions, experiences and feedback are critical to the evaluation and improvement of the MEd Academic Practice. Over the duration of the programme, there are a number of opportunities to give feedback on such areas as learning resources, teaching on the modules, module and programme organisation, etc.

There are a number of ways in which we want to hear from you.

Student feedback

Feedback from you is sought regularly through

- Informal mid module evaluation
- Module Experience Survey (Evasys - End of module)
- Office hours with module conveners
- Dedicated module forums on QMplus, and
- Via our Programme Forum (the CILT/PGCAP/MEd Student Voice Committee).

Mid module and end of module evaluations give you the opportunity to have your say about; what went well, what could have gone better, the resources available, and so forth. Your comments and responses are used to improve the module for you and for future students.

Evaluation data from all of the above sources are also reviewed and monitored by the Queen Mary Academy Education Committee, Chaired by the QMA Director, with membership comprising Faculty Deans for Education, representatives from Schools / Institutes and the programme team.

Feedback from participants received via mid-module evaluation is acted on as soon as possible, where appropriate so that positive changes can impact those participants directly. Module evaluation feedback and Programme Forum feedback is acted upon after modules end. Where changes are needed these are communicated to the next cohort of students.

Any changes to programmes or modules are also communicated to participants and we will seek feedback on any significant proposed changes.

Student representation

We invite student representation for each programme (CILT, PGCAP, MEd). The MEd Student Representative will gather feedback from their peers at all stages of the MEd programme, and speak to this at the Programme Forum. For this, we join the Students' Union process of nominations until mid October, voting in early November, and the nominated Student Representative can then take part in the QMSU training in November. More details are included in the MEd induction. Your Student Representative will take forward your views into the Programme Forum and responses will be fed back directly as soon as possible afterwards.

Programme Forum

The Programme Forum is co-chaired with the Student Representatives and here students can:

- share views on the course
- hear updates on the programmes from the team, and
- discuss ideas and suggestions for the continuing development of the programmes together

The Programme Forum serves as a formal channel for effective communication between you and the programme team, that gives you the opportunity to reflect and give feedback on the programme and wider aspects of your experience. Student Voice Committees in general are a vital instrument of Queen Mary University of London's procedures for assuring academic standards, enhancing the student experience and embedding the student voice

Wider pedagogical consultancy

You will contribute to the programme through a range of mechanisms:

- Programme evaluation
- External examining
- Programme (re)design
- Reaccreditation

MEd: co-teaching and sharing practice

For the MEd in particular, participants will be invited as critical friends to each other (for example, QMA7003), as well as guests and co-producers from their position of experience (for example, QMA7004 experience as researchers).

Quality assurance

The quality of the CILT/PGCAP/MEd Academic Practice is monitored via Queen Mary's Directorate of Legal and Governance Services (DGLS) through Queen Mary's Programme Review process.

The External Examiner provides assurance of quality and standards of our assessment processes.

Assessment on the MEd Academic Practice

How your summative work is assessed

The programme is pass / fail.

Because the programme is pass / fail, no grades or classifications will be awarded for individual assessment or for the programme award overall. Therefore, when assessing your work, we give priority to supporting your professional development through the task in focus.

Standards for pass / fail are described through criteria articulated through PSF2023 and the QAA Framework for Higher Education Qualifications Level 7 descriptor (see [Programme Assessment Criteria](#)).

Every assessment maps identified criteria from the Assessment Criteria to the specified module Learning Outcomes that you need to demonstrate in order to pass. Feedback focuses on your professional development.

You must pass each and all summative assessments in order to successfully pass the programme. Every module has two summative assessments as well as formative activities and feedback to support your development.

All assessment will be moderated (where there are 10 or more submissions) or double marked (where there are fewer than 10 submissions). In the case of moderation, an independent marker will check the grading across the range of grades of 25% of all submissions for that assessment.

