



POSTGRADUATE CERTIFICATE IN LEARNING & TEACHING – PROGRAMME REGULATIONS (Cohorts from March 2022 onwards)

1. The Postgraduate Certificate in Learning and Teaching (PGCiLT) – henceforth ‘the programme’ – comprises two modules: Introduction to Learning and Teaching in Higher Education (SCT1) and Developing Expertise as a Higher Education Practitioner (SCT2). All applicants are registered initially for the full programme but may choose to withdraw after completing the first module.
2. Applicants seeking registration for the programme will normally be staff of the School with little or no experience in higher education teaching, or who are new to higher education teaching in the UK. All applicants must hold a contract with LSHTM requiring them to undertake teaching at LSHTM. They must also have the support of their line manager and be undertaking sufficient teaching to demonstrate the appropriate descriptor on the UK Professional Standards Framework (D1 for those intending to complete SCT1 only, or D2 for those intending to complete the full programme). Applicants completing SCT2 will normally be staff of the School who have successfully completed SCT1 or who have been exempted from this requirement, as outlined in Regulation 3.
3. Applicants may request exemption from the module: Introduction to Learning and Teaching in Higher Education through Recognition of Prior Learning (RPL) (Noted as *Accredited* Prior Learning (APL), in the Programme Handbook in accordance with Advance HE policy). This may be accredited learning or experiential learning.
4. Such applicants will need to complete the Authentication of Practice form and their practice will be authenticated in-line with the expectations of D1 on the UK Professional Standards Framework (UK PSF) through either an observation of their teaching practice or provision of two supporting statements. The decision of the Programme Director is final. RPL applications can only be accepted using the documentation given in the Programme Handbook.
5. Registered participants have up to twenty-four months to complete the programme. Each module lasts twelve months. Extensions of this time limit may be granted with the agreement of the Programme Director. Participants must have completed SCT1 prior to commencing SCT2. Candidates seeking an extension should also have the support of their Line Manager and Programme Director.
6. In order to pass Introduction to Learning and Teaching in Higher Education, participants must, to the satisfaction of the Board of Examiners, have i) passed the Extended Written Reflection by achieving a grade of 2 or higher and ii) passed the Activity Review 1. Both assessments must be passed for the module to be passed.
7. In order to pass Developing Expertise as a Higher Education Practitioner, participants must, to the satisfaction of the Board of Examiners, have i) passed the Reflective Activity Critique by achieving a grade of 2 or higher; ii) passed the Activity Review 2; and iii) passed the Professional Development Plan. All assessments must be passed for the module to be passed.
8. 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 Education, and the Programme Director (or their nominee).
9. With regard to Activity Review 1 and Activity Review 2, one opportunity to repeat the Review is allowed if a “pass” is not achieved on the first assessment attempt. It will be the participant’s responsibility to ensure they have achieved a “pass” for their summative activity review assessments prior to submitting their final graded assessment task for each module. (see Appendix 1).

10. 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).

11. To achieve a Pass, Merit or Distinction award for '**Introduction to Learning and Teaching in Higher Education**' (SCT1) participants will need to:

- a) Have gained a pass in Activity Review 1
- b) Have a Grade Point Award (GPA) for the assessed task as follows:

Pass: 2 – 3.84

Merit: 3.85 – 4.29

Distinction: 4.30 – 5.00

To achieve a Pass, Merit or Distinction award for '**Developing Expertise as a Higher Education Practitioner**' (SCT2) and be awarded Fellowship of Higher Education Academy participants will need to:

- a) Have gained a pass in Activity Review 2
- b) Have gained a pass in Professional Development Plan
- c) Have a programme GPA with a minimum mark of 'Pass' for the assessed task (classifications detailed below):

Pass: 2.00 – 3.84

Merit: 3.85 to 4.29

Distinction: 4.30 – 5.00

Participants who withdraw from the programme having successfully completed Introduction to Learning and Teaching in Higher Education (SCT1) will be awarded Associate Fellow of the Higher Education Academy.

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

- a. Have passed all assessments, including Activity Reviews 1 and 2 and Professional Development Plan at a GPA 3.85 or higher.
- b. Have achieved a combined programme GPA of 3.85 or higher

Those who have not undertaken Introduction to Learning and Teaching in Higher Education, having progressed to Developing Expertise as a Higher Education Practitioner through the RPL process, may also be awarded a Merit on completing the PG Certificate if they have passed all assessments for Developing Expertise as a Higher Education Practitioner and achieve a GPA of 3.85 or higher..

