UNIVERSITY OF LONDON

INTERNATIONAL PROGRAMMES

Programme Regulations 2017–18

Learning and Teaching in Higher Education

Postgraduate Certificate

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

Contents

Important information regarding the Programme Regulations

About this document

Last revised 20 December 2017

As a student registered with the University of London, you are governed by the current General Regulations and Programme Regulations associated with your programme of study. These Programme Regulations are designed and developed by the University of London.

In addition to Programme Regulations, you will have to abide by the General Regulations. These regulations apply to all University of London International Programmes students and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal https://my.londoninternational.ac.uk.

Terminology

For the Postgraduate Certificate in Learning and Teaching, you should note the following language:

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 partaking 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.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

Changes to the Learning and Teaching in Higher Education Regulations2017-18

This programme will run for the first time in 2017-18.

1   Structure of the programme

Award structure

1.1

The following award is offered under this programme:

- Postgraduate Certificate in Learning and Teaching in Higher Education

1.2

The **Postgraduate Certificate (PGCert)** is a 60 UK credit programme. For the PGCert, you must complete:

- two core 30 credit modules (60 credits total)

> Over a 22-week session, a 30 credit module will typically require ten to 15 hours of work/effort per week.

2   Registration

Effective date of registration

2.1

Your effective date of registration will be either:

- 1 April if you first register before the March registration deadline;
- 1 October if you first register before the September registration deadline.

Date of first study session

2.2

If your effective date of registration is **1 April**, the study session for the first module(s) you select will start in the same month and will finish in September of the same year.

If your effective date of registration is **1 October**, the study session for the first module(s) you select will start in the same month and will finish in March of the following calendar year.

Period of registration

> The minimum and maximum periods of registration to complete the programme are given in the Programme Specification.

Order in which to take the modules

2.3

You are strongly advised **not** to register for Module 2 before you have attempted Module 1, however you may take the modules in any order.

> If you do not pass a module at your first attempt, you may wish to delay your entry for the subsequent module (see **4.4-4.5**.)

3 Recognition of prior learning and credit transfer

> The rules for recognition of prior learning are described in the General Regulations.

3.1

There is no recognition of prior learning for this programme.

4 Assessment for the programme

Summary table of assessment

Module	Module 1 (22 weeks long)		Module 2 (22 weeks long)	
Element of assessment	**1.** Online activities review (1,000 words)	**2.** Reflective narrative (4,000 words)	**1.** Topic proposal and scope (500 words)	**2.** Project Plan (5,000 words)
Element weighting	25%	75%	0%	100%
Submission point	Week 12	Week 22	Week 6	Week 22
Pass mark for the element:	50%	50%	N/A	50%
To pass the module you must:	Achieve a mark of at least 50% in element 1 and 2		Submit element 1 through VLE in accordance with deadlines provided; *And* Achieve a mark of at least 50% in element 2	

Taking assessments

Refer to the rules on assessment and assessment offences in the General Regulations.

4.1

When you register for a module, you must take the assessments at the first available opportunity.

4.2

For weighted assessment elements 10% of your marks for the element will be deducted if you deviate from the set word limits by more than 10%.

The content within the main body of text comprises the overall word count, including in-text citations, references, quotes, heading and sub-headings. The cover page, reference list and any appendices do not count towards the overall word count.

Further guidance can be found via the programme VLE.

Deferring assessment

If you encounter unforeseen circumstances beyond your control which mean that you are not able to complete assessment, you should refer to the guidance on mitigating circumstances.

4.3

It is not possible to defer assessment on this programme. Once study on the module has commenced, all elements of assessment must be completed.

Deadlines for assessment

See the Virtual Learning Environment for full details of all the assessment points, deadline dates and submission guidance.

4.4

Assessment elements must be submitted by the deadline dates given in the Virtual Learning Environment.

4.5

If you miss a submission deadline you will be given a mark of zero for the assessment element and it will count as an attempt (unless you have submitted details of mitigating circumstance which we have approved).

Passing assessments

4.6

In order to pass Module 1, you must obtain a mark of at least 50% in each of the two elements.

