POSTGRADUATE CERTIFICATE IN LEARNING & TEACHING - REGULATIONS FOR MODULE ONE AND MODULE TWO (Cohorts from September 2018 onwards)

1. The Postgraduate Certificate in Learning and Teaching (PGCILT) – henceforth 'the programme' - comprises two modules.

2. Applicants seeking registration for Module One (SCT1) will normally be staff of the School with little or no experience in higher education teaching. Applicants seeking registration for Module Two (SCT2) will normally be staff of the School who have successfully completed Module One or who have been exempted from this requirement, as outlined below in Regulation 7.

3. Registered participants have up to eighteen months to complete each module. Extensions of this time limit may be granted with the agreement of the Programme Director. Internal candidates should also have the support of their Head of Department and External candidates should have the support of their home institution.

4. Applicants for either module who are not current School staff may be admitted at the discretion of the Programme Director.

5. Module One will be awarded to participants who, to the satisfaction of the Board of Examiners, have participated in the formative activities, as detailed in the Programme Handbook, completed the summative assignments (assessment parts A and B) and passed the Summative Activity Review (assessment part C).

6. Module Two will be awarded to participants who, to the satisfaction of the Board of Examiners, have participated in the formative activities, as detailed in the Programme Handbook, completed a pedagogic research proposal (assessment part A) and undertaken a Summative Activity Review (assessment part B).

7. Applicants may request exemption from Module One through Recognition of Prior Learning (RPL); this may be accredited learning or experiential learning as outlined in the RPL policy: (https://www.lshtm.ac.uk/files/rpl-policy.pdf). Such applicants will attend a Professional Discussion which will consider the applicant's CV and decide that the candidate:

    i. May progress directly to Module Two without taking Module One,

    ii. May progress directly to Module Two, but with the requirement to complete specified elements of Module One (workshops and/or assessment elements) concurrently, or

    iii. Should undertake Module One in full,

8. No appeal is permitted against the outcome of the Professional Discussion.

9. Assessment of each module shall be by a Board of Examiners, appointed by the Senate, comprising a Chair, up to three other members of the Programme team, an external examiner, a senior member of staff nominated by the Pro-Director (Teaching, Learning and Enhancement), and the Programme Director (or their nominee).

10. With regard to the summative Activity Review, one opportunity to repeat the Review is allowed if a "**pass**" assessment is not achieved on the first occasion. It will be the participant's responsibility to

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ensure they have achieved a "pass" assessment for their summative Activity Review prior to submitting their final graded assessment task, which is the last stage in the assessment process (see Appendix 1).

11. In the event of an overall **fail** on the graded assessments, one opportunity is allowed for the candidate to review and resubmit only those elements that were graded "0" or "1". A **pass** is the maximum award that can be achieved following a resubmission (see Appendix 1).

12. To achieve a Pass, Merit or Distinction award for Module One,, participants will need to:

   Have gained a pass in the Summative Activity Review.
   Have a Grade Point Award (GPA) for the assessed tasks (A and B), achieving a GPA of 2.00 – 3.84 Pass
   3.70 – 3.84 to consider Merit
   3.85 – 4.29 Merit
   4.15 – 4.29 Consider Distinction
   4.30 – 5.00 Distinction.

13. To achieve a Pass, Merit or Distinction award for Module Two, participants will need to:

   Have gained a pass in the Summative Activity Review
   Have a GPA, as follows
   2.00 – 3.84 Pass
   3.70 – 3.84 to consider Merit
   3.85 – 4.29 Merit
   4.15 – 4.29 Consider Distinction
   4.30 – 5.00 Distinction

14. To achieve or be considered for a Pass award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

   Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
   2.00-3.84 Pass

   Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Pass award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 2.00 to 3.84.

15. To achieve, or be considered for a Merit award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

   Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
   3.70-3.84 Consider Merit
   3.85 – 4.29 Merit

   Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Merit award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 3.70 to 3.84 to consider a Merit, or GPA of 3.85 to 4.29 for a Merit.

16. To achieve, or be considered for a Distinction award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

   Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
   4,15 – 4.29 Consider Distinction
   4.30 – 5.00 Distinction

Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Distinction award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 4.15 to 4.29 to consider a Distinction, or GPA of 4.30 -5.00 for a Distinction.

