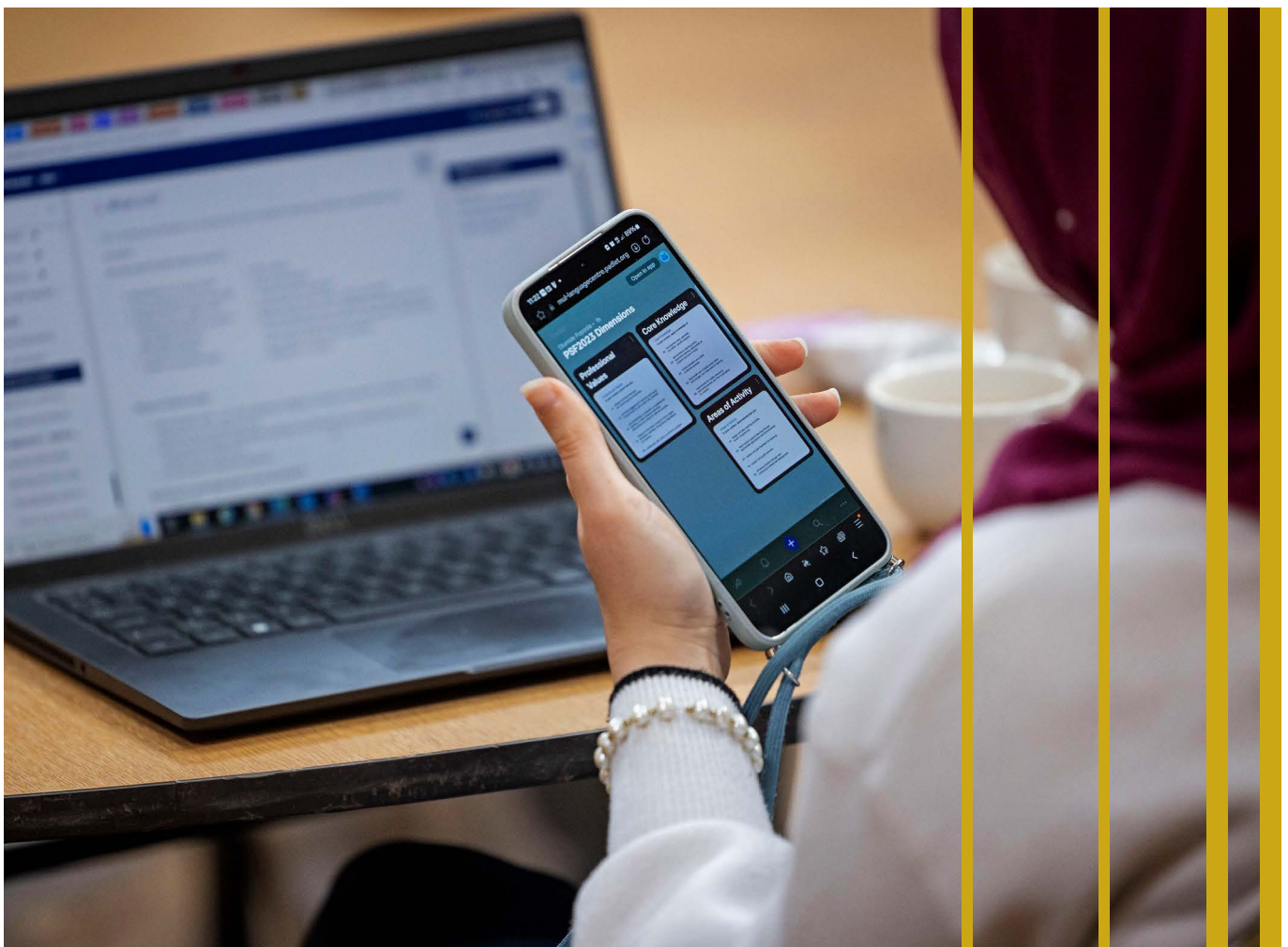


Queen Mary Academy

PGCAP (Postgraduate Certificate in Academic Practice)



Programme Handbook

For participants starting from September 2025

Last updated: September 2025

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About the Queen Mary Academy Taught Programmes

Queen Mary Academy offers taught programmes in educational development which are designed to enhance your practice and build your confidence. When you join us, you will become part of a supportive community of educators.