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

- a. Have passed all assessments, including Activity Reviews 1 and 2 and Professional Development Plan at a GPA 4.3 or higher
- b. Have achieved a combined programme GPA of 4.3 or higher

Those who have not undertaken *Introduction to Learning and Teaching in Higher Education*, having progressed to Developing Expertise as a Higher Education Practitioner through the RPL process, may also be awarded a Distinction award on completing the PG Certificate if they have passed all assessments for Developing Expertise as a Higher Education Practitioner and achieve a GPA of 4.30 - 5.

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 following the procedures outlined in section 7.4.4 of the [Academic Manual](#)

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. A separate guidance document is available for PGCiLT students to account for i) their unique position as both students of the programme and members of LSHTM staff and ii) the implications of withdrawing for the award of fellowships of the HEA. Participants are advised to read these in conjunction with 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.

[Interruption of Studies and Withdrawal Policy](#)

16. 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:

[Academic Appeals Procedure](#)
[Student Complaints Procedure](#)

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) To pass all assessments at a GPA of 2 or above

2. ACTIVITY REVIEWS 1 / ACTIVITY REVIEW 2

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, in the context of the award of Associate Fellowship of the Higher Education Academy for the module Introduction to Learning and Teaching in Higher Education), and therefore a “**pass**” must be achieved for successful completion of both modules. This aspect of the programme cannot be compensated for by marks or achievements in other areas.

3. PROFESSIONAL DEVELOPMENT PLAN

One opportunity to repeat the Professional Development Plan (PDP) is allowed if a “**pass**” assessment is not achieved on the first attempt. 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 engagement with development activities and undertaking appropriate reflection as reviewed by a member of the programme team is regarded as a threshold standard for completing the programme and the award of Fellowship of the Higher Education Academy, and therefore a “**pass**” must be achieved for successful completion of the module Developing Expertise as a Higher Education Practitioner. This aspect of the programme cannot be compensated for by marks or achievements in other areas.

4. ASSESSMENT TASKS

Introduction to Learning and Teaching in Higher Education (SCT1)

Summative Assessment:

i) Extended Written Reflection (100%; 3000 words)

A reflective account of how the module content and participation in learning activities has informed your teaching practices, and how these have developed through critical self-reflection

ii) Activity Review 1 (0%, pass/fail)

An activity review (e.g. teaching, supervision) completed by a member of the PGCiLT team. The purpose of this is to authenticate your practice in line with Advance HE requirements for the award of Fellowship at D1

Formative Assessments: Students undertake reflective exercises throughout the programme to practice and develop their critical self-reflection skills. All students receive feedback on their completed exercises and guidance is provided in taught sessions of how to approach reflection. A peer activity review is undertaken to provide students with experience of teaching observations, and to develop their understanding of the teaching observation process. One to one tutorials and group tutorial session are provided to provide further opportunities for formative feedback.

Developing Expertise as a Higher Education Practitioner (SCT2)

Summative Assessment:

- i) **Reflective Activity Critique (100%, 3000 words for report format or 500 words + 15 minutes audio content for interactive poster format)**
A critique of a teaching or support activities you are involved in, with recommendations on enhancements
- ii) **Activity Review 2 (0%, pass/fail)**
An activity review (e.g. teaching, supervision) completed by a member of the PGCiLT team. The purpose of this is to authenticate your practice in line with Advance HE requirements for the award of Fellowship at D2
- iii) **Professional Development Plan (0%, pass/fail)**
A completed template recording and reflecting on professional development activities and including plans for future CPD

Formative Assessments: Students undertake reflective exercises throughout the programme to practice and develop their critical self-reflection skills. All students receive feedback on their completed exercises and guidance is provided in taught sessions of how to approach reflection. A peer activity review is undertaken to provide students with experience of teaching observations, and to develop their understanding of the teaching observation process. One to one tutorials and group tutorial session are provided to provide further opportunities for formative feedback.

Marking scheme

Marking of assessed academic work (Extended Written Reflection and Reflective Activity Critique) will be done using the following scheme which is based on LSHTM's marking and award schemes:

- 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. Pairs of markers must agree any grades which are formally reported to students. Full details can be found in our Moderation Policy.

[Moderation Policy](#)

4. ASSESSMENT CRITERIA FOR ALL ASSESSMENT TASKS

The Assessment Criteria used for all assessment tasks are provided in the Programme Handbook.

5. 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.

Last updated:
2 March 2022 by Iain Cross