Learning and Teaching in Higher Education

Postgraduate Certificate
Individual modules

Important document – please read
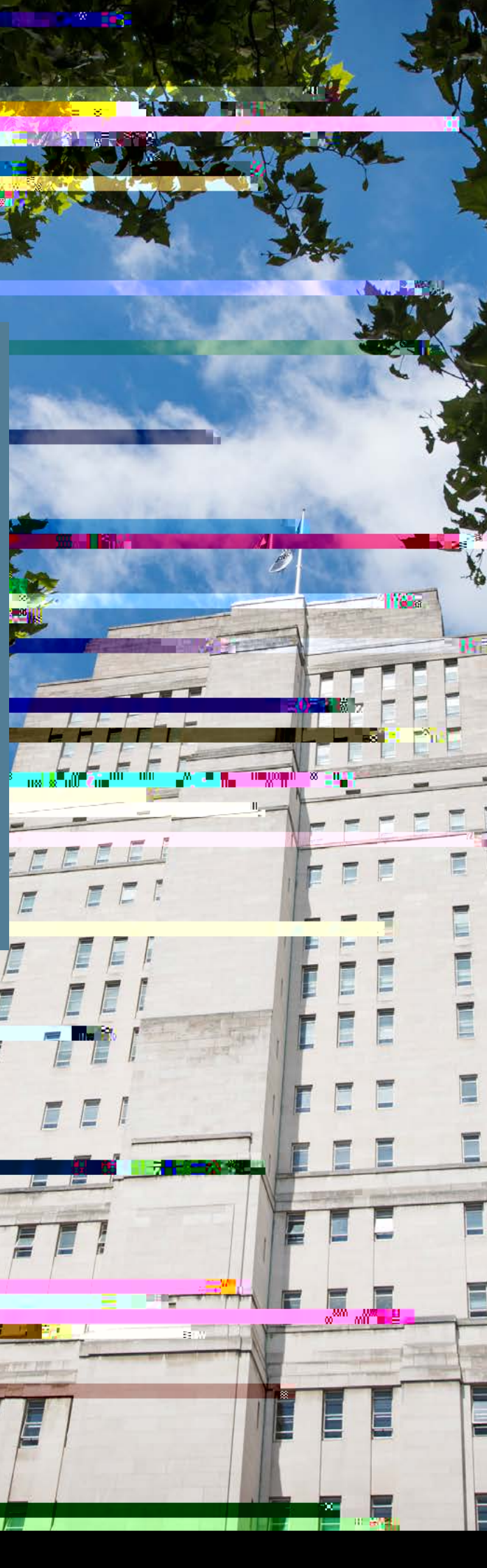
Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the Quality Assurance Agency and the

Computer specification and internet access

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

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 to assist in taking assessments, should complete the relevant section of the application form, or contact the Inclusive Practice Manager. A separate room or other arrangements may be considered.

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 the Inclusive Practice Policy

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

Use and review a range of technologies to support learning.

Learning, teaching and assessment strategies

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

Principle 1: Ensuring participants are prepared for study

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

Principle 2: An engaging and vibrant learning environment

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

Principle 3: Learning content

The learning content will be designed to provide participants with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable participants to study across a range of mob4 533.11 Td(All)TjETQq0-4.g/TT0 11.04 Tf72.024 445.63 Td[an

Assessment methods

All assessments are submitted online via a University of London platform. You must ensure

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 participants will be invited to take a survey that seeks to measure what they have gained from their studies and will be invited to complete regular module evaluations. Participants meet with our External Examiner to provide verbal feedback on the programme at the time of Exam Boards.

There are also opportunities for participants 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 participants who wish to go on to take further study in the subject area. Examples of further study can include a Masters in Education.

Graduate employment routes

This programme is designed to develop participants' skills and knowledge in relation to their

demonstrate enhanced skills in digital and online teaching

work with colleagues across the globe, in a community of practice

demonstrate a commitment to their own professional development

Recognised Tutor Status holders can choose to be included on our website listing and those working in University of London Recognised Teaching Centres, can be linked to their institution.