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: Associate Fellow or Fellow.

What's in it for me?

You will gain a Level 7 qualification and international recognition of your practice from Advance HE. As well as enhancing your practice and building confidence, you will become part of a supportive community of educators.

How will it impact my practice?

Through practical, authentic activities and assessment, you will develop strategies for design and delivery of effective inclusive education for Queen Mary students.

Choosing your programme

If you are unsure if PGCAP is the right programme for you, please review our Choosing Your Programme guidance (Appendix A) in consultation with your line manager to explore our educational development offer and the options for gaining Advance HE recognition for your Higher Education practice.

About the Postgraduate Certificate in Academic Practice (PGCAP)

PGCAP is for educators with a substantial teaching or student support role. The programme will support you to apply research-informed principles and approaches to enhance your education practice. PGCAP is a 60 credit Level 7 PGCert, leading to Advance HE Fellowship and fulfils the probation requirements for new lecturers.

Eligibility

To qualify for the programme, you will be expected to be engaged in at least 60 hours of Higher Education practice in the support of learning while you are enrolled on the course. This might include, for example, teaching small groups, lecturing, supervising research students, designing and supporting digitally-enhanced learning, assessment, module organisation and personal tutoring.

PGCAP is open to Queen Mary educators with substantial roles in teaching or student support (e.g. as module conveners), and those with responsibility for significant elements of a curriculum.

Please note that NHS staff 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](#).

Duration and time commitment

From September 2025, PGCAP is being offered as a one or two-year part-time programme, so you can choose your pace of study.

If you choose to study PGCAP over **two years part time**, you will be enrolled in one 30-credit module per academic year starting each September. Each 30-credit module is equivalent to approximately 300 hours of study time. Modules will typically have one 90-minute live seminar or webinar per week of semester time, although delivery will vary. You will be expected to complete up to two hours of asynchronous learning each week as well as any additional independent research and reading you choose to do, and preparation of your assignments.

If you choose to study PGCAP over **one year**, you will be enrolled in two 30-credit modules starting in September which you will study simultaneously. Each 30-credit module is equivalent to approximately 300 hours of study time. Each module will typically have one 90-minute live seminar or webinar per week of semester time, although delivery will vary. You will be expected to complete up to two hours of asynchronous learning each week per module, as well as any additional independent research and reading you choose to do, and preparation of your assignments.

Modules and programme structure

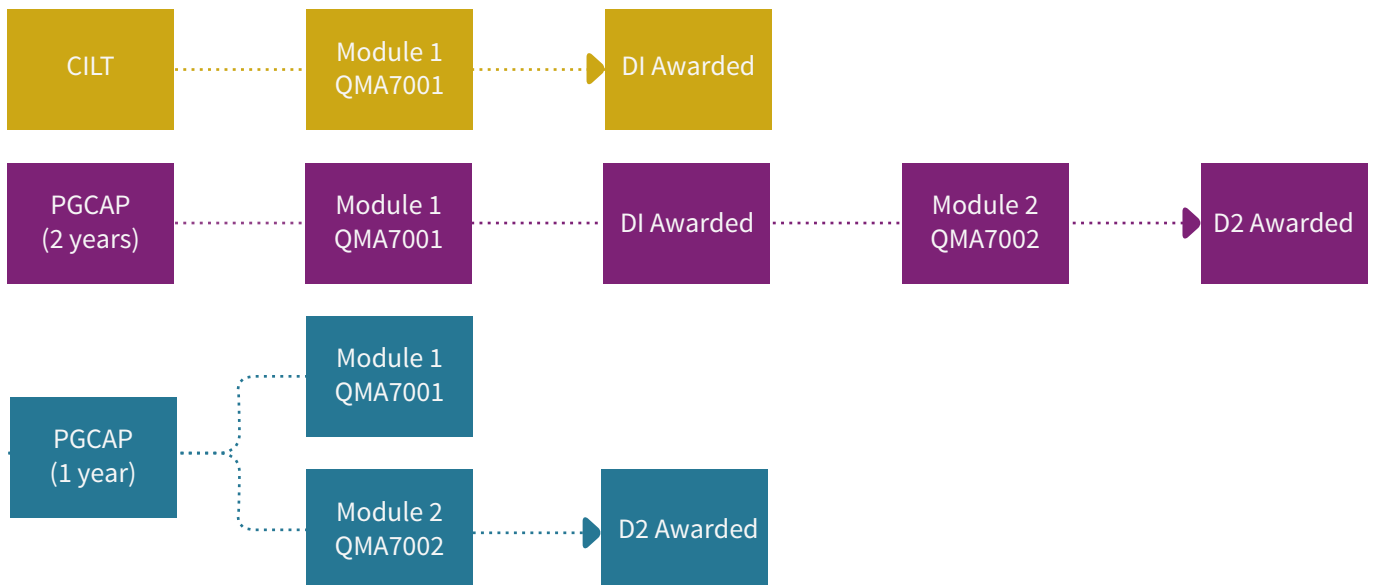
PGCAP is made up of two 30 credit modules:

- Learning and Teaching in Higher Education (QMA7001)
- Enhancing Curriculum Design (QMA7002)

If you choose to study PGCAP over two years, you will take one module per academic year sequentially. If you study over one year you will take both modules concurrently.

All participants enrolled on CILT and PGCAP over two years will be awarded Advance HE Associate Fellowship (D1) on successful completion of Module 1. Participants on the PGCAP 2-year programme then progress to complete module 2 and are awarded Fellowship (D2) on successful completion. Participants studying PGCAP in 1 year take Modules 1 and 2 concurrently and consequently are only awarded Fellowship at the point of successful completion of both modules.

This diagram illustrates the programme structure.



You can exit the programme after completing the first module and be awarded the Certificate in Learning and Teaching and Advance HE Associate Fellowship.

Aims of the programme

PGCAP is aligned to Queen Mary’s Active Curriculum for Excellence and aims to support educators in delivering our Strategy 2030. PGCAP supports the development of world class educators and programmes that enable the delivery of an inclusive educational environment where students and staff flourish and reach their true potential. PGCAP offers participants the opportunity to gain a Level 7 qualification and international recognition of Higher Education practice from Advance HE.

How will you learn?

The programme is delivered in blended mode for colleagues based in London and online for those based at overseas campuses. This offers maximum flexibility, whilst at the same time supporting the development of community and building of networks. You will learn through individual asynchronous activities including assigned readings, recorded presentations, forum/blog posts and independent research and exploration of practice. Peer learning also plays a central role in the programme. In synchronous sessions the focus is on active learning, collaborative working and learning from each others' experiences. Synchronous sessions are offered online. Where participants are offered a choice of groups an in-person option may be made available for those based in London. Timing of online sessions is carefully organised in order to accommodate colleagues in different time zones.

How will you be assessed?

Assessment across the programme is designed to be practical, useful and authentic. You will be engaged in activities which are meaningful and useful for your role and professional development, for example designing individual sessions of teaching / student support, undertaking peer observation of practice and redesigning a module curriculum. PGCAP is a pass / fail programme, however participants will be provided with developmental feedback and indicative grades to support them to enhance their work.

Advance HE Accreditation and Fellowship

PGCAP is 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 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.

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 met simultaneously as the Descriptor criteria are explicitly embedded in the programme assessment criteria ([available on the QMA website](#)). The programme's External Examiner reviews a sample of submissions and the final decision on 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 (Professional Values, Core Knowledge and Areas of Activity) and the four Descriptor statements. PGCAP module 1 is aligned to Descriptor 1 (Associate Fellow), while the full programme is aligned to Descriptor 2 (Fellow).

The requirements to meet Advance HE Fellowship accreditation are listed in the 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.

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

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:

- **D2.1** use of all five Professional Values
- **D2.2** application of all five forms of Core Knowledge
- **D2.3** effective and inclusive practice in all five Areas of Activity

Table 1. PSF 2023 Dimensions

Professional Values <i>In your context, show how you...</i>	Core Knowledge <i>In your context, apply knowledge of ...</i>	Areas of Activity <i>In your context, demonstrate that you...</i>
<ol style="list-style-type: none"> 1. Respect individual learners and diverse groups of learners 2. Promote engagement in learning and equity of opportunity for all to reach their potential 3. Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice 4. Respond to the wider context in which higher education operates, recognising implications for practice 5. Collaborate with others to enhance practice 	<ol style="list-style-type: none"> 1. How learners learn, generally and within specific subjects 2. Approaches to teaching and/or supporting learning, appropriate for subjects and level of study 3. Critical evaluation as a basis for effective practice 4. Appropriate use of digital and/or other technologies, and resources for learning 5. Requirements for quality assurance and enhancement, and their implications for practice 	<ol style="list-style-type: none"> 1. Design and plan learning activities and/or programmes 2. Teach and/or support learning through appropriate approaches and environments 3. Assess and give feedback for learning 4. Support and guide learners 5. Enhance practice through own continuing professional development

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 PSF 2023.