Summary of assessment process

Submission	Marking & feedback	Quality assurance: internal	Quality assurance: external	Confirmation of awards
<ul style="list-style-type: none"> Participants prepare assignments and submit via module QMplus Participants confirm work is their own 	<ul style="list-style-type: none"> Assessors (holding at least FHEA) access and assess submissions against criteria (centred on PSF 2023 and also used in the other QMA taught programmes of the CILT and PGCAP) Assessors complete feedback and decide outcome (met / not yet met) Feedback and outcome provisionally released 	<ul style="list-style-type: none"> All assessments are moderated (where there are 10 or more submissions) or double marked (open double marking where there are fewer than 10 submissions) by assessors (holding at least FHEA) If necessary any adjustments to assessment outcomes are implemented 	<ul style="list-style-type: none"> Sample of work across all modules and assessments is provided to the External Examiner together with all moderation forms External Examiner prepares report for Subject Examination Board 	<ul style="list-style-type: none"> Subject Examination Board confirms all assessment outcomes subject to External Examiner agreement Where participants have passed and 'met' requirements for all programme assessment, MEd Academic can be awarded Awards ratified at university-wide Degree Examination Board

Assessment on the MEd Academic Practice is designed to integrate the requirements for academic credit at Level 7 reflecting the QAA Master's Degree Characteristics Statement, (2020) and the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2023).

Whilst the Certificate in Learning and Teaching (CILT) and the PG Certificate in Academic Practice (PGCAP) award fellowship as well as academic credit on successful completion, Advance HE does not accredit any HEI programmes to award fellowship beyond D2 Fellow. Therefore, the modules of the MEd Academic Practice do not confer Advance HE award (e.g. D3 Senior Fellow). However, as a programme with three exit awards (CILT, PGCAP, MEd), consistency in assessment criteria is good practice; and, PSF 2023 is the widely recognised professional standards for teaching and learning in HE.

Following internal moderation, the programme's External Examiner moderates assessed work and the Queen Mary Academy Subject Examination Board makes recommendations of award of MEd Academic Practice to the QMUL Degree Examination Board which considers and approves final outcomes.

You can access the QAA Master's Degree Characteristics Statement, (2020), via: [Characteristics Statement - Masters Degrees](#), and PSF 2023 via: [Professional Standards Framework \(PSF\) 2023 | Advance HE](#)

Summative assessments tasks within your modules

Full information for all assessment is detailed in the Module QMplus pages.

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 specify what you did well, and how you can develop your understanding and related teaching practices in relation to the assessment criteria.

Academic Integrity

The MEd Academic Programme upholds Queen Mary Academic Integrity & Misconduct Policy 2025-26.

As defined in the Policy:

- **“Academic Integrity** refers to the core values, expectations and standards for excellence in education and research that are upheld by members of a scholarly community. Academic integrity is the way members of the scholarly community (staff and students) actively demonstrate that their academic work is ethical, honest and trustworthy” (3., p.1)
- **“Academic Misconduct** refers to actions or working methods that undermine academic integrity during an assessment task or educational activity. Academic misconduct includes actions that undermine the integrity and/or purpose of an assessment, provide a student(s) with undue advantage over others, or undermine the educational standards and reputation of Queen Mary” (4., p.1)
- **“Poor Academic Practice** refers to actions that fall below the expected

standards for the completion of an assessment task but do not meet the definitions or threshold to be considered academic misconduct. Poor academic practice occurs when a student has made genuine attempts to comply with the instructions or requirements of the assessment/activity, but an unintentional or minor oversight gives rise to concern about their scholarly practice. For example, where a student has attempted to acknowledge their sources but has not done so in the expected format or standard” (5., p.1).

Academic Integrity is essential in all areas of academic life. Actions that undermine integrity may be considered misconduct in any assessment or activity, including formative assessment or learning activities. (14., p.3)

- A non-exhaustive list of different actions that are likely to constitute academic misconduct is detailed in the Policy. Actions relevant to the MEd Academic Practice are summarised below. Consult the Policy for full definitions and details.
- Plagiarism (including self-plagiarism).
- Collusion.
- Falsification or fraudulent reporting of any element of an assessment.
- Use, or attempted use of a third party for the completion of any part of an assessment.
- Unauthorised or unacknowledged text manipulation that undermines the integrity of an assessment, including the use of paraphrasing software, generative artificial intelligence or machine translation such that the work submitted cannot be considered wholly the student’s own.
- Breaches of research ethics during the conduct of an assessment. Any research conducted without, or beyond the scope of, ethical approval.

Any other activity that undermines the integrity of an assessment, attempts to gain undue advantage in an assessment, and/or breaches the Academic Regulations relating to the conduct of assessment may also be considered academic misconduct.