4.7

In order to pass Module 2, you must submit element 1 in accordance with the instructions and deadlines provided and obtain a mark of at least 50% in element two.

Failure to submit element 1, *Topic proposal and scope*, will result in failure of the whole module.

4.8

We will not allow marginal compensation for any elements or modules.

4.9

To calculate your overall grade, only the marks from weighted elements are used.

Number of attempts permitted at an element of assessment

4.10

The maximum number of attempts permitted for any element of assessment is two.

Resitting an element of assessment

If you are required to resit one or more elements of assessment you will have to pay the relevant module continuation fee.

4.11

You may resit any element of assessment that you have failed once. If you fail an element at a second attempt, it will no longer be possible for you to complete the required assessment for the programme and so your registration will cease.

4.12

You will fail a weighted element if the grade for the element is below 50%.

4.13

You may not resit an element of assessment that you have passed.

5   Scheme of award

Award requirements

5.1

To be awarded the Postgraduate Certificate in Learning and Teaching in Higher Education you must:

- achieve a mark of at least 50% in all of the weighted elements and have submitted the *Topic proposal and scope* (element 1 of Module 2) in accordance with the instructions and deadlines provided.

Award classification

5.2

To calculate the final grade for the award, the marks for both modules are equally weighted.

5.3

To decide the final classification of the award, the following classification system is used:

Overall Mark	Classification
80 – 100 per cent	Distinction
65 – 79 per cent	Merit
50 – 64 per cent	Pass
0 – 49 per cent	Fail

5.4

Your overall mark is calculated as follows and will be rounded up to the nearest whole number:

Overall mark = $\dfrac{\text{module 1 mark} + \text{module 2 mark}}{2}$

Date of award

5.5

The date of award will correspond to the year that the requirements for the award are satisfied.

Exit awards

5.6

There are no exit awards for this programme.

Appendix A – Syllabuses

Topics covered in each module may be subject to minor revision to ensure currency and relevance. Students will be advised of any changes in advance of their study. Syllabuses and topics covered were up-to-date at the time of publication; see module descriptors under the Structure tab on the website for further information and any updates.

Module 1 - Supporting learning, teaching and assessment

The aim of this module is to develop teachers in higher education to support teaching, learning, assessment and feedback to enable student learning and progress. The module will explore online, face-to-face and/or blended modes of delivery and participants will gain first-hand experience of online pedagogy as learners themselves.

This module provides a broad overview of the key principles which underpin professional education Higher Education and explores relevance to practice in higher teaching and support of learning. The module consists of four complementary themes that focus on student learning and the implications of these for the planning and undertaking of teaching, assessment and feedback. Crucial to professional enhancement are critical reflection and evaluation and the application of these to practice, so these form the final theme.

From the start, participants will be encouraged to identify their individual learning needs within each theme and personalise their learning to their needs and contexts. Thus they will identify, from their own experience and current teaching responsibilities, areas in which they can implement and manage change, to the benefit of their students.

As an introductory module, we will consider the journey of moving from teaching as transmission, to teaching as facilitation, to teaching as managing student learning, to helping students manage their own learning. We will concentrate in detail on each of the following themes:

1. How students learn

2. Approaches to teaching and supporting learning

3. Assessing learning and giving feedback

4. Evaluating and improving practice through reflection and peer learning

Module 1 Learning outcomes

By the end of this module participants will be able to:

1. Inform their practice with a critical understanding of theories of learning;

2. Compare and contrast different teaching methods based on online and face to face delivery, in light of associated quality assurance standards, and make and justify a choice of methods;

3. Develop and critically review marking and feedback that effectively supports student learning, accounting for diverse learning needs;

4. Reflect on and critically analyse their individual learning experience, teaching practice and professional values in relation to their own effectiveness in supporting teaching and learning practice within their own discipline.

Assessment: An on-line activities review (1,000 words)

A reflective narrative (4,000 words, +/- 10% excluding references and appendices)

Module 2 - Enhancing learning, teaching and assessment

The aim of this module is to enable participants to develop as teachers in higher education; to enhance and innovate in online, face-to-face and/or blended learning and anticipate future higher education contexts.

