POSTGRADUATE CERTIFICATE IN LEARNING & TEACHING - REGULATIONS
(Cohorts from September 2015 to January 2018)

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

2. Candidates seeking registration for Module One will normally be staff of the School with little or no experience in higher education teaching. Candidates seeking registration for Module Two will normally be staff of the School who have successfully completed Module One or who have been exempted from this requirement as outlined in either Regulations 3 or 8. Candidates may be exceptionally admitted to dual registration at the discretion of the Programme Director.

3. Candidates for either module will normally complete it in eighteen months. 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. External candidates should have the support of their home institution.

4. Candidates 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 candidates who, to the satisfaction of the Board of Examiners, have participated in the workshops as detailed in the Programme Handbook, completed two pieces of reflective writing and undertaken three Activity Reviews, of which one is summatively assessed.

6. Module Two will be awarded to candidates who have, to the satisfaction of the Board of Examiners, participated in the formative activities as detailed in the Programme Handbook, completed a pedagogic research proposal and undertaken a summative Activity Review.

7. Candidates 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://lshtm.sharepoint.com/sites/assets/policies/Documents/rpl_policy_2017-18.pdf). Such candidates will attend a Professional Discussion which will consider the candidate'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, up to two opportunities to repeat the Review are allowed if a "**pass**" assessment is not achieved on the first occasion. It will be the candidate's responsibility to

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 distinction award for either Module One or Module Two, candidates will need to:

     a. Have gained a pass in the summative Activity Review, and

     b. Pass the graded assessment task(s) at grade 5 (see Appendix 1).

13. To achieve a distinction award for the Postgraduate Certificate in Learning and Teaching, the candidates will need to:

     a. Have gained a "pass" in both summative Activity Reviews (Module One and Module Two), and

     b. Pass all of the graded assessment tasks on both modules at grade 5

     c. Those who have not undertaken Module One, having progressed to Module Two through RPL, will also be awarded a distinction on the PG Certificate if they achieve a pass in the summative Activity Review and a grade 5 for their research proposal (see Appendix 1).

14. 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://lshtm.sharepoint.com/sites/assets/policies/Documents/extenuating_circumstances_policy.pdf

15. 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

16. Appeals and complaints

     The School has in place an appeals and complaints procedure the broad terms of which will apply to this Certificate programme with appropriate modifications. The procedure can be found at: https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures

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

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

i)   Participation in the taught workshops   ***YES / NO***
(Or agreed recognition in advance by the Programme Director of prior learning in the area covered by a workshop(s))

ii)   One Activity Review by a member of the programme team   ***PASS/NOT ACCEPTABLE***

2.   SUMMATIVE ACTIVITY REVIEWS

Up to two opportunities to repeat the review are 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.   WRITTEN ASSESSMENT TASKS

Module One

Written Reflection Part A (1000 words)

The first part of this assessment is a written commentary that critically reflects upon the following:
- The process of being reviewed
- The outcomes from being reviewed, in relation to the quality enhancement of participant's, own teaching practice

The written reflections should critically evaluate these two points and must include reference to relevant literature to support the discussion.

Extended Written Reflection Part B (4000 words)

This involves writing a critically reflective commentary that identifies key learning points, from all or some of the previous assessment and review processes. It should comment upon any changes that have been made to teaching practice because of taking the module. As with the other written assessments, participants must draw on relevant literature to support discussion points.

Module Two

Research Proposal (5000 words)

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

     5   (outstanding achievement)
     4   (very good pass)
     3   (good pass)

2 (satisfactory pass)
1 (borderline fail)
0 (outright fail OR not submitted)

With reference to each Module:

Module One:
- If either Part A or B is graded below "2" then an un-compensatable fail has occurred.

Module Two:
- If the Research Proposal is graded below "2" then an un-compensatable fail has occurred.

Detailed criteria (marking schemes) for placing students in each grade descriptor are provided in Section 4 below, which will be adhered to by all marking staff. The descriptors above are intended as a general reference point to ensure consistency, but more specific requirements will differ for each assessment.

Double-marking

All summative written assessments will be double-marked and any discrepancies between markers resolved before a grade is agreed in line with the process outlined in the Assessment Handbook (https://lshtm.sharepoint.com/Teaching-and-Support/Documents/assessment_handbook.pdf). Pairs of markers must agree any grades which are formally reported to students.

4. ASSESSMENT CRITERIA FOR ALL WRITTEN ASSESSMENT TASKS

The following assessment criteria will be applied.

5 Outstanding Achievement	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 Pass	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 Pass**	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 Pass**	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 **Borderline 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 **Outright Fail OR Not Submitted**	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	☐ Unacceptable presentation of work – no reasonable level of organisation, reflection, referencing, clarity, focus or structure

4. ACHIEVING A DISTINCTION

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

To achieve a distinction award for **Module One** candidates will need to:

    a   Have gained a "**pass**" in the summative Activity Review, and
    b   Pass both of the graded assessment tasks at grade 5

To achieve a distinction award for **Module Two** the candidate will need to:

    a   Have gained a "**pass**" in the summative Activity Review, and
    b   Pass the Research Proposal at grade 5

To achieve a distinction award for the **PG Certificate in Learning and Teaching**, the candidate needs to:

a. Have gained a "**pass**" in the summative Activity Review on both modules, and

b. Pass all of the graded assessment tasks on both modules at grade 5

5. FINAL ASSESSMENT RESULT

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

6. 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.

7. 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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