Alignment of programme to PSF 2023 Descriptors

PGCAP assesses your development towards Descriptor 1 Associate Fellow (through module 1) and Descriptor 2 Fellow (through modules 1 and 2). Participants studying PGCAP over 2 years will receive Associate Fellowship after successfully completing module 1. If any participant exits the programme having completed only module 1, they can be awarded Certificate of Learning and Teaching (CILT) and Associate Fellowship.

Module 1 of the PGCAP will focus on learning and assessing your development towards **PSF 2023 Descriptor 1 (Associate Fellow)** standard and is co-taught with CILT, enabling you to demonstrate how the dimensions of the PSF 2023 are evidenced in your practice. Module 1 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 Module 1 meets the requirements of PSF 2023 Descriptor 1. However, the module 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.

Table 2: Module 1 alignment to D1

Descriptor 1 requirements	Course content	Assessment
<i>In your context, show how you use Professional Values, including at least V1 and V3</i>		
<ul style="list-style-type: none"> Respect individual learners and diverse groups of learners (V1) 	<ul style="list-style-type: none"> 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. You will also explore a range of evidence-based approaches to teaching and learning, evaluating which are most appropriate for your learners and your contexts. Throughout module 1 you are required to reflect on the inclusivity of your practice and your learner needs. 	<ul style="list-style-type: none"> Module 1 Assignment 1 – Authentic session planning; 2 – Reflection on practice and development
<ul style="list-style-type: none"> Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3) 	<ul style="list-style-type: none"> You will be required to draw on relevant scholarship, research and professional learning to inform the design of an authentic session and your reflection on this. The course develops this further through asking you to 	<ul style="list-style-type: none"> Module 1 Assignment 1 – Authentic session planning; 2 – Reflection on practice and development

Descriptor 1 requirements	Course content	Assessment
	engage with both generic and disciplinary scholarship relevant to your context.	
<i>In your context, apply appropriate Core Knowledge including at least K1, K2 and K3</i>		
<ul style="list-style-type: none"> • How learners learn, generally and within specific subjects (K1) 	<ul style="list-style-type: none"> • In module 1 you will explore theories of learning and their relevance to your own disciplinary area. This will inform the analysis and reflection on your authentic session plan. 	<ul style="list-style-type: none"> • Module 1 Assignment 1 – Authentic session planning
<ul style="list-style-type: none"> • Approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2) 	<ul style="list-style-type: none"> • In module 1 you will reflect on design choices for a given authentic session, and how these best support your diverse learners. You will also consider your teaching practice in the classroom via participation in observation of teaching and reflection on this process. 	<ul style="list-style-type: none"> • Module 1 Assignment 2 – Reflection on practice and development
<ul style="list-style-type: none"> • Critical evaluation as a basis for effective practice (K3) 	<ul style="list-style-type: none"> • Module 1 will introduce you to a range of approaches to evaluating the effectiveness of your teaching, including critical self reflection, and peer observation. 	<ul style="list-style-type: none"> • Module 1 Assignment 2 – Reflection on practice and development
<ul style="list-style-type: none"> • Appropriate use of digital and/or other technologies, and resources for learning (K4) 	<ul style="list-style-type: none"> • You will be introduced to appropriate digital technologies which can support learning and reflect on their use in your teaching practice. 	<ul style="list-style-type: none"> • Module 1 Assignment 1 – Authentic session planning; 2 – Reflection on practice and development
<i>In your context, demonstrate your effective and inclusive practice in at least two of the five Areas of Activity</i>		
<ul style="list-style-type: none"> • Design and plan learning activities and/or programmes (A1) 	<ul style="list-style-type: none"> • Module 1 requires you to reflect on the process of designing an individual learning session. 	<ul style="list-style-type: none"> • Module 1 Assignment 1 – Authentic session planning