You are responsible for:

- A commitment to your own learning, engaging with the resources, opportunities and advice available to support your success. This includes familiarising yourself with the expectations set out in the Academic Integrity & Misconduct Policy 2025-26 policy, the academic conventions of your discipline, and the instructions for assessments.
- Ensuring that any work you submit or present is a genuine reflection of your own ability, skills and knowledge, and that it complies with the relevant assessment requirements.
- Engaging with the procedures set out in the Academic Integrity & Misconduct Policy 2025-26 policy in good faith and respect. (23., p.4).
- Ensuring that you understand academic misconduct and how to avoid it.

The process detailed in the Policy will be applied to investigate concerns about academic misconduct. See point 50 (‘Coursework and all other assessments’), p.9 onward. Academic misconduct which shows disregard for the University’s core values is likely to result in more serious consequences. The University also recognises that acknowledging and learning from our mistakes demonstrates our core values; where students show contrition and

reflection in response to academic misconduct concerns this will be taken into account in decision-making (18., p.3).

Please familiarise yourself with the [Queen Mary Academic Integrity and Misconduct Policy 2025-26](#), and/or talk to your module tutor if you have any questions.

Use of Generative Artificial Intelligence

You can use generative AI to assist you with your learning on the programme, and in preparation of your assessments. For example, to assist you in revising your notes, research or preparing drafts of your assignment submission. However, in line with Queen Mary academic regulations, all final assessment submissions must be your own original work; you are required to confirm this at the point of submission.

If you choose to use generative AI to support the preparation of your assessment, you must acknowledge its use. Your written acknowledgement should contain the following information:

- Written acknowledgement of the use of generative AI and the extent of use
- Specification of technology/tool(s) used
- Description of how information was generated
- Prompts used to generate information
- Explanation of how AI output was used in the assignment.

Submitting your work

You will submit coursework online through Cadmus 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 [QMplus Induction for Students](#) for more information. 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.

Late submission

Work submitted late will fail. However, where there are extenuating circumstances affecting your ability to submit the work on time, an extension will be granted or the late penalty will be rescinded.

Extenuating circumstances

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

Please see [Queen Mary's Extenuating Circumstances Guide](#).

Reassessment

Standard reassessment is available for all modules, meaning you can have another attempt at the assignments. This is the case whether the reassessment is in the form of a first sit following a successful extenuating circumstances claim (see below), or a 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.

Resits (second attempts)

There is no difference in outcome for first sits and resits, but you will receive a different task for the resit after the exam board has sat. 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.

Appealing a fail

You can appeal 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. See [Registry Services](#) for full details about the Queen Mary appeal process.

Concerns and complaints

We would encourage all participants to discuss any concerns with the programme team in the first instance. Please contact your Module Convenor 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. You can access it through [Registry Services](#).

Programme Award

Programme Examination Boards take place every June and October. At the examination board the award of academic credit for each module successfully passed will be approved. Awards of Master in Education is confirmed at the Examination Board after you have successfully completed your programme.

After 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. For any queries regarding the confirmation of awards, Transcripts or Certificates, please visit the [Student Information website](#).

Your Programme Team

Meet the team

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, and continuing development in teaching and learning.

Name	Role
<p>Dr Maxwell Addo SFHEA, Teaching Recognition Programme Manager</p>	<p>Max is responsible for the QMUL Advance HE Teaching Recognition Programme (TRP) - Advance HE Fellowships (D1-D4), NTFS, CATE, and QMUL SEED Award - and focuses on strategic continuing professional development and the creation of communities of practice in teaching and learning across the university.</p> <p>As well as providing direct expert support and guidance to Advance HE Fellowship applicants (D1-D4) including the delivery of workshops, drop-in sessions, writing retreats and provision of mixed mode resources and toolkits for CPD, he oversees the development of the QMUL Higher Education Academy (HEA) Fellowships Mentoring and Reviewer (Assessor) programmes and manages the teaching recognition panels.</p> <p>Max also contributes to teaching on the QMUL Taught Programmes including workshop delivery, assessment of coursework, and observation of teaching.</p>
<p>Dr Valentina Aparicio FHEA, Education and Recognition Adviser</p>	<p>Valentina provides support for the development and enhancement of teaching and learning across QMUL. Valentina teaches on PGCAP and CILT, contributes to educational development workshops, mentors and assesses applications for Advance HE recognition programmes, and supports learner engagement programmes like the SEED Award.</p> <p>Valentina's educational work is informed by her previous experience lecturing and tutoring in English and Scottish literature at QMUL and Edinburgh University. Previously, Valentina worked delivering staff and student training on academic literacy at Pontificia Universidad Católica de Chile and Universidad Técnica Federico Santa María. At the latter institution, she designed and delivered an institution-wide Writing Across the Curriculum CPD programme. Valentina is also a certified CELTA teacher and has a diploma on Teaching Adults with Dyslexia.</p>
<p>Dr Ana Cabral SFHEA, Academic Practice and Student Engagement Manager</p>	<p>Ana leads on 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>