The Enhancing Learning, Teaching and Assessment module will focus on current and future learning and teaching scenarios, for example, new face-to-face pedagogic strategies and digital-based learning and teaching approaches. The module will provide participants with a theory and research-informed and practically grounded framework to identify ways in which learning and teaching can be both enhanced and developed innovatively in their own professional contexts.

Participants will then be supported to analyse their context drawing on current trends and contemporary thinking in higher education. They will develop a contextually informed development plan which they will present for assessment. Irrespective of the development topic a participant selects as an individual, they will work together in professional learning groups each of which will be allocated a tutor to provide oversight and guidance on their collective and individual development. Broad themes and topics explored in groups to support the plan include:

1. Higher Education contexts and values

2. Curriculum design and planning

3. Enabling student engagement and completion

4. Evaluation, planning and Professional Development

Module 2 Learning outcomes

By the end of this module participants will be able to:

1. Apply advanced theoretical knowledge to teaching, learning and assessment practice in higher education

2. Analyse options and develop plans for enhancing teaching, learning and assessment drawing on their own present and future contexts

3. Critically reflect on their own practice and professional values, within professional learning groups

4. Develop and write a plan for future enhanced work in teaching, learning and assessment that takes account of higher education contexts and trends.

Assessment:

A topic proposal and scope of 500 words (Failure to submit this element will result in failure of the module).

A plan for enhancing teaching and learning practice. 5,000 words (+/- 10% excluding references and appendices).

Appendix B – Assessment Criteria

This is an indicative description of expectations for both modules at each grade level. Overall grades comprise qualitative and quantitative elements.

Module 1 Element 1 Online activities review

Module SLTA Element 1 Assessment criteria	Distinction Marks in the range 80 -100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 2,7,12, 17,22,27,32,37,42,47*
1. Critical application of appropriate learning theories to practice	Sophisticated conceptual understanding and high levels of critical evaluation of research demonstrated. High levels of creativity and independence of thought in the application of theory to practice.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation included. Elements of creativity and independence of thought in the application of knowledge.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few learning theories engaged with and limited understanding demonstrated. Very few links between theory and practice made.
2. Justification of choice of activities in relation to student engagement and facilitation of learning	Demonstrates critical review of range of online activities used in this module. Provides a sophisticated justification for choice of activities in relation to student engagement and student learning. Explicit consideration of diverse learner needs considered.	Demonstrates review of range of online activities used in this module. Provides a detailed justification for choice of activities in relation to student engagement and student learning. Considers aspects of diverse learner needs.	Provides justification for choice of activities in relation to student engagement and student learning.	Limited justification for choice of activities in relation to student engagement and student learning.
3. Reflection on own learning and professional development	Critically reviews own learning and development in relation to engagement with online activities in this module	Reviews own learning and development in relation to engagement with online activities in this module	Some discussion of own learning and development	Little or no discussion of own learning or development

Module 1 Element 2 Reflective narrative

Module SLTA Element 2 Assessment criteria	Distinction Marks in the range 80 -100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 2,7,12, 17,22,27,32,37,42,47*
1. Critical application of appropriate learning theories to practice	Sophisticated conceptual understanding and high levels of critical evaluation of range of scholarship and research. High levels of creativity and independence of thought in the application of knowledge.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation included. Elements of creativity and independence of thought in the application of knowledge.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few learning theories engaged with and limited understanding demonstrated. Very few links between theory and practice made.
2. Justify appropriate methods for teaching and supporting learning and assessing and giving feedback, for students with diverse learning needs	A wide and diverse range of methods and approaches critically considered and evidenced. On-line and face to face teaching and assessment and feedback scenarios critically explored. Explicit consideration of diverse learner needs considered throughout.	A good range of methods and approaches considered and evidenced. Some critical exploration of on-line and face to face teaching and assessment and feedback scenarios explored. Diverse learner needs considered.	A range of methods and approaches considered and evidenced. Online and face to face scenarios considered. Some discussion of diverse learner needs provided.	Limited range of methods and approaches considered and evidenced. May not have considered face to face and on-line scenarios or diverse learner needs.
3. Evidence that participants have used a range of information sources including those from quality assurance and enhancement, and their own personal development to inform their teaching and assessment / feedback	Extensive, insightful and critical review of a wide range of information sources, including from quality assurance and enhancement processes, used throughout the participant's work. Extensive evidence of engagement with own personal development directly linked to enhancing practice in teaching	Wide ranging and coherent review of information sources, including from quality assurance processes, used throughout the participant's work. Evidence of critical engagement with a range of information and practice. Evidence of engagement with own personal development linked	Some information sources used in the participant's work, including from quality assurance and enhancement processes. Some evidence of engagement with own personal development linked to developing practice in teaching and assessment/ feedback.	Few information sources used in the participant's work. Little evidence of engagement with personal development informing practice in teaching and assessment/ feedback.

