UNIVERSITY OF LONDON

Programme Specification 2018–2019

Learning and Teaching in Higher Education

Postgraduate Certificate

Important document – please read

Table of Contents

Important information regarding the Programme Specification

Last revised 27 June 2018

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* tab in the student portal otherwise the *Contact Us* button on each webpage should be used.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Terminology

The following language is specific to the PGCert Learning and Teaching in Higher Education programme:

Blended Learning: a programme of study that is delivered by both face-to-face teaching and online delivery.

Module: individual units of a programme are called a module. Each module is a self - contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Participant: those studying on the programme are referred to as participants. This is to acknowledge the wealth of experience individuals bring to the programme and to avoid confusion between 'participants' who are taking part in the programme and 'students' who they may be teaching whilst engaging with the programme.

Weighted assessment: elements of assignments that receive a mark and are used in the calculation of overall module grades.

Key revisions made

Programme specifications are revised annually.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the programme specification

No significant changes have been made in 2018-2019.

Title and name of award

Programme title

Learning and Teaching in Higher Education

Award title

Postgraduate Certificate in Learning and Teaching in Higher Education

Exit awards

There are no exit awards on this programme.

Level of the programmes

> The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA).

The award is placed at the following Level of the Framework for Higher Education Qualifications (FHEQ):

- Postgraduate Certificate (PGCert)   Level 7

Relevant QAA subject benchmarks group

> See the QAA website for information about quality assurance.

There are currently no QAA subject benchmarks for postgraduate education studies.

Awarding body

University of London

Registering body

University of London

> www.london.ac.uk

Programme direction

University of London

Accreditation by professional or statutory body

Not applicable.

Mode of study

Online learning supported by an online tutor.

Programme structures

The programme will have two registration points in the year corresponding with start dates for modules.

Participants have an online induction session available through the virtual learning environment (VLE) which they may access prior to the start of their study session. This will include orientation of their learning environment and guidance on the structure and learning expectations for the module.

A participant must pass both modules in order to be eligible for an award.

The PGCert consists of two compulsory modules:

- **Module 1**   Supporting learning, teaching and assessment
- **Module 2**   Enhancing learning, teaching and assessment.

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a participant's effective date of registration, are:

	Minimum	**Maximum**
Postgraduate Certificate	1 year	Five years

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is available in:

The Higher Education Credit Framework for England,

The Framework for Higher Education Qualifications in England,

The European Credit Transfer and Accumulation System,

Where credits are assigned to the modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified Framework for Higher Education Qualifications in England (FHEQ) credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

The Postgraduate Certificate in Learning and Teaching in Higher Education comprises a total of 60 UK credits (30 ECTS credits) at FHEQ level 7. The modules are each assigned 30 UK credits (15 ECTS credits).

One UK credit equates to a notional ten hours of study.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the website.

To register for the Postgraduate Certificate an applicant must:

- Have an undergraduate degree which is considered comparable to a UK degree, in any subject, from an institution acceptable to the University.

- Be currently teaching or supporting learning, on a part-time or full-time basis, on a higher education qualification.

English language requirements

A participant will meet the English language requirement if they:

- Have an ILETS score of 7 with no element below 6.5 or a demonstrably equivalent qualification.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

> All details of the programme specific entry requirements are given on the programme page, under the Requirements tab.

Computer specification and internet access

All participants must have regular access to a computer (or mobile device*) with an internet connection to access the following resources:

- The Student Portal

- Participant record, module registration and examination entry

- Programme resources on the VLE

- The Online Library

- The Programme Specification and Regulations

- University of London email account.

To get the most from your studies, your computer should have at least the following minimum specification:

- a web browser (the latest version of Firefox, Chrome or Internet Explorer are recommended). This must accept cookies and have JavaScript enabled

- screen resolution of 1024 x 768 or greater

- sufficient bandwidth to access and upload video content

- the ability to play videos including sound and speakers

and the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx)

- a PDF reader (e.g. Adobe)

Certain modules may have additional requirements, such as:

- video and audio recording capability, such as via web cam or other device

- microphone

* Full mobile access to VLE resources is not available for all programmes.

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies. The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created.

> For further information, see Inclusive Practice Policy

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

> For further information see https://london.ac.uk/applications/funding-your-study

Educational aims and learning outcomes of the programmes

Programme aims

The programme aims to develop professionals with the capacity to teach and support face-to-face, online and/or blended learning, and assess and give feedback on student work, in ways that are effective, efficient, reflective, scholarly and professional. This programme is delivered online and provides participants with the opportunity to engage with their own learning experience in the context of technology enhanced pedagogy.