Name	Role
	Her current research interests include teaching and learning in HE, reflective practice, student engagement and co-creation.
<p>Dr Steph Fuller PFHEA, Academic Practice Taught Programmes Manager</p>	<p>Steph leads the Academy's taught programmes CILT and PGCAP, with responsibility for managing the programmes, leading modules, teaching and supporting colleagues. She also provides educational development support through consultancy and project work to colleagues across the university with a particular focus around curriculum design. She is leading work to update and embed new graduate attributes across the university. She has research interests around areas of online education, employability, curriculum enhancement and co-creation and sustainability in education. Steph is currently External Examiner for the University of Brighton's PGCAP course and co-chair of the South East Academic Development Network.</p>
<p>Giorgia Pigato SFHEA, Education and Recognition Adviser</p>	<p>Giorgia provides support for the development and enhancement of teaching and learning across QMUL. She leads modules and teaches on PGCAP and CILT, contributes to educational development workshops, mentors and assesses applications for Advance HE recognition programmes.</p> <p>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. Prior to joining Queen Mary Academy, Giorgia was an Academic Developer at the University of Exeter. She 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, Education and Recognition Adviser</p>	<p>Olu Popoola is a member of the Education and 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.</p> <p>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>

Name	Role
<p>Dr Emily Salines PFHEA, Head of Education Programmes</p>	<p>Emily is Head of Education Programmes within Queen Mary Academy. She is the Chair of the QMA Taught Programmes Examination Board. Emily’s work as an Educational Developer is informed by many years of ‘frontline’ teaching and leading programmes at undergraduate and postgraduate levels (at Middlesex University and Royal Holloway, University of London). She has led institution-wide enhancement programmes such as TESTA and the Programme and Course Enhancement Programme at the University of Greenwich, and, in her most recent post prior to joining Queen Mary, was Academic Enhancement Lead at London College of Communication and co-led the ‘Enhancing Assessment for Equity’ strand of Academic Enhancement work across the University of the Arts London.</p> <p>Emily is an assessment specialist, with a focus on design to support learning, formative assessment, approaches to feedback, and inclusivity. She has been an External Examiner at the University of Surrey, Roehampton University and Middlesex University. She is currently External Assessor (Advance HE Fellowship Programmes) and External Examiner (PGCert Creative Education) at the University of the Creative Arts.</p>
<p>Dr Jo Trelfa, PFHEA Academic Practice and Enhancement Manager</p>	<p>Jo leads the Academy’s taught programme of MEd Academic Practice, with responsibility for managing the programmes, leading modules, teaching and supporting colleagues along with Steph Fuller. She also leads on areas related to assessment and its place in curriculum and learning design, linked to student voice, engagement and inclusivity through consultancy and project work to colleagues across the university. Jo holds a PhD, ‘Facilitating reflective practice in higher education professional programmes: reclaiming and redefining the practices of reflective practice’, this being an area in which she has over 30 publications and conference/keynote papers/invited workshops, the latter in England, Northern Ireland, Alaska, Japan, Slovenia and Iceland.</p> <p>Jo has been working in the Higher Education sector for over 20 years. She has teaching, module and programme lead and development and experience, as well as leadership in faculty and HEI research development and university-wide education development. She was Head of Academic Professional Development at the University of Winchester (UoW), where, among other areas, she oversaw and led the taught and experiential AdvanceHE provision and its mentoring and review processes. She was also Assistant Director of UoW’s Institute for Contemplative Education and Practice Academic Professional; and, as Principal of an independent HE and adult education College, she built its governance structures, strategic focus, and inclusive and accessible student engagement from the ground up. She has been External Examiner and on review Panels for 7 HEIs across the UK.</p>
<p>Reena Varsani Programme Administrator, QMA Taught Programmes</p>	<p>Reena is the Programme Administrator for the QMA Taught Programmes and a key point of contact for students throughout their journey. She joined the Queen Mary Academy in 2019 and brings a wealth of experience in supporting academic programmes and student services. Reena oversees the day-to-day administration of the MEd, including admissions, timetabling, student records, and exam boards. She also supports the wider educator development initiatives at Queen Mary.</p>