Module SLTA Element 2 Assessment criteria	Distinction Marks in the range 80 -100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 2,7,12, 17,22,27,32,37,42,47*
	and assessment/ feedback. Draws on in-depth review of peer observed teaching activity and other peer feedback.	to developing practice in teaching and assessment/ feedback.		
4. Evidence of development of own ideas, values and approaches in relation to critical analysis of effectiveness in teaching and learning including within their own discipline	Evidence of extensive, insightful and critical development of own ideas, values and approaches in relation to effectiveness in teaching practice within their own discipline	Evidence of critical engagement with development of own ideas, values and approaches in relation to effectiveness in teaching practice within their own discipline	Demonstration of development of own ideas, values and approaches provided in relation to effectiveness in teaching practice within their own discipline	Little or no evidence of development of own ideas, values and approaches in relation to effectiveness in teaching practice within their own discipline

Module 2 Element 1 Topic proposal and Scope

- Focus on an appropriate area for development in learning, teaching or assessment
- Draw on evidence from the local context
- Demonstrate how the planned development will be of sufficient scope

Module 2 Element 2 Project Plan

Module 2 Assessment criteria	Distinction Marks in the range 80 - 100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 79*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49
1. Critical application of appropriate learning theories to practice	Sophisticated conceptual understanding and high levels of critical evaluation of range of scholarship and research. Detailed, critical and creative demonstration of ability to apply learning theories to practice.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation included. Sound demonstration of ability to apply learning theories to practice.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few learning theories engaged with and limited understanding demonstrated. Very few links between theory and practice made.
2. Draw on evidence from both local practice and wider research to inform their learning and teaching development	Development plan is located in both local practice and wider research literature with detailed and insightful justification drawing on stated values such as respect for diversity. Recognises limitations of research evidence. Plan is sustainable in the local context and conforms to local QA and regulatory requirements with transformative potential.	Development plan is located in both local practice and wider research literature with detailed justification drawing on stated values such as respect for diversity. Plan is sustainable in the local context conforms to local QA and regulatory requirements.	Development plan is located in both local practice and wider research literature with some justification drawing on stated values such as respect for diversity. Plan conforms to local QA and regulatory requirements.	Development plans draw on little or no evidence from local practice or wider research. Values are not made explicit.
3. Develop their own ideas and challenge existing practice in response to feedback from peers and tutor	Clear evidence of ground breaking challenge to existing practice that is informed by theory. Systematic use of feedback resulting in exemplary action.	Clear evidence of challenge to existing practice that is informed by theory. Systematic use of feedback resulting in effective action.	Clear evidence of challenge to existing practice and effective action taken in response to feedback on at least one occasion.	Little evidence of challenge to existing practice. Little or no effective action in response to feedback.

Module 2 Assessment criteria	Distinction Marks in the range 80 - 100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 79*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49
4. Develop a coherent and manageable plan that takes account of current and likely future developments in higher education	Plan is coherent and manageable. Plan takes a detailed and convincing account of current and likely future developments and demonstrates originality and inspirational thinking.	Plan is coherent and manageable. Plan takes a detailed and convincing account of current and likely future developments.	Plan is coherent and manageable. Plan takes some account of current and likely future developments.	Plan is not coherent or not manageable. Plan takes little or no account of current and likely future developments.