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## **Important information regarding the Programme Regulations**

### **About this document**

Last revised 10 October 2023

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

## 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:

- x Postgraduate Certificate in Learning and Teaching in Higher Education

### Qualification structure

#### 1.2

The Postgraduate Cert





## Taking assessments

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

4.1

**Number of attempts permitted at an element of assessment**

4.8

The maximum number of attempts permitted for any element of assessment is **two**.

**Resitting an element of assessment**





## 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-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 (LTM010)

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:**

- x An online activities review (1,000 words, +/-10% excluding references and appendices)
- x A reflective narrative (4,000 words, +/-10% excluding references and appendices)
- x This is an indicative description of expectations for both modules at each grade level. Overall grades comprise qualitative and quantitative elements.

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

**Assessment criteria**

**Module 1 Element 1: Online activities review**

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

**Programme Regulations 2024-2025 Learning and Teaching in Higher Education (PGCert)**

<b>Module SLTA Element 1 Assessment criteria</b>	<b>Distinction Marks in the range 80 100</b> Possible marks are 82, 87, 92, 97	<b>Merit Marks in the range 65 79</b> Possible marks are 67, 72, 77	<b>Pass Marks in the range 50 64</b> Possible marks are 52, 57, 62	<b>Fail Marks in the range 0 49</b> Possible marks are 27, 37, 47
3. Reflects on own learning and professional development informed by relevant literature.	engagement and student learning.  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	Som( EMC q371.71	

**Module 1 Element 2: Reflective narrative**

<b>Module SLTA</b>	<b>Distinction</b>
<b>Element 2</b>	<b>Marks in the range</b>
<b>Assessment</b>	<b>80 100</b>
<b>criteria</b>	Possible marks are 82, 87, 92, 97

**Programme Regulations 2024-2025 Learning and Teaching in Higher Education (PGCert)**

<b>Module SLTA Element 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 100</b> Possible marks are 82, 87, 92, 97	<b>Merit Marks in the range 65 79</b> Possible marks are 67, 72, 77	<b>Pass Marks in the range 50 64</b> Possible marks are 52, 57, 62	<b>Fail Marks in the range 0 49</b> Possible marks are 27, 37, 47
assessment/ feedback.	Extensive evidence of engagement with own personal development directly linked to enhancing practice in teaching and assessment/ feedback.	own personal development linked to developing practice in teaching and assessment/ feedback.	development linked to developing practice in teaching and assessment/ feedback.	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.



**Assessment Criteria**

**Module 2 Element 1: Multimedia presentation outlining the topic and scope for your proposed project plan and accompanying summary**

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



**Module 2 Element 2: Rationale and Project Plan**

<b>Module ELTA Element 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 100 Possible marks are 82, 87, 92, 97</b>	<b>Merit Marks in the range 65 79 Possible marks are 67, 72, 77</b>	<b>Pass</b>
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<b>Module ELTA Element 2 Assessment criteria</b>	<b>Distinction Marks in the range 80 100</b> Possible marks are 82, 87, 92, 97	<b>Merit Marks in the range 65 79</b> Possible marks are 67, 72, 77	<b>Pass Marks in the range 50 64</b> Possible marks are 52, 57, 62	<b>Fail Marks in the range 0 49</b> Possible marks are 27, 37, 47
	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.

### **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.

**Assessment:**

**Element 1 linked to Unit 1**

- x External factor analysis, stakeholder perspective statements and draft strategic vision & reflective commentary. 2,750 words (+/-10% excluding references and appendices)

**Element 2 linked to Unit 2**

- x – Institutional model & rationale and resource identification



## Programme Regulations 2024-2025 Learning and Teaching in Higher Education (PGCert)

Module	Distinction	Merit	Pass
SACEHE			
Element 1	Marks in the range	Marks in the range	Marks in the range
Assessment	80 100	65 79	50
criteria	Possible marks are 82, 87, 92, 97	Possible marks are 67, 72, 77	

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

<b>Module</b>	<b>Distinction</b>
<b>SACEHE</b>	
<b>Element 2</b>	<b>Marks in the</b>
<b>Assessment</b>	<b>range 80 100</b>
<b>criteria</b>	<b>Possible marks</b>
	<b>are 82, 87, 92, 97</b>

<p>2. Critically evaluates their choice of possible careers and employability learning models and how it will be perceived by various stakeholders</p>	<p>Utilises an understanding of the theoretical and ideological assumptions behind various employability models to critically evaluate their relevance to the institutional context. Anticipates how different stakeholders will interpret and evaluate key concepts. Reflects on their own perspective and their awareness of stakeholder and learner perspectives.</p>	<p>Presents a coherent rationale for their choices, demonstrating an evaluation of the relevance of various employability models to their institution and learners. Demonstrates an awareness of a range of potential stakeholder reactions to the model. Limited reflection on their own perspective or levels of awareness.</p>	<p>Explains their choices and makes some connections between the model and their institutional context and learner needs. Presents some awareness of potential stakeholder reactions.</p>	<p>Limited or superficial explanation of criteria used to select an approach. Limited understanding of different stakeholder perceptions or learner needs demonstrated.</p>
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<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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<b>Module SACEHE Element 3 Assessment criteria</b>	<b>Distinction</b> Marks in the range 80 100 Possible marks are 82, 87, 92, 97	<b>Merit</b> Marks in the range 65 79 Possible marks are 67, 72, 77	<b>Pass</b> Marks in the range 50 64
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<b>Module SACEHE Element 3 Assessment criteria</b>	<b>Distinction</b> Marks in the range 80 100 Possible marks are 82, 87, 92, 97	<b>Merit</b> Marks in the range 65 79 Possible marks are 67, 72, 77	<b>Pass</b> Marks in the range 50 64 Possible marks are 52, 57, 62	<b>Fail</b> Marks in the range 0 49 Possible marks are 27, 37, 47
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3. Uses feedback and performance data to identify opportunities for feedback

<b>Module SACEHE Element 3 Assessment criteria</b>	<b>Distinction Marks in the range 80 100 Possible marks are 82, 87, 92, 97</b>	<b>Merit Marks in the range 65 79 Possible marks are 67, 72, 77</b>	<b>Pass <del>64</del> Marks in the range 50 64</b>
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