Who and how to contact for enquiries and support

Who	Why / for what	How
Queen Mary Academy	General queries about the programme and other opportunities/training provided by QMA	<p>Website https://www.qmul.ac.uk/queenmaryacademy/</p> <p>Email adp@qmul.ac.uk</p>
Reena Varsani Education and Recognition Administrator (Academic Practice Taught Programme)	<p>Any administrative queries: e.g. admissions, enrolment, module registration, access to QMplus, assessment submission, extenuating circumstances, timetabling, student records, award processes.</p> <p>If you have any questions about the programme or need help with anything administrative, Reena is here to support you.</p>	<p>Email r.varsani@qmul.ac.uk</p>
Jo Trelfa Programme Lead of the MEd Academic Practice	Queries related to teaching and learning, curriculum, assessment tasks, study/support needs, and your progress.	<p>Email j.trelfa@qmul.ac.uk</p> <p>Optional monthly MEd Academic Practice query drop-in (see MEd Academic Practice programme home-site on QMplus for details)</p>
Your Module Convenor	Queries linked to the module you are taking, e.g. content, learning resources, module assessment, attendance, support, etc.	<p>QMA7003 Jo Trelfa j.trelfa@qmul.ac.uk</p> <p>QMA7004 Ana Cabral a.cabral@qmul.ac.uk</p> <p>QMA7005 Jo Trelfa j.trelfa@qmul.ac.uk (or, contact your research supervisor)</p>

Policies and Processes

Accreditation of Prior Learning (APL)

APL is not possible for the three modules of the award of MEd Academic Practice.

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 will not be penalised for not attending sessions if unable to do so (for example, clashes with teaching/student support) but 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 '[Your Studies at Queen Mary](#)'). Whilst a participant on QMA taught programmes, you are, of course, also an employee. 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.

Complaints or concerns

We would encourage all participants to discuss any concerns with the programme team in the first instance. Please contact your Module Convenor 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 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 on the [Data Protection webpage](#).

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.

Extenuating circumstances

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

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, the late submission penalty (fail) will be waived. If it has already been submitted and assessed, it can go to the upcoming Examination Board. If it has not been assessed or submitted, you will receive the chance to resubmit the assessment. If the extenuating circumstances are rejected and this is the first attempt at the assignment, the assignment will fail and you will be given a resit opportunity.

Please note that 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.

Interruption and withdrawal

If you are not able to complete the programme in the projected timeframe 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. You should contact the [Programme Manager](#) in the first instance for advice and support with your interruption or withdrawal request.

After Your Programme

Successfully completing the MEd Academic Practice is a fantastic achievement and we hope that you will share that sense of achievement in your growth in practice knowledge and confidence!

Of course, however, this will not mark the end of your development as an educator! As we hope our taught programmes make clear, continuous professional development is the key underpinning of a career in teaching and/or supporting learning.

You can draw the content from the MEd Academic Practice, your study, assessment work, and practice development into a claim for Senior Fellowship of Advance HE when eligible to do so. Join a Senior Fellowship Accelerator via the Teaching Recognition Programme to find out more and for support through the application process

The Queen Mary Academy also offers a range of educational support aligned to the PSF 2023 to academics throughout their careers to enable continued professional development, and to continue to remain in good standing with your current Advance HE recognition. Continued development opportunities include:

- Continuous professional development workshops on education practice – see CPD Platform
- Support for educational scholarship
- Educational funding opportunities (President and Principal's Fund for Educational Excellence)
- Advance HE Principal Fellowship application via the Teaching Recognition Programme
- Consultancy support and bespoke workshops for your departments / teams on any area of teaching and learning to meet their needs.

Please contact us at qmacademy@qmul.ac.uk.

We operate a CILT / PGCAP / MEd 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 development opportunities.