Learning outcomes

By the end of this programme, participants will demonstrate the abilities, in relation to face-to-face, online and/or blended learning, to:

- Inform their practice with a critical understanding of theories of learning;

- Apply effective, efficient teaching and learning support strategies, informed by learning and research from a range of sources, including student feedback and outcomes;

- Critically reflect on their own learning experience and then develop their own teaching, learning support and assessment practice, using theory, feedback and other evidence;

- Undertake appropriate professional development, work collaboratively, support collaborative learning, and respect and value individual learners and members of diverse learning communities;

- Use and review a range of technologies to support learning.

Learning, teaching and assessment strategies

The core principles of the learning, teaching and assessment strategy for this programme are outlined below.

Principle 1: Ensuring participants are prepared for study

An online induction will ensure that participants are prepared for study and are familiar with the learning environment and sources of support during their studies.

Principle 2: An engaging and vibrant learning environment

All participants will have access to an online learning environment with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills-based outcomes throughout the curriculum.

Principle 3: Learning content

The learning content will be designed to provide participants with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable participants to study across a range of mobile and media channels.

Principle 4: Participant support

All participants will have access to the learning environment, learning content, tools and activities related to their chosen programme of study. Participants will also receive support via their online tutor.

Principle 5: Assessment

A core feature of this programme will be a varied range of learning activities embedded within the content for each module, designed to provide feedback to participants on their progress towards the module and programme learning outcomes. Summative assessment methods will be designed to facilitate critical engagement with participant's own professional development.

Principle 6: Staff Development

The design, development and delivery of this programme will be supported with training for:

- Academic teams involved in the development of the materials and assessment;
- Tutors

Assessment methods

Both of the Postgraduate Certificate modules are assessed by coursework.

The grade awarded for each module will be a weighted average based on all elements of assessment.

Further details of the specific assessment methods can be found in the Programme Regulations.

Participant support and guidance

Key features of the support for participants include:

- Induction resources.

- VLE containing: comprehensive learning materials; e-resources/e-library; participant forums and progress monitoring tools.

- Online tutor and online student relationship manager.

- Collaborative learning will be a key feature of this programme.

Quality evaluation and enhancement

University of London policies and systems are defined within the key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.

Review and evaluation mechanisms

Proportionate and robust approval procedures, including external scrutiny and student engagement, are in place.

Learning materials are written and examinations are set and marked by academic staff who apply the University's academic standards.

Procedures are in place to assure the standards of the award and the quality of the student experience, which include programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all University of London programmes. Improvements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are produced for all programmes in order to review and enhance the provision and to plan ahead;
- Every year independent external examiners submit reports to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics are produced and are referenced in all systematic reporting within the University of London;
- Periodic programme reviews are carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Student feedback mechanisms

The Student Experience Survey, carried out every two years, collects feedback from the student body on a range of topics relating to the student lifecycle. The results are considered in a number of different ways, including by the Pro-Vice Chancellor, the programme team, principal committees and departments at the University of London responsible for the different aspects of the student experience. Once the findings have been considered in detail, responses are published from both the University of London and from the individual Programme Directors.

Additional survey activity may also be conducted from time to time through the student portal, by email or from the programme team.

VLEs also provide the opportunity for informal feedback and discussion.

An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website.

More information can be found at https://london.ac.uk/current-students/getting-involved

After graduation

Further study

Successful completion of the programme may serve as preparation for participants who wish to go on to take further study in the subject area. Examples of further study can include a Masters in Education.

Graduate employment routes

This programme is designed to develop participants' skills and knowledge in relation to their workplace. It deepens their understanding of the theories and enhances skills that apply to delivering higher education. The programme equips graduates to utilise this in online, blended or face to face learning. The programme has been developed with the UK Professional Standards as a guiding principle, see https://www.heacademy.ac.uk/ukpsf for further details.

The Alumni Network

Upon graduation, students automatically become members of the University of London Alumni Network, a diverse community of over 100,000 alumni in more than 180 countries. The Alumni Network can provide past students with lifelong links to the University of London and each other. Benefits include social and networking events, access to local groups, a bi-annual magazine, social networking groups, and the opportunity to become an Alumni Ambassador for the University of London.

For further information, please see https://london.ac.uk/alumni, www.facebook.com/londonualumni, www.instagram.com/_londonu and https://www.linkedin.com/school/university-of-london/