17. Extenuating circumstances and extensions

All PGCILT students have the right to request extensions or extenuating circumstances for all summative assessments. These must be submitted to the Extenuating Circumstances Committee in accordance with the Extenuating Circumstances policy:
https://www.lshtm.ac.uk/sites/default/files/2017-10/extenuating_circumstances_policy.pdf

18. Interruption and withdrawal

Students considering an interruption of study or withdrawal from the programme should follow the process as outlined in the Interruption of Studies and Withdrawal Policy. Interruptions are permitted for up to one year at a time (for a maximum of two years) and must be applied for prior to the period of interruption commencing.

https://www.lshtm.ac.uk/sites/default/files/2017-10/interruption_and_withdrawal_policy.pdf

19. Appeals and complaints

The School has in place an Academic Appeals Policy and Procedure and a Student Complaints Procedure which will apply to this Postgraduate Certificate Programme. The procedures can be found at:

https://www.lshtm.ac.uk/sites/default/files/academic-appeals-policy.pdf
https://www.lshtm.ac.uk/sites/default/files/student_complaints_procedure.pdf

APPENDIX 1 POSTGRADUATE CERTIFICATE IN LEARNING & TEACHING – MARKING SCHEME

1. ASSESSMENT SCHEME AND CRITERIA

(These details are included in full in the Programme Handbook)

Assessment scheme for all assessed elements

To be successful in the assessment for each module of the LSHTM Postgraduate Certificate in Learning and Teaching will require the following:

i) Up to 80% Participation in collaborate sessions and online forums
ii) Pass one Summative Activity Review by a member of the programme team
iii) Pass each of the Summative Assessment tasks with a GPA of 2.00 or above

2. SUMMATIVE ACTIVITY REVIEWS

One opportunity to repeat the review is allowed if a "**pass**" assessment is not achieved on the first occasion. Feedback will be provided and areas for improvement clearly identified on each occasion. It will be the candidate's responsibility to ensure they have achieved a "**pass**" for the summative Activity Review. Competency demonstrated in a teaching/learning activity reviewed by a member of the programme team is regarded as a threshold standard for completing the programme and therefore a "**pass**" must be achieved for successful completion of both modules. This aspect of the programme <u>cannot</u> be compensated for by marks or achievements in other areas.

3. ASSESSMENT TASKS

Module One

Assessment Part A: Module Template and Poster 40%, Peer assessment 10%

Formative Assessments: Ongoing engagement in blogs that discuss the key points from the workshops, educational literature, participant's own experiences and additional topics assigned by the Module Organiser. This provides an opportunity for participants to collaborate and engage in critical reflection on the ideas and insights they are experiencing as a consequence of participation in Module One.

Two activity reviews: Paired activity Reviews. Participants will be paired with a peer and they must undertake a review of an activity that the peer used to support student learning This is a two-way process that ensures all participants have a formative activity review prior to the summative review by a member of the programme team.

Summative Assessments: Assessment tasks, part A: Module Development (Template) and Poster (40% combined) and individual peer assessment (10%)

Assessment Task, part B: 3000 word written reflection (50%).

Assessment Task, part C: Activity review by a member of the programme team.

Module Development Template: The first part of this assessment involves a group work activity wherein participants design a hypothetical module of their choice and create a module template. The module template will be uploaded to Moodle for assessment by the programme team. Groups will be encouraged to develop their module by applying methods and concepts covered in each of the taught workshops.

Poster: Each group will produce a poster that includes all elements of the module design, a critical comment on choices made and references to educational literature. The poster will be uploaded to Moodle for assessment by the programme team.

Individual Peer Assessment: All participants will be required to assess and grade the contribution made to the development of the module and poster, by each of the other members of their group. Grades will be assigned anonymously using Gradebook.

Extended Written Reflection 3000 words (50%)

This involves writing a critically reflective commentary that identifies key learning points from the module including, but not limited to, their activity reviews and other assessment tasks and any learning gained from participation on Module One relative to theories and methods. It should also comment upon any changes to their approaches to teaching and supporting learning. Participants must draw on relevant educational literature to support discussion points and they should include critical commentary on how the literature reflects their practice based experiences.

Accreditation by Professional Statutory and Regulatory Body
In order to be awarded Associate Fellowship of the Higher Education Academy, students will complete a 500 word statement aligned to the requirements of the UK Professional Standards Framework.

Module Two

Pedagogic Research Proposal (5000 words) 100%

Participants will be expected to demonstrate critical engagement with the key issues confronting those involved in learning and teaching in contemporary higher education. The final written assessment for the programme is therefore, a pedagogic research proposal that identifies an aspect of student learning, or policy, or teaching practice, for example, that requires/would benefit from investigation and/or implementation of an intervention. The issue might impact upon their own practice, or within the School more broadly and may focus on issues such as student learning experiences, quality assurance processes, the use of technology for learning, internationalisation, personal tutoring etc. Once an issue has been identified, participants should propose a means of researching it further to find out more about it and propose how to address it.

