

Assessment Criteria for the Queen Mary Cert/PGCert/MEd Academic Practice

The following specifications and standards to pass work submitted for the award of Cert/PGCert/MEd are articulated through reference to the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF 2023), the Master's Degree Characteristics Statement (QAA, 2020), and Credit Level Descriptors for Higher Education (SEEC, 2021) at Level 7. For each assignment to pass, it must meet the module Learning Outcomes through certain specifications. These Standards and Specifications therefore set out the standard for work to pass at Level 7. They are also used to support and promote assessment for learning, discussion and feedback dialogue.

For each individual assignment there is also a document outlining **Learning Outcomes Expressed Through Standards and Specifications**. This relates the Standards and Specifications to the learning outcomes of each assignment and can be found within the relevant Module Handbook.

The table below outlines Standards and Specifications for a pass in relation to each Professional Value (V), area of Core Knowledge (K) and Areas of Activity (A) of the PSF 2023. Individual assignments are aligned to specific Areas of Activity (A), and in order to pass you will need to demonstrate effective and inclusive practice in relation to the relevant Professional Values and Core Knowledge within the context of that Area of Activity. Module 1 (CILT) requires evidence of A1, A2, and A4 as a minimum. Module 2 requires evidence of A1, A3, A4 and A5 in addition to overview reflecting on how participants have met the requirements for D2 as a whole.

PSF 2023		Standards and Specifications of a pass in Cert/PGCert/MEd Academic Practice for Level 7
A1 A2 A3 A4 A5		Specified Area of Activity Design and plan learning activities and/or programmes Teach and/or support learning through appropriate approaches and environments Assess and give feedback for learning Support and guide learners Enhance practice through own continuing professional development Articulated through:
V1	Respect individual learners and diverse groups of learners	Inclusive learning and teaching concerns meaningful, relevant and accessible approaches to and delivery of pedagogy and practice for all learners. It involves:

		▪ Applying institutional policy, national legislation and ethical and professional values to anticipate and recognise the diversity of your learners. ▪ Selecting and applying principles, concepts, theoretical frameworks from an awareness of relevant scholarship in discussion of practice. ▪ Understanding who your students are and demonstrating recognition of the potential and actual barriers to learners and those with protected characteristics through choices, argument, decisions and change. ▪ Evidencing proactive responsibility for outcomes for learners, and when engaging with dilemmas.
V2	Promote engagement in learning and equity of opportunity for all to reach their potential	Promoting engagement in equitable learning for all concerns meaningful, relevant and accessible design of and approaches in pedagogy, curricula and assessment for all learners. It involves: ▪ Systematic understanding of knowledge and specialist theoretical and methodological approaches applied to planning to ensure that all learners will be able to engage in teaching and learning. ▪ Critical analysis and evaluation of inclusivity and social justice in complex and unpredictable contexts when supporting learners to achieve learning outcomes ▪ Demonstrating awareness of incomplete and/or contradictory data and evidence in the development of effective practices when explaining and supporting decisions, actions, conclusions and/or recommendations. ▪ Evidencing ethical and professional values in the development and critical evaluation of learning and teaching activities.
V3	Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	Demonstrating understanding of and approaches to teaching and/or supporting learning are informed involves: ▪ Articulating the evidence-base informing your judgements, decisions and practice through selection and application of principles, concepts, theoretical frameworks and approaches, and demonstrating a critical awareness of 'effective practice' in your context. ▪ Demonstrating breadth and depth of understanding of how scholarship is relevant to your context and practice. ▪ Awareness and discussion of differing perspectives and voices, with acknowledgement of how this shapes your practice as well as reveals gaps and/or limitations in your current discourses and methodologies. ▪ Ethical use of scholarship and research in line with current institutional academic integrity requirements, with effective and accessible organisation and communication of complex information.

V4	Respond to the wider context in which higher education operates, recognising implications for practice	Responding to the wider context in which HE operates involves: ▪ Demonstrating recognition of and concern for the social, cultural, political and physical context of higher education in relation to strategy, policy, education approach and decisions of the HE sector, of learners (co-creation), Queen Mary University of London, your discipline, and any professional requirements of your programme. ▪ Critical awareness of how these external issues and factors affect learning and teaching in HE, your practice, and your students, and showing how you respond to them, including preparing students for lives after HE. ▪ Critical thinking about your practice decisions and actions based on your awareness and evaluation of your learners' responses to activities, approaches and adaptations you apply or introduce. ▪ Applying principles, concepts, theoretical frameworks and approaches from scholarship in critical discussion of responses, discourses, methodologies, and outcomes.
V5	Collaborate with others to enhance practice	Collaboration with and in teams to support teaching and learning involves: ▪ Encouraging, inviting, and reflecting on the contribution colleagues, wider teams and external networks to the development of perspectives, pedagogy and practice by identifying learning and discussing why you collaborated with them (rationale), and how you worked together (orientation, process, organisation, values, skills, communication). ▪ Evidence, as well as critical discussion, of criteria for, measures of, and outcomes of success and need in the enhancement of learning and teaching through collaboration. ▪ Articulating the evidence-base underpinning your understanding and approaches to collaboration, through selection, application and critique from scholarship of principles, concepts, theoretical frameworks and approaches. ▪ Evidencing proactive responsibility of and for student outcomes, and in critical reflection on engagement with dilemmas.
K1	How learners learn, generally and within specific subjects	Evidencing an informed rationale for decisions, approaches and responses in and when teaching and supporting learning involves: ▪ Explaining and justifying the principles, concepts and values that underpin and shape your understanding of how learners learn by articulating your knowledge base (its theories, frameworks, models, and professional guidelines). ▪ Critical discussion of your understanding of the learning process and the signature pedagogies of your subject area, including assumptions, gaps, and limitations.

