



**UNIVERSITY
OF LONDON**

Programme Specification 2021–2022

Teacher Development

Professional Graduate Certificate in Education

Important document – please read



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Important information regarding the Programme Specification

Last revised: 20 April 2021

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 registered students should use the *ask a question* tab in the [student portal](#) otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the programme:

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

Critical Friend: Someone you nominate to observe your teaching and give you written feedback.

Key revisions made

Programme specifications are revised annually. The relevant committee of UCL Institute of Education, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

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 2021-2022

- The maximum registration period is now a maximum of two years. This will apply to all students who initially register for the 2021-2022 academic year onwards.
- If you initially registered on the programme prior to 2021-2022, your maximum registration period will be unchanged.

Programme title and qualification

Programme title

Teacher Development

Award title

Professional Graduate Certificate in Education: Teacher Development

The Professional Graduate Certificate in Education: Teacher Development is awarded on a Pass/Fail basis only.

Level of the programme

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualification is placed at the following Level of the FHEQ:

Professional Graduate Certificate in Education Level 6

Relevant QAA subject benchmarks group(s)

See the [QAA website](#) for information:

Education Studies

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Awarding body

University of London

Registering body

University of London

www.london.ac.uk

Academic direction

UCL Institute of Education

Accreditation by professional or statutory body

Not applicable.

Language of study and assessment

English

Mode of study

Study is by online and flexible learning with an internet-based Virtual Learning Environment (VLE).

Programme structure

The programme consists of two modules as follows:

- Module 1: Thinking about Learning [TD3001]
- Module 2: Learning in Teaching [TD3002]

Maximum and minimum periods of registration

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

	Minimum	Maximum
Professional Graduate Certificate in Education	One year	Two years

Study materials are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to courses of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified 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.

Credits are assigned to the modules of the programme as follows:

- 30 UK credits or 15 ECTS credits for each module. Modules have been designated FHEQ level 6.

A student awarded the Professional Graduate Certificate in Education will have accumulated 60 UK credits or 30 ECTS credits.

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

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto this programme of study.

Where the prior learning covered a similar syllabus to a module/course studied elsewhere, credit will be awarded as if you took the University of London module/course.

See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to prior learning.

Prior learning will not be recognised or accredited for this programme.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Details of the programme specific requirements are given on the programme page, under the [Entry Requirements](#).

To register, you must fulfil the following criteria:

- An undergraduate qualification or equivalent at FHEQ level 5 or above (appropriate qualification/subject approved by University of London and checked against NARIC for compatibility),
- Qualifications equivalent to an undergraduate degree will also meet the entry requirements for example Pearson level 5 certificates

or

- Cambridge International Examinations: Professional Development Qualification – Diploma (Level 5) which has been examined in English and studied between January 2015 and February 2017.

All applicants are expected to be working in a school setting in a teaching role (as a teacher, a teaching assistant or a volunteer). In that role, they would sometimes have responsibility for the whole class as appropriate. Applicants should have completed at least two years teaching before they commence study on the programme. These requirements to be confirmed at application via reference from head teacher of the school.

English language requirements

Applicants must satisfy the English language requirements for the programme. You can fulfil the English language requirements for our undergraduate programmes with one of the awards or proficiency tests listed on the [website](#).

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.

Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems. A webcam may be required in the event that online timed assessments (if offered) are proctored, and in such a case, it is a student's responsibility to ensure that they have a webcam.

The computer should have at least the following minimum specification:

- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);
- a good internet connection.

And the following applications installed:

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

- a pdf reader.

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. Students with a disability, or others who may need access arrangements, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#).

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

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 the [website](#)

Educational aims and learning outcomes of the programme

The primary aim of this programme is to support the continuing professional development (CPD) of teachers working in international contexts. To this end, the programme aims to enable its students to:

1. Examine concepts of teaching and learning through reflection of their practice in the classroom;
2. Develop analytical practices in consideration of their professional role as teachers;
3. Consolidate and extend their knowledge of the curriculum and pedagogy of the subjects they teach as appropriate to the age range they practice within
4. Study current evidence-informed scholarship on teaching, learning and professional practice;
5. Develop professional skills through the completion of activities including lesson planning, creation of pedagogic materials and evaluation of their use;
6. Acquire new pedagogical skills and knowledge and extend their professional knowledge, skills and understanding;
7. Consider the diverse needs of the students they teach and reflect on other needs of students so developing new approaches to teaching and learning;

8. Demonstrate achievement of agreed teaching standards (developed with the client or for individuals);
9. Understand the value of continuing professional development and establish opportunities to continue their own professional development.

This programme does not offer UK Qualified Teacher Status (QTS).