Marking scheme
Marking of assessed academic work (Module One: Part A and Part B, Module Two: Pedagogic Research Proposal) will be done using the following scheme which is based on LSHTM's Masters assessment scheme:

5 = Excellent
4 = Very good
3 = Good
2 = Satisfactory
1 = Unsatisfactory / poor (fail)
0 = Very poor (fail)

Double-marking

All summative written assessments will be blind, double-marked and any discrepancies between markers resolved before a grade is agreed in line with the process outlined in the Assessment Handbook). https://www.lshtm.ac.uk/sites/default/files/Assessment_Handbook_Policy_Procedure.pdf). Pairs of markers must agree any grades which are formally reported to students.

Moderation Policy: https://www.lshtm.ac.uk/sites/default/files/Module_Moderation_Policy_Policy.pdf

4. ASSESSMENT CRITERIA FOR ALL WRITTEN ASSESSMENT TASKS

The following assessment criteria will be applied.

5 **Excellent**	Content	As appropriate to the nature of the Task, the work includes - • A comprehensive discussion of all the major points • A wide range of very well selected information and examples • A high level of reflection, relevant to the task • A process very well illustrated, described and evidenced with several levels of detail • An appropriately extensive range of references to educational literature, research, informed opinion
	Application of knowledge	As appropriate to the nature of the Task, the work demonstrates - • An outstanding grasp of issues combined with rigorous independent thinking and insights • A reflective approach that clearly identifies learning and further development • Sophisticated critical and creative evaluation of ideas and processes • A fluent and imaginative ability to produce tailored resources and/or problem solve • An excellent understanding of theory as related and applied to own practice
	Style and presentation	The work is - • Extremely well organised and structured • Written with exceptional clarity, fluency and strength of argument • Centred around reflection on own and others' practice • Sharply focussed on the issues • Accurately and appropriately referenced
4 **Very Good**	Content	As appropriate to the nature of the Task, the work includes - • A very good discussion of the major points • A wide range of relevant information and examples • A high level of reflection, relevant to the task • A process well illustrated, described and evidenced with several levels of detail • A broad range of references to educational literature, research, informed opinion
	Application of knowledge	As appropriate to the nature of the Task, the work demonstrates - • A very good grasp of issues combined with strong independent thinking • A reflective approach that clearly identifies learning and further development • Strong critical and creative evaluation of ideas and processes • A fluent ability to produce tailored resources and/or problem solve • A very good, thorough understanding of theory as related and applied to own practice
	Style and presentation	The work is - • Very well organised and structured • Written with great clarity, fluency and strength of argument • Reflective of own and others' practice • Very well focussed on the issues • Accurately and appropriately referenced
3 **Good**	Content	As appropriate to the nature of the Task, the work includes - • A good discussion of most of the major points • Sufficient relevant information and examples • A good level of reflection, relevant to the task • A process well described and evidenced • A range of references to educational literature, research, informed opinion

	Application of knowledge	As appropriate to the nature of the Task, the work demonstrates - • A good grasp of issues • A reflective approach that clearly identifies learning and further development • Sound critical evaluation of ideas and processes • An ability to produce tailored resources and/or problem solve • A good understanding of theory as related to own practice
	Style and presentation	The work is - • Well organised and structured • Clearly and logically written • Reflective of own and others' practice • Well focussed on the issues • Accurately and appropriately referenced
2 **Satisfactory**	Content	As appropriate to the nature of the Task, the work includes - • Satisfactory discussion of the topic • Sufficient relevant information and examples • A good level of reflection, relevant to the task • A process logically described and evidenced • Basic references to educational literature, research, informed opinion
	Application of knowledge	As appropriate to the nature of the Task, the work demonstrates - • Satisfactory grasp of issues • A reflective approach that identifies learning and further development • Basic critical evaluation of ideas and processes • An ability to produce tailored resources and/or problem solve • An understanding of theory as related to own practice
	Style and presentation	The work is - • Organised and structured • Clearly and logically written • Reflective of own and others' practice • Reasonably focussed on the issues • Accurately and appropriately referenced
1 **Unsatisfactory /poor (fail)**	Content	As appropriate to the nature of the Task, the work shows - • Inadequate or confusing discussion of the topic • Some but not sufficient relevant information and examples and/or the use of irrelevant points • Little reflection, or that which is irrelevant to task • A process that is not well enough described or evidenced • Unfocussed or inaccurate references to educational literature, research, informed opinion
	Application of knowledge	As appropriate to the nature of the Task, the work demonstrates - • Lack of understanding of the main issues • Insufficient reflection on learning and future development • Insufficient critical evaluation of ideas and processes • Difficulties in producing appropriate resources and/or problem solving • A lack of familiarity with key theories
	Style and presentation	The work is - • Poorly organised and structured in places • Lacking in clarity in some key areas • Lacking meaningful reflection on own or others" practice • Lacking focus on key issues • Inaccurately or inappropriately referenced