		▪ Evidence, as well as critical discussion of, criteria for, measures of, and outcomes of success and need in the enhancement of practice in relation to how learners learn. ▪ Critical awareness of effective practice in the design and/or delivery of education for diverse learners and in unpredictable and complex contexts.
K2	Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	Evidencing an informed rationale for decisions, approaches and responses in and when teaching and supporting learning involves: ▪ Demonstrating a range of examples to show how you approach teaching and/or supporting learning, in general and appropriate to FHEQ, your students, and your subject area. ▪ Explaining and justifying the principles, concepts, values, and assumptions that underpin and shape your understanding of teaching and learning, and teaching your subject, by mapping to and articulating your knowledge base (its theories, frameworks, models, and professional guidelines) when describing decisions, actions, responsibilities, and outcomes ▪ Critical discussion of your rationale for approaches to teaching and/or support of learning through synthesis of theories and methodologies to identify incomplete and/or contradictory perspectives, data and evidence and their implications in and for your practice. ▪ Critical awareness of effective teaching practices for diverse learners and unpredictable, complex contexts whilst working proactively on your own and with others in the design and/or delivery of teaching and/or support of learning.
K3	Critical evaluation as a basis for effective practice	Evidencing how critical evaluation of the effectiveness of scholarship and your practice in teaching and/or supporting learning is integral to your practice involves: ▪ Selecting and applying principles, concepts, theoretical frameworks and approaches to describe and critically develop your positionality, discussion, argument and practice. ▪ Systematically and critically analysing and evaluating incomplete and/or contradictory theories, data and evidence to explain and support argument, rationale, conclusions and recommendations with regards discourses and approaches of learning and teaching. ▪ Developing clear lines of argument and/or development reinforced by central ideas that connect to your practice, premise, observation, and/or your students (e.g. their feedback, Learner Analytics, etc.) ▪ Offering alternative perspectives, i.e. at least one possible objection, alternative voice/view/explanation, to points of argument/development in your understanding/work and a plausible response to, or future action for acknowledging or addressing this (in your understanding and/or practice).

K4	Appropriate use of digital and/or other technologies, and resources for learning	Showing that your practice is informed by knowledge of the use of digital and/or other technologies and resources for learning involves: ▪ Demonstrating understanding of the role and significance of appropriate uses of technologies and resources in teaching and/or the support of active learning, in general and appropriate to context, FHEQ, and your subject or professional field. ▪ Explaining and justifying the principles, concepts, values, assumptions that underpin and shape that understanding by mapping to and articulating your knowledge base (its theories, frameworks, models, and professional guidelines) when describing decisions, actions, responsibilities, and outcomes. ▪ Evidence, as well as critical discussion of, criteria for, measures of, and outcomes of success and need in the enhancement of practice through use of digital and/or other technologies and resources for learning. ▪ Critical awareness of effective practice for diverse learners and in unpredictable and complex contexts when designing and/or using digital and/or other technologies.
K5	Requirements for quality assurance and enhancement, and their implications for practice	Deliberate steps to adhere to regulations and standards and make continuous improvements to ensure the quality of learner experience involves: ▪ Describing expectations of quality assurance and quality enhancement for teaching and learning in HE and that apply in your context. ▪ Demonstrating understanding of how requirements for quality assurance and quality enhancement are relevant to your practice, and why they are important for the learner experience, Queen Mary University of London, and other stakeholders including the broader context of higher education. ▪ Relating expectations and requirements for quality assurance and quality enhancement to scholarship of teaching and learning, and critically analysing and evaluating incomplete and/or contradictory perspectives, needs, data and evidence and their implications in and for your practice. ▪ Systematically applying ethical and professional values and codes of conduct to practice decisions, actions, responsibilities, outcomes and dilemmas when working proactively on your own and with others to extend and improve learning and teaching.