Learning Outcomes

The principle learning outcomes will be:

1. A systematic understanding of the key aspects of teaching and learning practices, including pedagogic and subject knowledge, for a defined age phase of learners;
2. A professional understanding of pedagogical content knowledge as it applies to their chosen age phase and/or subject;
3. An ability to analyse and critically reflect on professional practices, particularly their own;
4. A critical understanding of teaching and learning which allows them to devise and sustain arguments and reflect on the challenges presented to teachers;
5. A conceptual understanding of their own practice and others practice in relation to current research in teaching, learning, pedagogy and practice in education and an ability to articulate this clearly through relevant artefacts;
6. An appreciation of the challenges and uncertainty of education and in particular, teaching and learning practices;
7. The ability to manage their own learning and reflect on their practice in the light of scholarly reading and discussion so as to improve and change the outcomes for their learners.

Knowledge and Understanding

All students will demonstrate a systematic understanding of learning and teaching through:

- engagement with research and relevant literature;
- critical analysis and reflection of their own practice;
- enquiry into their own practice.

Application

All students will consider the application of learning and teaching through:

- employing processes of planning, application, reviewing and refining teaching;
- observing learning and reflecting on changes needed to their teaching;
- consideration of teaching standards and how their practice meets these.

Reflection

All students will reflect on their professional practice both in their own settings and in responses to the programme by:

- responding to peer review;
- making appropriate changes in their teaching to enhance learners outcomes;
- engaging in professional conversations with a Critical Friend.

Transferable skills

Through engagement with learning and teaching processes explored in practice and in the academic and professional literature, all students will demonstrate:

- the ability to construct and communicate oral and written arguments;
- the effective use of technology and interpretation of numerical and other data;
- a positive and constructive response to changes in their practice.

Module learning outcomes

The intended learning outcomes for each module are listed in the table below. Module 1: Thinking about Learning intended learning outcomes are focused on learning theories, on how learning happens in the classroom, and on what research tells us about learning. Module 2: Learning in Teaching intended learning outcomes shift the focus to assessment for learning and inclusion. The module is completed by helping students to think beyond the programme to their own professional development considering inquiry into their practice.

Module 1: Thinking about Learning

Aims:

All students will:

- Examine concepts of teaching and learning through reflection of their practice in the classroom in observing learning and supporting learners.
- Develop analytical practices in consideration of themselves as teachers.
- Consolidate and extend their knowledge of the curriculum and pedagogy of the subjects they teach as appropriate to the age range they practise within.
- Study current evidence informed scholarship on teaching, learning and professional practice.
- Develop professional skills through the completion of activities including lesson planning, creation of pedagogic materials and evaluation of their use.
- Acquire new pedagogical skills and knowledge and extend their professional knowledge, skills and understanding through consideration of themselves as learners.

Consider the diverse needs of the pupils they teach and reflect on other needs of pupils so developing new approaches to teaching and learning.

Learning Outcomes:

- A systematic understanding of learners and learning, including pedagogic and subject knowledge, for a defined age phase of pupils.
- An ability to analyse and critically reflect on their own practice.

- A critical understanding of teaching and learning which allows them to devise and sustain arguments and reflect on the challenges presented to teachers.
- A conceptual understanding of their own practice and others' practice in relation to current research in teaching, learning, pedagogy and practice in education.
- An appreciation of the challenges and uncertainty of learning practices.

The ability to manage their own learning and reflect on their practice in the light of scholarly reading and discussion so as to improve and change the outcomes for their learners.

Module 2: Learning in Teaching

Aims:

All students will:

- Examine concepts of teaching and learning through consideration of evidence informed scholarship around the concepts of assessment for learning and inclusion.
- Develop analytical practices in consideration of their professional role as teachers.
- Consolidate and extend their knowledge of the curriculum and pedagogy of the subjects they teach as appropriate to the age range they practice within.
- Develop professional skills through the completion of activities including lesson planning, creation of pedagogic materials and evaluation of their use.
- Acquire new pedagogical skills and knowledge and extend their professional knowledge, skills and understanding of assessment and inclusion practices.
- Consider the diverse needs of the pupils they teach and reflect on other needs of pupils so developing new approaches to teaching and learning.
- Understand the value of continuing professional development and establish opportunities to continue their own professional development through the consideration of themselves as reflective practitioners.

Learning Outcomes:

- A systematic understanding of the key aspects of teaching and learning practices, including pedagogic and subject knowledge, for a defined age phase of pupils.
- A professional understanding of pedagogical content knowledge as it applies to assessment for learning and inclusion in their subject/age phase.
- An ability to analyse and critically reflect on their own professional practice.
- A critical understanding of teaching and learning which allows them to devise and sustain arguments and reflect on the challenges presented to teachers.
- A conceptual understanding of their own practice and others practice in relation to current research in teaching, learning, pedagogy and practice in education.
- An appreciation of the challenges and uncertainty of education through reflection on assessment for learning and inclusion practices in their own educational settings.

