



1. Overview

Academic Year (student cohorts covered by specification)	2019-20			
Programme Title	Postgraduate Certificate in Learning and Teaching			
Programme Director	Lorraine Locke			
Awarding Body	University of London			
Teaching Institution	London School of Hygiene & Tropical Medicine			
Faculty	Talent & Education Development			
Length of Programme (years)	3 years maximum			
Entry Routes	PGCert			
Exit Routes	PGCert 30 credits at Level 7(SCT1: Module One)			
Award Titles	Postgraduate Certificate in Learning and Teaching (60 credits)			
Accreditation by Professional Statutory and Regulatory Body	Accredited by the Higher Education Academy (HEA)			
Relevant PGT QAA Benchmark Statement and/or other external/internal reference points	Higher Education Academy UK Professional Standards Framework			
Level of programme within the Framework for Higher Education Qualifications (FHEQ)	Masters (MSc) Level 7			
Total Credits	CATS:	60	ECTS:	30
Mode of Delivery	Mixed mode			
Mode and Period of Study	Part time 3 years			
Cohort Entry Points	Bi-annually September and January			
Language of Study	English			
Re-sit Policy	https://www.lshtm.ac.uk/sites/default/files/Resits_Policy_Policy_Procedure.pdf			
Extenuating Circumstances Policy	https://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/extenuating_circumstances_policy.pdf			
Programme Description	<p>The Postgraduate Certificate in Learning and Teaching (PGCILT) is a practice-based programme, comprising two modules for staff who support student learning. Delivery is online using a range of virtual technologies to support students based in London and overseas. It requires critical and reflective engagement with educational theories and methods that can be used to develop skills, attributes and knowledge for enhancing own practice and maximising potential for student learning.</p> <p>Students will engage in a variety of formative assessments and receive feedback that is constructive and personalised. Assessment includes a range of approaches including an oral presentation, written reflection and pedagogic research. Students will also have multiple opportunities to receive feedback and reflect on their</p>			

	approach to teaching, supervision and assessment. The PGCILT leads to a professional award with the Higher Education Academy (Associate Fellowship progressing to full Fellowship).
Date of Introduction of Programme (month/year)	September 2012
Date of production / revision of this programme specification (month/year)	November 2018

2. Programme Aims & Learning Outcomes

Educational aims of the programme
<p>The aims of the PGCILT, consistent with LSHTM's mission to improve global health, are to:</p> <ul style="list-style-type: none"> • Equip participants with the knowledge, skills and attitudes to become effective teachers, committed to supporting and enhancing student learning • Engage participants in the scholarship of teaching and learning • Promote a reflective approach to practice that informs participants' own continuing professional development and enhances their teaching • Support LSHTM in delivering high quality teaching, learning and assessment that reflects its unique context.

Programme Learning Outcomes
<p>By the end of the programme, students should be able to:</p> <p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Design and deliver quality teaching experiences that enhances and support students' learning • Consider and explore how the wider higher education context influences LSHTM teaching and learning policy and practice • Evaluate a range of approaches to pedagogic and education research. <p>2. Skills and other Attributes</p> <p>Intellectual Skills</p> <ul style="list-style-type: none"> • Critically evaluate educational theories and approaches and apply them appropriately in their own context and discipline • Critically engage with the UK Professional Standards Framework. <p>Practical Skills</p> <ul style="list-style-type: none"> • Confidently and competently support students to meet their academic and pastoral needs • Critically evaluate and adapt teaching and learning activities to maximise the potential for student success • Develop a critically reflective attitude towards their own learning and teaching practice; • Engage in dialogue and critical debate about teaching and learning principles, policy and practice in their local and national context. <p>Transferable Skills</p> <ul style="list-style-type: none"> • Identify and use appropriate learning technologies and digital tools in a range of contexts.

3. Programme Structure and features, modules, credit assignment and award requirements:

Part Time PGCert	First 18 months of programmes	Second 18 months of programmes	Total Credits
Compulsory Modules	1	1	60

Term	Module Code	Module Title	Module Type	Credits (CATS)	Contact hours	Assessment	
						Type	% Weight
N/A	SCT1	Module One	Compulsory	30	24	Module Development and Poster	40%
						Anonymised assessment of peer contributions to group activities (Grades assigned via Gradebook)	10%
						3000 word Written Reflection	50%
						500 word statement of practice for relating to UKPSF	0%
N/A	SCT2	Module Two	Compulsory	30	24	5000 word Pedagogic Research Proposal	100%
						Professional dialogue (for fellowship recognition) and general reflections	0%

4: Entry Requirements

Criteria for admission
<p>Applicants must satisfy LSHTM's general entrance requirements and additional entrance requirements to be considered for enrolment.</p> <p>The PGCILT is a practice-based award. This means that candidates must be actively engaged in teaching and supporting student learning to be eligible for enrolment. Applicants must discuss their teaching allocation with the relevant Faculty Taught Programme Director, prior to completing the application form, to ensure that they can meet the requirements for the programme.</p> <p>The PGCILT has been developed to support the professional development of staff who are new to teaching in Higher Education, including Research Fellows, Assistant and Associate Professors in their probationary period, and other staff with a significant role in supporting student learning, for example librarians and laboratory technicians.</p>

External candidates will be considered for entry but this will be subject to negotiation with their institution's Staff Development, Human Resources or Learning and Teaching Unit to certify their eligibility and to ensure that they have access to support, including supervision.

English language entry requirements

Band A –

It is essential that all students have a good command of the English language to benefit from their studies at the School.

As part of the application process, applicants are required to demonstrate how they meet the School's minimum English language requirements. This is particularly important for applicants requiring a Tier 4 Student visa, as the UK Home Office dictates that every student from outside the UK and European Union (EU) must show evidence of a minimum level of English language ability (called CEFR1 B2 level), in order for a Tier 4 Student visa to be issued for entry to the UK.

Additionally, the School asks applicants to have minimum English language proficiency levels that are necessary for our academic programmes. These levels are higher than the CEFR B2 minimum level and also apply to EU applicants, although these will not normally require a Tier 4 Student visa.

The academic English language requirements for each of the School's programmes are categorised into one of three profiles A, B or C. For information on these three profiles, please refer to the LSHTM English Language Requirement Policy: <https://www.lshtm.ac.uk/files/english-language-requirements.pdf>