Important information regarding the Programme Regulations

Last revised: 12 April 2022

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 UCL Institute of Education which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at UCL Institute of Education. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations, you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London 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 for the year in which you initially registered, unless that is the current year.

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.

Terminology

The following language is specific to the Professional Graduate Certificate in Education: Teacher Development programme:

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.

Critical Friend: Someone you nominate to observe your teaching and give you written feedback.

Portfolio: The portfolio is a formative document which is submitted for assessment twice during the programme.

To note:

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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.

Changes to Professional Graduate Certificate in Education: Teacher Development Regulations 2022–2023

The Professional Graduate Certificate in Education: Teacher Development is no longer awarded on a pass/fail basis only. From 2022. 2023, the awarding will be distinction/merit/pass. The mark ranges are:

Essay Mark	Module Grade
70%+	Distinction
55 - 69%	Merit
40 . 54%	Pass
0 . 39%	Fail

1   Structure of the programme

Appendix A and Appendix B give the full structure and content of the programme.

Qualification

1.1

The following qualification is awarded under the programme:

Professional Graduate Certificate in Education: Teacher Development

Qualification structure

1.2

The Professional Graduate Certificate in Education: Teacher Development consists of two compulsory

A deferral request made more than one calendar month after the commencement of module teaching will not be granted.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

3.1

Recognition of prior learning (RPL) is not applicable to this programme.

4 Assessment for the programme

Assessment methods

4.1

Both modules are assessed by summative coursework, submitted at the end of the relevant module. This includes:

essays, assessed against graded criteria (Appendix C); and

evidence of professional practice through at least six annotated and critically considered observations of teaching; and

submission of a Portfolio at the end of each module. To facilitate this, we have created a proforma for the Portfolio. It is not compulsory to use the proforma, as we recognise that other electronic means may be used, but it must be submitted at the end of each module. The proforma is available on the Virtual Learning Environment (VLE).

4.2

In order to pass a module you must:

achieve a mark of 40% or above in the essay

4.4

You are required to undertake the assessment for a module and participate in the VLE in the same academic year in which you register for that module.

4.5

Assessments must be submitted by the deadlines given on the VLE.

> Specific details of session dates and coursework submission deadlines can be found in the VLE. If there are exceptional circumstances affecting your coursework submission, you may want to bring mitigating circumstances to our attention.

Essay Submission

4.6

If the essay exceeds the word limit by the amounts specified below, we will implement the following deductions.

Excess Length	Mark Deduction

3. Learning Journal

We suggest that you keep a diary of your thoughts but not a daily one, perhaps writing a reflection every two weeks about how the module you are working on is developing your practice. You should

of

5.3

If you do not submit an assessed coursework by the deadline for submission, this will still count as an attempt, and will be awarded a mark of zero, unless exceptional circumstances apply or an extension to the deadline has already been granted.

5.4

If you submit at least one module element, but do not submit them all

7.4

Appendix A

Module 2: Learning in Teaching [TD3002]

This module will continue to explore learning and teaching through themes. There will be guided activities within three themes to support the continuing professional development of the Participant Teacher. The curriculum of this module focuses, through exploration and reflection of practice, on these themes in order to meet the aims and help Participant Teachers achieve the Learning Outcomes developing towards competency in the any local or national teaching standards:

1. The assessment challenge . *for*, not *of* learning: the exploration of formative assessment as a vital and important tool for the teacher is examined. Participant Teachers will develop their professional practice and experiment and examine different AfL (Assessment for Learning) practices through the use of demonstration lessons (using open access video material available on social network platforms such as 'YouTube'; professional and academic websites such as '&@ã¸ æઌ ã•Ḅ^ႶᏫand] æ₵ã8ᶄ aᶣ o᷃᷈᷅ᢉæ&@¦•ᶈown videoed practice), engagement in online

Appendix C – Assessment criteria

Tutors will offer feedback which is designed to help students understand how they can meet these criteria. Formative feedback will not include a percentage grade.

Coursework Grade-related criteria

Criterion 1	Knowledge & Understanding	Application of Knowledge & Understanding
70% and over (Distinction)	Demonstrates excellent knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Provides a clear, convincing and sustained argument, analysing and evaluating aspects of current research / scholarship on teaching and learning and the possibilities and limitations of such within particular contexts.
55-69% (Merit)	Demonstrates a good level of knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Provides a well-constructed argument, analysing and evaluating aspects of current research / scholarship on teaching and learning and the possibilities and limitations of such within particular contexts.
40-54%		

Criterion 2	Independence & Initiative	Evaluation of Practice	Critical Reflection
70% and over (Distinction)	Demonstrates considerable ability to manage own learning and demonstrates initiative in problem-solving and the ability to use relevant materials appropriate to the discipline with a highly developed appreciation of the uncertainty, ambiguity and limits of knowledge	Sustained evidence of evaluation of practices, good awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Provides a highly insightful, reflective account demonstrating excellent ability to synthesize research findings on teaching and learning and to successfully apply this ability to complex and unpredictable settings.
55-69% (Merit)	Manages own learning well and demonstrates some initiative in problem-solving and the ability to use relevant materials appropriate to the discipline with a good appreciation of the uncertainty, ambiguity and limits of knowledge.	Evidence of evaluation of practices, good awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches	Provides a reflective account demonstrating good ability to synthesize research findings on teaching and learning and to successfully apply this ability to complex and unpredictable settings.
40-54% (Pass)	Is able to manage own learning and to make use of relevant materials appropriate to the discipline with some awareness of the uncertainty, ambiguity and limits of knowledge.	Some evidence of evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Provides a predominantly descriptive account with evidence of reflection demonstrating some ability to synthesize research findings on learning and teaching and to successfully apply this ability in specific contexts.
0-39% (Fail)	Unable to manage own learning and unable to make use of relevant materials appropriate to the discipline with limited awareness of the uncertainty, ambiguity and limits of knowledge.	Little to no evidence of evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Insufficient reflection on key teaching and learning issues and inability to apply to practice.

Criterion 3	Presentation of assessed work To include: compliance with length requirements; technical accuracy; organisation to support argument; appropriate referencing.
70% and over (Distinction)	Ideas are communicated in an accomplished manner consistent with the conventions of writing and presentation for the profession and/or academic discipline and include a variety of formats where applicable. Debts to published material are carefully noted and acknowledged.
55-69% (Merit)	Ideas are communicated in an appropriate style consistent with the conventions of writing and presentation for the profession and/or academic discipline and include a variety of formats where applicable. Debts to published material are noted and acknowledged.
40-54% (Pass)	Ideas are communicated in an acceptable style using a variety of formats where applicable but may not be fully consistent with the writing and/or presentation conventions of the profession and/or academic discipline. Acknowledges debts to published work, this may be inconsistent with or with insufficient attention to referencing conventions prevalent in the discipline.
0-39%	