



UNIVERSITY  
OF LONDON

# Programme Regulations 2020–2021

## 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



**IMPORTANT NOTICE FOR 2020-2021 ACADEMIC YEAR**

**Alternative Assessments during the Coronavirus (COVID-19) Outbreak**

In these unprecedented times, the University has and continues to respond quickly to the impact of COVID-19, which has resulted in changes to our assessment processes.

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

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## Important information regarding the Programme Regulations

### About this document

Last revised 26 August 2020

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 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.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not 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.

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](#).

### 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 modules. 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 assessment that receive a mark and are used in the calculation of overall module marks.

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

### Changes to the Learning and Teaching in Higher Education Regulations

The assessment criteria for Module 2 has been updated.

## 1 Structure of the programmes

[Appendix A](#) provides the syllabuses and module outlines.

### Qualification

#### 1.1

The following qualification is awarded through the Learning and Teaching in Higher Education programme:

- Postgraduate Certificate in Learning and Teaching in Higher Education

### Qualification structure

#### 1.2

The PGCert is a 60 UK credit programme. To be awarded the qualification 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**, your first study session will start in the same month and will finish in September of the same year. If your effective date of registration is **1 October**, your first study session will start in the same month and will finish in March of the following calendar year.

### Module availability

#### 2.3

Each module for this qualification will be available in each session.

### 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**

### **2.4**

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 regulations **4.4–4.5.**) Further guidance can be found on the [VLE](#)

## **3 Recognition of prior learning**

### **3.1**

Prior learning will not be recognised for this programme.

## **4 Assessment for the programme**

### **Summary table of assessment**

<b>Module</b>	<b>Module 1 (22 weeks long)</b>		<b>Module 2 (22 weeks long)</b>	
<b>Element of assessment</b>	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)
<b>Element weighting</b>	25%	75%	0%	100%
<b>Pass mark for the element:</b>	52%	52%	N/A	52%
<b>To pass the module you must:</b>	Achieve a combined weighted overall average mark of at least 52%.  We allow compensation for element 1 provided you have a minimum mark of 37%.		Submit element 1 through VLE in accordance with deadlines provided  <i>And</i>  Achieve a mark of at least 52% in element 2	

### **Taking assessments**

Refer to the rules on assessment and assessment offences in the [General Regulations](#).

### **4.1**

Once you have registered for a module, you must take the assessments in line with the deadlines given on the VLE.

### **4.2**

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

#### 4.3

If you deviate from the set word limits, by more than 25%, the script will not be marked and the submission will be awarded a mark of zero.

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 unable to complete assessment, you should refer to the guidance on [mitigating circumstances](#).

#### 4.4

It is not possible to defer assessment on this programme.

### Deadlines for assessment

See the [VLE](#) for full details of all the assessment points, deadline dates and submission guidance.

#### 4.5

Assessment elements must be submitted by the deadline dates given on the VLE.

#### 4.6

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

#### 4.7

In order to pass Module 1, you must obtain an overall combined weighted mark of at least 52% from the two assessment elements, with a minimum of 37% in element 1 and 52% in element 2.

#### 4.8

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 52% in element 2. Failure to submit element 1, *Topic proposal and scope*, will result in failure of the whole module.

#### 4.9

To calculate your overall module mark, 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**. This will require you to re-register on the relevant module and pay a continuation fee.

### **4.12**

It may be possible for you to proceed with a fail in assessment element 1 of Module 1 if the mark you receive for assessment element 1 is between 37% and 47% AND your overall combined weighted mark from the two assessment elements is at least 52%.

### **4.13**

If your mark for assessment element 1 is below 37% you will incur a fail of the overall module, even if your overall combined weighted mark from the two assessment elements is 52% or more.

### **4.14**

You will fail a weighted element if the mark for the element is 47% or below, unless compensation is permitted.

### **4.15**

If you fail an element at a second attempt, it is no longer possible for you to complete the required assessment for the programme, and your registration will cease.

### **4.16**

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

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## **5 Scheme of award**

### **Qualification requirements**

#### **5.1**

To be awarded the PGCert Learning and Teaching in Higher Education you must achieve an overall module mark of at least 52% in both modules.

### **Qualification classification**

#### **5.2**

To calculate the final mark for the qualification, the marks for both modules are averaged with equal weighting and rounded to the nearest whole number.

Final mark = 
$$\frac{(\text{module 1 mark} + \text{module 2 mark})}{2}$$



### **5.3**

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

<b>Final Mark</b>	<b>Classification</b>
80 – 100 per cent	Distinction
65 – 79 per cent	Merit
50 – 64 per cent	Pass
0 – 49 per cent	Fail

### **Date of award**

#### **5.4**

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

### **Exit qualifications**

#### **5.5**

There are no exit qualifications 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 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 online activities review (1,000 words)

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

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## **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 and identifying areas for development and enhancement. 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. Broad themes and topics explored in this module will to support the plan and include:

1. Higher Education contexts and values and implications for your practice
2. Curriculum design, assessment and planning
3. Enabling student engagement and completion

### **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 of 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.

Refer to the [VLE](#) for full details on the mark scheme.