The ability to manage their own learning and reflect on their practice in the light of scholarly reading and discussion so as to improve and change the outcomes for their learner.

Learning, teaching and assessment strategies

Learning is facilitated through the Virtual Learning Environment (VLE) through directed activities. Each module framework is designed to be open ended so that the differences of expectations in different countries can reflect the needs identified in country and support teachers in their particular challenges.

All students will be expected to engage with coursework online on a regular basis and engage in critical reflection and professional discussion with colleagues on the programme. An important part of the coursework will be regular observations by Critical Friends and where possible through video recording shared online. These observations will help support professional development and enable students to bring concrete practice to professional discussions online and in their written work.

All students will keep a Portfolio which will be submitted to demonstrate engagement with the modules. For each observation, students will be expected to provide a typed lesson plan (proforma will be available in the VLE) collated in their Portfolio.

Students are mainly supported through peer engagement and through the programme materials. Additional tutorial support will be provided through:

- Engagement in Keep In Touch forums – tutors will respond to themes/threads of discussion weekly (this will also be supported by peer engagement)
- Individual responses (where students are misunderstanding or need direct responses)
- Formative feedback on draft assignments – returned within 20 working days
- Summative feedback on final assignments – returned within 1 calendar month

Assessment methods

All students will keep a portfolio which will be a personal documentation of their professional development throughout the programme. This will be submitted at the end of each module and will be assessed on a pass/fail basis. Further guidance is available in the VLE.

Ongoing formative assessment is an important pedagogical part of the programme. Course tutors will monitor the portfolio to recognise specific needs of individual students. Written peer formative feedback will be supplied through the responses to online discussion forums. Tutors will also provide written formative feedback to discussion forum, specific elements of the portfolio, the first two analyses of observations and on a draft of each module coursework submitted. Students are not required to submit a formative assignment (or draft of the summative assignment) but are strongly advised to do so, as the module tutor will give advice about work to be done to meet the criteria for summative assessment.

Each module in the programme is assessed by the following:

Module 1: Thinking about Learning is assessed through the presentation of three elements: A Portfolio of Activity as a record of engagement within the module activities; Evidence of Professional Practice through at least six annotated and critically considered

observations of teaching; and, a short essay assignment (2,000 words plus or minus 10%) on one aspect of learning developed through the module engagement.

Module 2: Learning in Teaching is assessed through the presentation of three elements: A Portfolio of Activity as a record of engagement within the module activities; Evidence of Professional Practice through at least six annotated and critically considered observations of teaching; and, an assignment of three short essays which explore the themes developed from the teaching of the module plus a short synopsis (4,000 words plus or minus 10%).

Student support and guidance

The following summarises the support and guidance available to students:

- [Student Guide](#): this provides information which is common to all students and gives information about matters of importance from the start of a student's relationship with the University of London through to their graduation;
- Virtual Learning Environment (VLE): This gives access to materials (including lessons, activities and assignments) for each course studied.
- Programme handbook;
- Module guides (within the VLE) - these introduce and develop the topics;
- Accompanying readings (available through the VLE);
- Support offered through a team of tutors;
- Regular tutor feedback on work through the VLE forums and submission areas;
- Additional tutorial support will be provided through:
 - Engagement in forums – tutors will respond to themes/threads of discussion at given times (this will also be supported by peer engagement);
 - Formative feedback on six elements (normally returned within 20 working days):
 - Philosophical Statement
 - Observations 1 and 2 (Module 1)
 - Draft of Module 1 essay
 - Draft of short essay 1 (Module 2)
 - Draft of short essay 2 (Module 2)
 - Draft of short essay 3 and synopsis (Module 2)
 - Summative feedback on final assignments – normally returned within 1 calendar month;
- [The Online Library](#) - this provides a range of full-text, multi-disciplinary databases where journal articles, book reviews and reports can be found;
- Online library collections are supplemented by the inter-library loan service from the British Library. Contact the [Online Library](#) to make a request.

- University of London library - registered students can use the resources located within the Senate House library.
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules, Guidelines for Examinations, General Regulations](#) and, for each programme, [programme specific regulations](#).

Awards standards

All University of London awards have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate qualification standards. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: 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.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal

committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. 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 on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme may serve as preparation for students who wish to go on to more advanced teacher training.

Graduate employment routes

The primary aim of this programme is to support the continuing professional development (CPD) of teachers working in international contexts. This programme does not offer UK Qualified Teacher Status (QTS).

The Alumni Community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)