Descriptor 1 requirements	Course content	Assessment
<ul style="list-style-type: none"> Teach and/or support learning through appropriate approaches and environments (A2) 	<ul style="list-style-type: none"> As part of module 1 your education practice will be observed, and you will take part in developmental discussions with your observers as part of this process. 	<ul style="list-style-type: none"> Authentication of practice
<ul style="list-style-type: none"> Support and guide learners (A4) 	<ul style="list-style-type: none"> Through the module you will reflect on your design and delivery of effective and inclusive student-facing sessions which support diverse learner needs. 	<ul style="list-style-type: none"> Module 1 Assignment 1 – Authentic session planning; 2 – Reflection on practice and development

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

Table 3: Module 2 alignment to D2 (including and building on Module 1)

Descriptor 2 requirements	Course content	Assessment
<i>In your context, show how you use all five Professional Values</i>		
<ul style="list-style-type: none"> Respect individual learners and diverse groups of learners (V1) 	<ul style="list-style-type: none"> Module 2 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. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Promote engagement in learning and equity of opportunity for all to reach their potential (V2) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report

Descriptor 2 requirements	Course content	Assessment
<ul style="list-style-type: none"> Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3) 	<ul style="list-style-type: none"> Module 2 requires 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. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report
<ul style="list-style-type: none"> Respond to the wider context in which higher education operates, recognising implications for practice (V4) 	<ul style="list-style-type: none"> Module 2 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 AI in education. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Collaborate with others to enhance practice (V5) 	<ul style="list-style-type: none"> Peer learning is a central tenet of the course, and module 2 offers many opportunities for learning from colleagues and collaborating to enhance practice. You will receive peer feedback on the development of your ideas through in-session discussions with peers and asynchronous discussion online. The final part of the module adopts a ‘critical friend’ approach to support the development of your evaluation collaboratively and co-creatively. 	<ul style="list-style-type: none"> Module 2 formative assessment Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report
<p><i>In your context, apply all five forms of Core Knowledge</i></p>		
<ul style="list-style-type: none"> How learners learn, generally and within specific subjects (K1) 	<ul style="list-style-type: none"> Module 2 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 in your evaluation plans where you will need to consider the potential impact of the intervention for your learners. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report

Descriptor 2 requirements	Course content	Assessment
<ul style="list-style-type: none"> Approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2) 	<ul style="list-style-type: none"> Module 2 requires you to evidence engagement with effective education approaches which you select on the basis of their appropriateness to your contexts. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report
<ul style="list-style-type: none"> Critical evaluation as a basis for effective practice (K3) 	<ul style="list-style-type: none"> Module 2 offers a strong focus on critical evaluation as a basis for effective practice through the introduction of the evaluation practices and the action research cycle as a process of enhancing practice. 	<ul style="list-style-type: none"> Module 2 Assignment 2 – Evaluation report
<ul style="list-style-type: none"> Appropriate use of digital and/or other technologies, and resources for learning (K4) 	<ul style="list-style-type: none"> Building on the focus on K4 in Module 1, through Module 2 you will consider the use of learning technologies as part of the development of your curriculum project, including VLE and resource design, learner engagement analytics for design and AI in curriculum design. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Requirements for quality assurance and enhancement, and their implications for practice (K5) 	<ul style="list-style-type: none"> Module 2 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. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report; 2 – Evaluation report
<p><i>In your context, demonstrate your effective and inclusive practice in all five Areas of Activity</i></p>		
<ul style="list-style-type: none"> Design and plan learning activities and/or programmes (A1) 	<ul style="list-style-type: none"> Module 2 requires you to redesign or design a piece of curriculum. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report