### Module 1 Element 1 Online activities review

<b>Module SLTA Element 1 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
1. Provides a theoretically informed review of of online learning and teaching practice.	Sophisticated or high levels of conceptual understanding demonstrated. Good levels of critical evaluation of research and/or practice demonstrated. Consistent creativity and/or independence of thought in the application of theory to practice demonstrated.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation of research/practice included. Elements of creativity and/or independence of thought in the application of theory to practice demonstrated.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few or no learning theories engaged with. Little or limited understanding demonstrated. Very few or no links between theory and practice made.
2. Provides justification and analysis of choice of activities in relation to diverse student engagement and effective facilitation of learning.	Provides a critical review and justification for choice of activities in relation to student engagement and student learning. Includes explicit consideration of diverse learner needs. Engages with the complexities of the concepts of student engagement and student learning.	Provides a detailed justification and analysis of the choice of activities in relation to both student engagement and student learning. Considers aspects of diverse learner needs.	Provides some justification for choice of activities in relation to both student engagement and student learning. Considers limited aspects of diverse learner needs.	Limited or no justification for choice of activities in relation to both student engagement and student learning. May focus only on engagement or learning.
3. Reflects on own learning and professional development informed by	Critically reviews own learning in relation to engagement with this module and	Reviews own learning in relation to engagement with this module and provides a review of implications for	Some discussion of own learning and of implications for development of own teaching practice	Little or no discussion of own learning. No or few implications for own professional development



<b>Module SLTA Element 1 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
relevant literature.	provides an analytical review of implications for development of own teaching practice	development of own teaching practice		considered

**Module 1 Element 2 Reflective narrative**

<b>Module SLTA Element 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
1. Critical application of appropriate learning theories to practice.	Sophisticated conceptual understanding and critical evaluation of range of scholarship and research. High levels of creativity and/or 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 or no learning theories engaged with and limited or extremely limited understanding demonstrated. Very few or no links between theory and current and developing 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 to development of own current practice critically considered. Teaching and assessment and feedback scenarios critically explored. Explicit consideration of diverse learner needs considered throughout.	A good range of methods and approaches considered for development of own current practice. Some critical exploration of teaching and assessment and feedback scenarios explored. Diverse learner needs considered.	A range of methods and approaches considered for development of own current practice. A range of scenarios considered. Some discussion of diverse learner needs provided.	Limited or extremely limited range of methods and approaches considered and evidenced for enhancements to current practice in learning, teaching and assessment/feedback. May not have considered diverse learner needs. Limited or no engagement with either online or face to face modes.
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	In reviewing own developing practice, provides an insightful and critical review of a wide range of information sources, including from quality assurance and enhancement processes. Extensive evidence of engagement with	In reviewing own developing practice draws on a wide ranging and coherent review of information sources, including from quality assurance processes. Evidence of engagement with own personal development linked to developing	In reviewing own developing practice draws on some information sources including from quality assurance and enhancement processes. Some evidence of engagement with own personal development	In reviewing own developing practice few or no information sources are used. Little or no evidence of engagement with personal development informing practice in teaching and assessment/

<b>Module SLTA Element 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
assessment/ feedback.	own personal development directly linked to enhancing practice in teaching and assessment/ feedback.	practice in teaching and assessment/ feedback.	linked to developing practice in teaching and assessment/ feedback.	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 and/or insightful and critical review of own ideas, values and approaches in relation to effectiveness of own developing teaching practices within their own discipline.	Evidence of some critical engagement with own ideas, values and approaches in relation to effectiveness of own developing teaching and assessment practices within their own discipline.	Demonstration of development of own ideas, values and approaches provided in relation to effectiveness of own developing teaching practices within their own discipline.	Little or no evidence of development of own ideas, values and approaches. Limited or no review of effectiveness of own developing 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

<b>Module 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
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 or no learning theories engaged with and limited or extremely limited understanding demonstrated. Very few or no links between theory and current and developing practice made.
2. Draw on evidence from both local practice and wider research to inform their learning and teaching development.	Development plan is well located in both local practice and wider research literature. Detailed and insightful justification provided, drawing on stated values such as respect for diversity. Recognises limitations of research evidence.	Development plan is located in both local practice and wider research literature. Provides detailed justification drawing on stated values such as respect for diversity.	Development plan is located in both local practice and wider research literature with some justification drawing on stated values such as respect for diversity.	Development plans draw on little or no evidence from local practice or wider research. Values are not made explicit or are poorly articulated.
3. Develop their own ideas and challenge existing practice in response to feedback from	Clear evidence of a strong or ground-breaking challenge to existing practice that is informed by theory and contextual	Clear evidence of challenge to existing practice that is informed by theory. Evidence of sustained	Clear evidence of challenge to existing practice and effective action taken in response to feedback on at least one	Little or no evidence of challenge to existing practice. Little or no evidence of sustained engagement with



<b>Module 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i></b>	<b>Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i></b>	<b>Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i></b>	<b>Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i></b>
peers and tutor.	understanding. Evidence of sustained engagement with peer learning. Systematic use of feedback resulting in plans for high quality or exemplary action.	engagement with peer learning. Systematic use of feedback resulting in effective action.	occasion. Evidence of engagement with peer learning.	peer learning. Little or no effective action in response to feedback.
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 demonstrates originality and/or inspirational thinking with elements of transformative potential. Plan takes a detailed and convincing account of current and likely future developments. Plan is sustainable in the local context and conforms to local Quality Assurance (QA) and regulatory requirements.	Plan is coherent and manageable. Plan takes a detailed and convincing account of current and likely future developments. Plan is sustainable in the local context conforms to local QA and regulatory requirements.	Plan is coherent and manageable. Plan takes some account of current and likely future developments. Plan conforms to local QA and regulatory requirements.	Plan is limited in detail. Plan is not coherent or is not manageable. Plan takes little or no account of current and likely future developments. Consideration of local regulatory or QA requirements may not be explicit.