0 **Very Poor (fail)**	Content	• None of the major points or requirements of the task present • Many irrelevant points included • Includes no or irrelevant reflection • Process, materials or problem solving not evidenced
	Application of knowledge	• A serious lack of understanding demonstrated • Inadequate grasp of issues • No reflection or insight into learning and future development
	Style and presentation	acceptable presentation of work – no reasonable level of organisation, reflection, referencing, clarity, focus or structure

4. ACHIEVING A PASS

A pass can be achieved on both Module One and Module Two as well as the overall award of PG Certificate in Learning and Teaching. This is awarded by reference to the summatively assessed work and is calculated as follows:

To achieve a pass award for either Module One or Module Two, participants will need to:

Module One: Have gained a pass in the Summative Activity Review and have a Grade Point Award (GPA) for the assessed tasks achieving a GPA of 2.00 to 3.84.

Module Two: Have gained a pass in the Summative Activity Review and have achieved a GPA of 2.00 to 3.84 for the assessed task.

To achieve a Pass award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
2.00-3.84 Pass

Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Pass award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 2.00 to 3.84.

5. ACHIEVING A MERIT

A merit can be achieved on both Module One and Module Two as well as the overall award of PG Certificate in Learning and Teaching. This is awarded by reference to the summatively assessed work and is calculated as follows:

To achieve a merit award for either Module One or Module Two, participants will need to:

Module One: Have gained a pass in the Summative Activity Review and have a GPA for the assessed tasks achieving a GPA of 3.70 to 3.84 to consider a Merit, or a GPA of 3.85 to 4.29 for a Merit.

Module Two: Have gained a pass in the Summative Activity Review and have achieved a GPA for the assessed task of 3.70 to 3.84 to consider a Merit, or a GPA of 3.85 to 4.29 for a Merit.

To achieve a Merit award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
3.70 – 3.84 Consider Merit
3.85 – 4.29 Merit

Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Merit award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 3.70 to 3.84 to consider a Merit, or a GPA of 3.85 to 4.29 for a Merit.

6. ACHIEVING A DISTINCTION

A distinction can be achieved on both Module One and Module Two as well as the overall award of PG Certificate in Learning and Teaching. This is awarded by reference to the summatively assessed work and is calculated as follows:

To achieve a distinction award for either Module One or Module Two, participants will need to:

Module One: Have gained a pass in the Summative Activity Review and have a GPA for the assessed tasks achieving a GPA of 4.15 to 4.29 to consider a Distinction, or a GPA of 4.30 to 5.00 for a Distinction.

Module Two: Have gained a pass in the Summative Activity Review and have a GPA for the assessed task of 4.15 to 4.29 to consider a Distinction, or a GPA of 4.30 to 5.00 for a Distinction.

To achieve a Distinction award for the Postgraduate Certificate in Learning and Teaching, the participant will need to:

Have passed both Summative Activity Reviews (Module One and Module Two) and have combined GPAs from both Module One and Module Two, as follows:
4.15 – 4.29 Consider Distinction
4.30 - 5.00 Distinction

Those who have not undertaken Module One, having progressed to Module Two through the RPL process, may also be awarded a Distinction award on exiting the PG Certificate if they achieve a pass for the Summative Activity Review and have a GPA of 4.15 to 4.29 to consider a Distinction, or a GPA of 4.30 to 5.00 for a Distinction.

7. FINAL ASSESSMENT RESULT

If the summative Activity Review is awarded a "**pass**", then the assessed tasks will be marked to determine an overall Pass, Merit or **Distinction, or fail** award for the module in accordance with the scheme outlined above.

8. RESUBMISSIONS

In the event of an overall fail on the marked assessments, one opportunity is allowed for the candidate to review and resubmit only those elements that were marked "1" or "0". A "**pass**" is the maximum award that can be achieved following a resubmission.

9. FORMATIVE ASSESSMENT

There will be opportunities throughout the programme for students to undergo formative assessment for evaluation of their progress. These are outlined in the Programme Handbook.

Last updated:
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