Descriptor 2 requirements	Course content	Assessment
<ul style="list-style-type: none"> Teach and/or support learning through appropriate approaches and environments (A2) 	<ul style="list-style-type: none"> Building on the focus on developing teaching and student support practice in module 1, you will draw on reflection on your previous practice in teaching / supporting learning to inform the design process. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Assess and give feedback for learning (A3) 	<ul style="list-style-type: none"> The curriculum design report 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. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Support and guide learners (A4) 	<ul style="list-style-type: none"> Throughout Module 2 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. This builds on the focus on A4 developed in Module 1. 	<ul style="list-style-type: none"> Module 2 Assignment 1 – Curriculum design report
<ul style="list-style-type: none"> Enhance practice through own continuing professional development (A5) 	<ul style="list-style-type: none"> Module 2 will support your continued development as a reflective practitioner. Engagement with the module will inform the ongoing enhancement of your practice. This will be evidenced in your evaluation plans you're your design, including action research. 	<ul style="list-style-type: none"> Module 2 Assignment 2 – Evaluation report

Authentication of practice

Please note that as part of PGCAP, you will be required to have an observation of your practice by a senior colleague or a member of the programme team. This observation will be used to authenticate your practice, in line with the programme's accreditation requirements. Please see the programme Observation Pro-Forma and Observer Guidance for more details on specific requirements. Observation of practice is a compulsory element of PGCAP as it is a formal authentication of practice for the purposes of Fellowship and must be signed off as 'satisfactory'.

Programme intended learning outcomes

Table 4 below shows the programme level learning outcomes and how they map to the Professional Standards Framework 2023 (PSF 2023). A detailed mapping of each module against the PSF 2023 Descriptor is provided within module handbooks.

Table 4. Programme learning outcomes

Academic content	Alignment to dimensions of PSF 2023
Critically analyse education theories, approaches and practices in order to understand how learners learn, generally and within specific subjects	K1, V3
Critically evaluate key wider contexts for Higher Education teaching and how these can be embedded in practice	V3, V4
Evaluate Quality Assurance and Quality Enhancement processes at Queen Mary, and identify how they can be used to develop your practice	K5, A5
Disciplinary skills	
Design effective and inclusive learning activities, curricula, assessment and feedback using methods appropriate to your contexts and learner needs, in line with Queen Mary Principles of Academic Degree Programme Design	A1, A3, K2, V1, V2
Develop engaging resources and environments to support student engagement and learning, including digital resources	A2, A4, K4
Deliver effective and inclusive teaching or student support sessions, using appropriate methods and approaches for your context	A2, A4, V1, V2
Attributes	
Promote inclusivity, social justice and sustainability through embedding Queen Mary values and graduate attributes in your practice	V1, V2, V4
Critically evaluate your education practice, drawing on a wide range of sources to develop clear plans for enhancement, including through action (practitioner) research	K3, K5, V5, A5
Collaborate with a diverse range of colleagues, providing constructive and compassionate peer feedback, to enhance your practice	V5, A5

Programme 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, continuing development in teaching and learning.

Table 5. Taught Programmes Team

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>

Contact Details

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

Email: qma-taughtprogrammes@qmul.ac.uk (for general queries about the programmes)

Department W
Mile End Road
London

Assessment

The programme is pass / fail. You must pass all assessments in order to successfully pass the programme. Each module has summative assessments as well as formative activities and feedback to support your development. You will find specific details of the assessments in module QMplus pages.

How your work will be assessed

Because the programme is pass / fail, no grades or classifications will be awarded for individual assessment or for the programme award overall. Therefore, when marking your work, we will give priority to supporting your professional development through the assessment. 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 to the specified module Learning Outcomes that you need to demonstrate in order to pass and feedback focuses on your professional 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.

Flowchart of assessment process

Submission	Marking & feedback	Quality assurance: internal	Quality assurance: external	Confirmation of awards	Resubmission
<ul style="list-style-type: none"> Participants prepare assignments aligned to PSF 2023 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) Assessors complete feedback and decide outcome (met / not yet met) and release feedback and provisional outcome 	<ul style="list-style-type: none"> All assessments are moderated (where there are 10 or more submissions) or double marked (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 (25% or minimum of 10 submissions per assignment) 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 'met' requirements for all programme assessment, PGCAP and Fellowship is awarded Decisions on awards are made: Fellowship and academic awards are conferred together 	<ul style="list-style-type: none"> Where participants do not meet the requirements, they are invited to resubmit their work following the Examination Board with support from the programme team.

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 a sample of work. 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.

