



Programme Regulations 2023–2024

Learning and Teaching in Higher Education

Postgraduate Certificate Individual modules

Important document – please read

This document contains important information that governs your registration, assessment and programme of study

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:

one core 30 credit module (Module 1)

one elective 30 credit module (Module 2 or Module 3)

Over a 22-week session, a 30credit 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

It is intended that each module for this qualification will be available in each session.

Period of registration

See the Programme Specification for the minimum periods of registration applicable to this programme. See the General Regulations for the maximum period of registration.

2.4

If the maximum registration period for your qualification changes during your studies, you will retain

					commentary (2,750 words excluding references)	(2,750 words excluding references)	(2,750 words excluding references)
Element weighting	25%	75%	20%	80%	33.3%	33.3%	33.3%
Pass mark for the element:	52%	52%	52%	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%.		Achieve a combined overall average mark of 52% with an overall Pass of 52% for each Unit. We allow compensation for one part of a unit of assessment provided you have a minimum of 37% and compensate with the other marks within that unit.		

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%, twenty of your marks for the element will be deducted.

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

4.13

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.

4.14

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.

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

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

If your last assessments take place in the October, Merit

Appendix A Syllabuses and Assessment Criteria

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

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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>
	student learning.			
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			

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.

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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 Enhancing learning, teaching and assessment (LTM020)

The aim of this module is to enable participants to develop as teachers in higher education in hi

Assessment Criteria

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 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 27, 37, 47
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.

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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>
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Module 3 Strategic approaches to Careers and Employability in Higher Education (LTM030)

The aim of this module is to support participants to develop their understanding of and ability to apply the core principles of careers and employability strategy in their own higher education context. The module is designed to support and enable development of such strategies within different global educational contexts, recognising the diversity of policy and regulatory drivers in graduate employment, professionally-aligned education and training, and lifelong learning worldwide, as well as within different regions and countries.

The module draws on globally-recognised practice excellence in careers education, employability development and careers and employability strategy, some of which is being created by and delivered through the member careers services of The Careers Group. It also includes the practice, drivers and contexts of Higher Education Institutions (HEIs) relevant to regions currently served by University of London Worldwide.

This module is aimed at participants involved in or interested in creating, reviewing or overseeing careers education and employability development at a strategic level within a higher education institution. Broad themes and topics for this module include:

1. Defining the Distinctive Characteristics of Your Institution Underpinning Your Strategy
2. Developing and Communicating Your Strategic Aims
3. Designing Careers Education and Employability Development Activities to Fit Your Approach
- 4.

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Module	Distinction	Merit	Pass	Fail
SACEHE Element 1 Assessment criteria	Marks in the range 80 100 Possible marks are 82, 87, 92, 97	Marks in the range 65 79 Possible marks are 67, 72, 77	Marks in the range 50 64 Possible marks are 52, 57, 62	Marks in the range 0 49 Possible marks are 27, 37, 47

Module 3 Element 2: Developing and Communicating Your Approach to Delivering a Careers and Employability Strategy

Module SACEHE 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 27, 37, 47
<p>1. Applies a theoretical understanding to the development of an institutional model of careers education delivery</p>	<p>Clearly links theoretical concepts with external and internal institutional priorities and identifies potential synergies and conflicts. Identifies and prioritises learning outcomes in relation to appropriate theoretical assumptions, salient institutional characteristics and diverse learner needs. Demonstrates creativity in producing a distinctive model of careers education delivery tailored to institutional identity and affordances. Presentation of model is designed to facilitate engagement and acceptance by a variety of stakeholders.</p>	<p>Identifies a range of learning outcomes linked to both theoretical concepts and institutional or learner needs. Delivery model is well structured and takes into account institutional priorities and capabilities. Some attempt has been made to present the model in a way that a631 reW*nBT/F</p>		

2. Critically
evaluates
their choice of
possible
careers and
employability
learning

<p>3. Identifies appropriate resources necessary to the delivery of the proposed careers and employability model.</p>	<p>List of resources demonstrates a detailed and holistic appreciation of the practical considerations involved in the delivery of the aspect of the careers education delivery model. Provides indications of the extent to which resources are necessary to the delivery of the model. Clear justification for selection of chosen resource priority. Demonstrates ingenuity, flexibility and realism in generating proposals for securing the resource.</p>	<p>Comprehensive and prioritised list of resources with an indication of their relevance to the aspect of the careers education delivery model. Justification for the choice of resource. Considers alternative methods for securing the resource.</p>	<p>Some connections made between resources listed and the implementation of the aspect of the delivery model. Clear explanation of the choice of resource but limited or ill-considered alternative proposals made for securing it.</p>	<p>Unclear connection between the resources listed and the chosen careers education model. Unexplained entries in or omissions from the list. Weak or no justification for chosen resource. Limited proposals for securing the resource.</p>
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Module 3 Element 3: Monitoring and Evaluating the Implementation of Your Careers and Employability Strategy

Module SACEHE Element 3 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 27, 37, 47
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1. Identifies and evaluates possible risks to the strategy and proposes preventative and mitigating measures

Provides clear

Module SACEHE Element 3 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
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Module SACEHE Element 3 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
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