



UNIVERSITY
OF LONDON

Programme Regulations

2021–2022

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



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Important information regarding the Programme Regulations

About this document

Last revised 15 December 2021

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* button 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 2021–2022

The assessment methods for Module 2: *Enhancing learning, teaching and assessment*, have been updated. The module weighting of assessment elements 1 and 2 has also been adjusted from 0:100 to 20:80. See [Section 4](#) for more details.

The Assessment criteria for Module 2, element 1 have been updated in [Appendix B](#).

The guidance for content included in the word count for assessments has been updated in Section 4.

The provision of Recognition of prior learning 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 Postgraduate Certificate (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.

3 Recognition of prior learning

3.1

Recognition of prior learning will be granted at the discretion of the Programme Director. All requests will be considered on an individual basis.

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. Multimedia presentation and summary outlining the topic and scope for your proposed project plan (1,000 words) | 2. Project Plan which includes rationale and detailed plan (4,000 words) |
| Element weighting | 25% | 75% | 20% | 80% |
| Pass mark for the element: | 52% | 52% | 52% | 52% |
| To pass the module you must: | 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%. | | 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%. | |

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, footnotes, 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 a module, 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

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

Number of attempts permitted at an element of assessment

4.9

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.

4.10

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.

4.11

It may be possible for you to proceed with a fail in assessment element 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%.

4.12

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.

4.13

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

4.14

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.

4.15

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

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:

| Final Mark | Classification |
|-------------------|-----------------------|
| 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, +/-10% excluding references and appendices)
- 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 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 multimedia presentation outlining the topic and scope for your proposed project plan and accompanying summary of 1,000 words (+/-10% excluding references and appendices)
- A plan for enhancing teaching and learning practice of 4,000 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

| Module SLTA Element 1 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|--|---|--|--|---|
| 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. |

Programme Regulations 2021-2022 Learning and Teaching in Higher Education (PGCert)

| Module SLTA Element 1 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|---|---|--|--|---|
| 3. Reflects on own learning and professional development informed by relevant literature. | Critically reviews own learning in relation to engagement with this module and provides an analytical review of implications for development of own teaching practice | Reviews own learning in relation to engagement with this module and provides a review of implications for development of own teaching practice | 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 considered |

Module 1 Element 2: Reflective narrative

| Module SLTA Element 2 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|---|---|--|--|--|
| 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/feed back. 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 | In reviewing own developing practice, provides an insightful and critical review of a wide range of information sources, including from quality assurance and enhancement | In reviewing own developing practice draws on a wide ranging and coherent review of information sources, including from quality assurance processes. Evidence of | In reviewing own developing practice draws on some information sources including from quality assurance and enhancement processes. Some evidence of engagement with | In reviewing own developing practice few or no information sources are used. Little or no evidence of engagement with personal development informing practice |

Programme Regulations 2021-2022 Learning and Teaching in Higher Education (PGCert)

| Module SLTA Element 2 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|--|--|--|--|--|
| teaching and assessment/ feedback. | processes. Extensive evidence of engagement with own personal development directly linked to enhancing practice in teaching and assessment/ feedback. | engagement with own personal development linked to developing practice in teaching and assessment/ feedback. | own personal development linked to developing practice in teaching and assessment/ feedback. | 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 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: Multimedia presentation outlining the topic and scope for your proposed project plan and accompanying summary

| Module ELTA Element 1 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|--|---|---|--|--|
| 1. Focus on an appropriate area for development in learning, teaching or assessment. | Proposed focus and rationale demonstrates: sophisticated conceptual understanding and critical and creative ability to apply learning theories to practice. | Proposed focus and rationale demonstrates: conceptual understanding and ability to critically apply learning theories to practice. | Proposed focus and rationale demonstrates: some conceptual understanding and ability to apply learning theories to practice. | Proposed focus demonstrates: little or no conceptual understanding and ability to apply learning theories to practice is missing or underdeveloped. Limited or no rationale is provided. |
| 2. Draw on evidence from the local and wider context. | Topic and scope of proposal are creatively and effectively located in both local practice and wider context and research literature. Insightful justification is provided, including consideration of diversity and in relation to values and practice. | Topic and scope of proposal are effectively located in both local and wider practice as well as in relation to literature. Justification for topic and scope is provided, with issues of diversity and values considered. | Topic and scope of proposal are related to local and wider practice. Some literature links into context are made. Some justification for topic and scope is provided, and a brief discussion of issues of diversity and values provided. | Topic and scope draws on little or no evidence from local, wider practice nor from research. Values are not made explicit or are poorly articulated. Diversity is not discussed or very limited detail provided. |
| 3. Demonstrate how the planned development will be of sufficient scope. | Clear evidence presented of appropriateness of scope of proposed plan and demonstration of a strong rationale for choice of scope. | Evidence presented demonstrates appropriateness of scope of proposed plan. Clear rationale for choice of scope provided. | Some evidence presented of scope of the proposed plan. Some discussion of rationale for choice of scope. | Little or no evidence presented of scope of proposed plan. Poor or no discussion of rationale for choice of scope. |

Module 2 Element 2: Project Plan

| Module ELTA Element 2 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|--|---|---|---|---|
| 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 peers and tutor. | Clear evidence of a strong or ground-breaking challenge to existing practice that is informed by theory and contextual understanding. Evidence of sustained engagement with peer learning. Systematic use of feedback resulting | Clear evidence of challenge to existing practice that is informed by theory. Evidence of sustained engagement with peer learning. 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. Evidence of engagement with peer learning. | Little or no evidence of challenge to existing practice. Little or no evidence of sustained engagement with peer learning. Little or no effective action in response to feedback. |

| Module ELTA Element 2 Assessment criteria | Distinction Marks in the range 80 – 100 <i>Possible marks are 82, 87, 92, 97</i> | Merit Marks in the range 65 – 79 <i>Possible marks are 67, 72, 77</i> | Pass Marks in the range 50 – 64 <i>Possible marks are 52, 57, 62</i> | Fail Marks in the range 0 – 49 <i>Possible marks are 27, 37, 47</i> |
|---|--|---|--|--|
| | in plans for high quality or exemplary action. | | | |
| 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. |