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

Table 5

Assessment: Module 1	PSF 2023 Descriptor D1 Dimensions which contribute to meeting PSF 2023 Descriptor D1 statements in your context (* starred dimensions indicate those contributing to meeting D2 for colleagues enrolled on PGCAP)
Learning and Teaching in HE – Authentic session planning	V1, V3, K1, K2, K4*, A1*, A4*
Learning and Teaching in HE – Reflection on practice and development	V1, V3, K1, K2, K3, K4*, A2*, A4*

Assessment: Module 2	PSF 2023 Descriptor D2 Dimensions which contribute to meeting PSF 2023 Descriptor D2 statements in your context
Enhancing Curriculum Design – Curriculum design report	V1-5, K1-2, K4-5, A1, A3, A4
Enhancing Curriculum Design – Evaluation report	V3, V5, K3, K5, A5

Academic Integrity

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.

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.

A non-exhaustive list of different actions that are likely to constitute academic misconduct is provided below. 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.

- Plagiarism, including self-plagiarism;
- Collusion;
- Falsification or fraudulent reporting of any element in 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 assessment.

It is your responsibility to ensure that you understand academic misconduct and how to avoid it. Please consult the [Queen Mary Academic Integrity & Misconduct Policy](#) for more information, or talk to your tutor.

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.

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 [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.

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.

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.

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.

For 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 met. 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.

Programme Awards

Programme examination boards take place every June and October. At the examination board award of academic credit for each module successfully passed will be approved. 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 visit the [Student Information website](#).

Policies and processes

Accreditation of Prior Learning (APL)

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 AdvanceHE Associate Fellowship.

You can request APL/APEL of up to 30 credits towards PGCAP, which is equivalent to the first module. (If you are requesting APL/APEL without holding Associate Fellowship, please note that while you can be exempted from the first module, you will not be eligible for an award of Associate Fellowship.)

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 the key requirements for AFHEA:

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

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 the first module you can exit and be awarded CILT and Associate Fellowship.

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 privacy notice](#) 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 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.

Observation of practice

Please note that as part of Module 1 'Learning and Teaching in Higher Education,' you will be required to have an observation of your practice by a senior colleague or a member of the programme team. This observation will be used to authenticate your practice, in line with the programme's accreditation requirements. Please see the programme Observation Pro-Forma and Observer Guidance for more details on specific requirements.

After your programme

Achieving Advance HE Fellowship and your programme award will, of course, not mark the end of your development as an educator! 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.

Continued development opportunities include:

- [Master in Education: Academic Practice programme](#)
- [Continuous professional development workshops on education practice](#)
- [Support for educational scholarship](#)
- [Educational funding opportunities \(President and Principal's Fund for Educational Excellence\)](#)
- [Advance HE Senior and Principal Fellowship application via the Teaching Recognition Programme](#)
- Consultancy support and bespoke workshops for your departments / teams

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

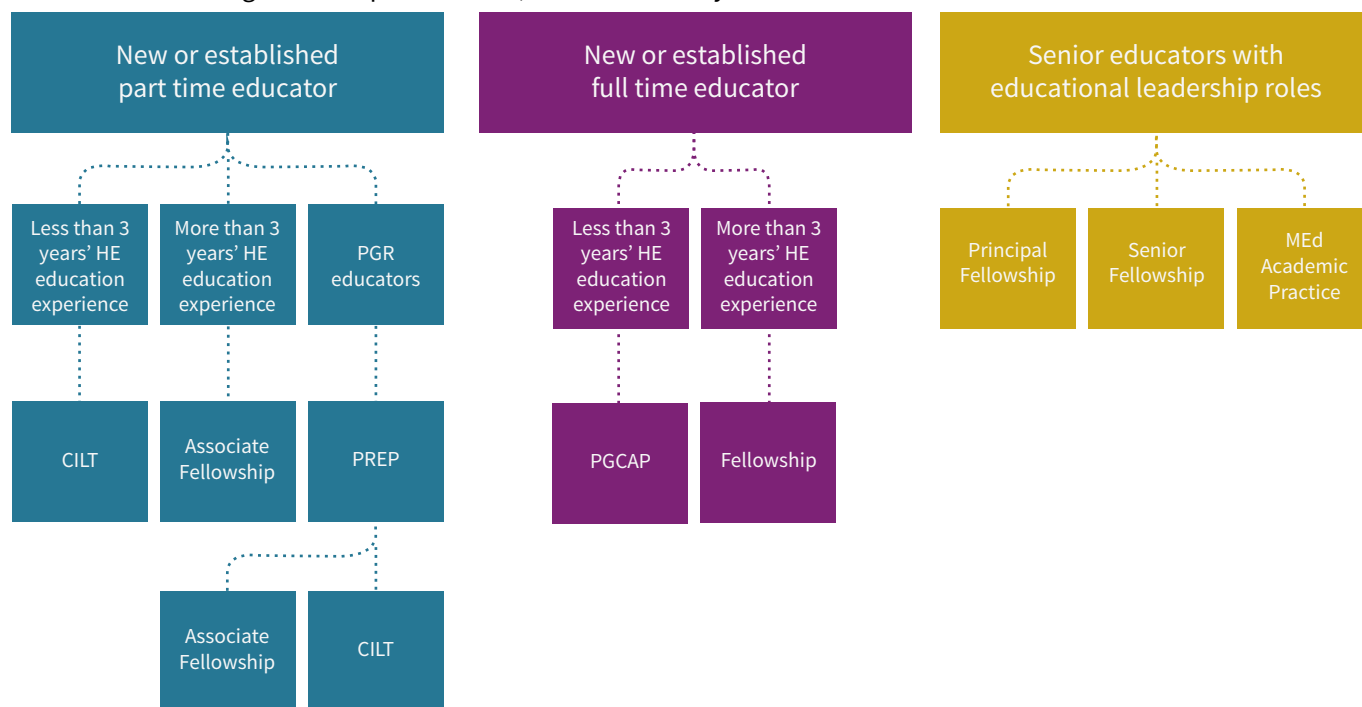
We operate a CILT / PGCAP Alumni Network and you will be added to this on completion of your programme so that we can keep you up to date with any relevant news and development opportunities.

Appendix A: Choosing your programme

Queen Mary is committed to delivering an outstanding, inclusive, world-class education and student experience. To help deliver this, the Queen Mary Academy offers a range of professional development and resources to help you enhance your practice in teaching and learning, whatever your role and career stage.

Advance HE Fellowship can be achieved via our taught programmes in education or through the Teaching Recognition Programme. The flowcharts below set out our recommended development pathways for colleagues in different roles and at different career stages.

The Advance HE [Fellowship Category Tool](#) may also assist you in selecting which pathway and category of Fellowship that you apply for. If you would like to discuss your options, please contact the [course team](#) to book one of our Education and Recognition drop-in sessions, or seek advice by email.



The Queen Mary Academy education and recognition programmes in detail:

Certificate in Learning and Teaching (CILT) offers an introduction to effective teaching and learning in HE, aimed at part time educators and those who support learners. Lasting one year, CILT is a 30 credit Level 7 programme leading to recognition as Advance HE Associate Fellow.

To qualify for CILT you will be expected to be engaged in at least 30 hours of Higher Education practice in the support of learning during the academic year you take the course. This might include, for example, teaching small groups, lecturing, supervising research students, designing and supporting digitally-enhanced learning, assessment, module organisation and personal tutoring.

CILT is open to Queen Mary staff (i.e. those holding a current contract of employment) teaching or supporting the learning of Queen Mary students. This includes postgraduate research students who teach and professional services staff.

Postgraduate Certificate in Academic Practice (PGCAP) is for educators with a substantial teaching or student support role. The programme will support you to apply research-informed principles and approaches to enhance your education practice. PGCAP is a 60 credit Level 7 PGCert, leading to Advance HE Fellowship and fulfils the probation requirements for new lecturers.

To qualify for PGCAP you will be expected to be engaged in at least 60 hours of Higher Education practice in the support of learning while you are enrolled on the course. This might include, for example, teaching small groups, lecturing, supervising research students, designing and supporting digitally-enhanced learning, assessment, module organisation and personal tutoring.

PGCAP is open to Queen Mary educators (ie. those holding a current contract of employment with Queen Mary) with substantial roles in teaching or student support (e.g. as module conveners), and those with responsibility for significant elements of a curriculum.

Master of Education: Academic Practice (MEd) is for senior Queen Mary educators engaged in teaching and the support of student learning who wish to further their professional development in education.

The **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 the relevant category of Advance HE Fellowship: Associate Fellow, Fellow, Senior Fellow or Principal Fellow.