



UNIVERSITY
OF LONDON

Programme Regulations 2024–2025

Teacher development

Professional Graduate Certificate in Education

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study



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Important information regarding the Programme Regulations

Last revised: 21 March 2024

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 UCL Institute of Education which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at UCL Institute of Education. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations, you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not for the year in which you initially registered, unless that is the current year.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant [Courses](#) page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Professional Graduate Certificate in Education: Teacher Development programme:

Module: Individual units of a programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Critical Friend: Someone you nominate to observe your teaching and give you written feedback.

Portfolio: The Portfolio is a formative document which is submitted for summative assessment twice during the programme.

Level: The Professional Graduate Certificate in Education: Teacher Development is an FHEQ Level 6 qualification.

To note:

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided, please contact us. You should use the *Ask a question* button in the student [portal](#).

Changes to the Professional Graduate Certificate in Education: Teacher Development Programme Regulations 2024-2025

1) Terminology

Portfolio: This section has been updated to note that the Portfolio is a formative document which is submitted for **summative** assessment twice during the programme.

2) Assessment methods

Regulation 4.1 has been updated to reflect that the Portfolio is submitted at the end of the taught element of each module rather than with summative assessment of module essays. It has also been updated to note that it is compulsory to use the proforma.

3) Portfolio submission

Regulation 4.7 has been updated to reflect that Section 6: Essays has been removed and students are no longer required to keep a copy of their draft essay(s) in the Portfolio as these are submitted separately.

1 Structure of the programme

[Appendix A](#) and [Appendix B](#) give the full structure and content of the programme.

Qualification

1.1

The following qualification is awarded under the programme:

- Professional Graduate Certificate in Education: Teacher Development

Qualification structure

1.2

The Professional Graduate Certificate in Education: Teacher Development consists of two compulsory 30 credit modules as follows:

- Module 1: Thinking about Learning [TD3001]
- Module 2: Learning in Teaching [TD3002]

2 Registration

Effective date of registration

2.1

Your effective date of registration will be 1 September or 1 March in the year of initial registration.

Period of registration

2.2

The minimum and maximum period of registration to complete the programme are counted from your effective date of registration.

2.3

The minimum period of registration to complete the Professional Graduate Certificate in Education: Teacher Development is one year. The maximum period of registration allowed to complete the Professional Graduate Certificate in Education: Teacher Development is two years. Any extension to the maximum period of registration will be at the Programme Director's discretion.

Deferring a module

2.4

You may request to defer only once per module. All deferral requests are subject to authorisation by the Programme Director.

2.5

A deferral request made prior to the commencement of module teaching will be granted.

A deferral request made within one calendar month after the commencement of module teaching will be considered on a discretionary basis by the Programme Director.

A deferral request made more than one calendar month after the commencement of module teaching will not be granted.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

3.1

Recognition of prior learning (RPL) is not applicable to this programme.

4 Assessment for the programme

Assessment methods

4.1

Both modules are assessed by summative coursework, submitted at the end of the relevant module. This includes:

- essays, assessed against graded criteria (Appendix C); and
- evidence of professional practice through at least six annotated and critically considered observations of teaching (Section 4 of the Portfolio); and
- submission of a Portfolio at the end of each module (taught element). To facilitate this, we have created a proforma for the Portfolio. It is compulsory to use the proforma, although we recognise that other electronic means may be available, and it must be submitted at the end of the taught element of each module. The proforma is available on the Virtual Learning Environment (VLE).

4.2

In order to pass a module you must:

- achieve a mark of 40% or above in the essay; and
- submit evidence of professional practice through at least six annotated and critically considered observations of teaching; and
- submit at least 80% of the Portfolio.

4.3

In order to be considered for assessment, you will be required to actively participate in the VLE. This is measured in the following way:

- through four check-in points on forums on the VLE;
- the submission for formative assessment of
 - an audit of needs,
 - a philosophical statement,
 - the first two observations of your practice, and
 - draft essays.

Dates for all of these are set out in the timetable published annually.

4.4

You are required to undertake the assessment for a module and participate in the VLE in the same academic year in which you register for that module.

4.5

Assessments must be submitted by the deadlines given on the VLE.

Specific details of session dates and coursework submission deadlines can be found in the VLE. If there are exceptional circumstances affecting your coursework submission, you may want to bring mitigating circumstances to our attention.

Essay submission

4.6

If the essay exceeds the word limit by the amounts specified below, we will implement the following deductions.

Excess Length	Mark Deduction
Up to and including 10%	No marks deducted
10% or more	15 marks deducted

Portfolio submission

4.7

Portfolio submission is a required part of the assessment. The Portfolio includes the following sections:

1. Philosophical Statement
2. Audit of Needs
3. Learning Journal
4. Professional Practice
5. Responses to Modules.

Details for each section are given in the handbook, but the minimum expectation is:

1. Philosophical Statement

A statement of your belief about education, learning and teaching, and assessment and what you think is important. This should also include your expectations of the PGCE Teacher Development.

2. Audit of Needs

Different approaches to this are offered in the Pre-Course Handbook. Through reflection about the learning outcomes of the two modules we ask you to think about areas that you have knowledge and understanding about, areas you'd like to find out more about and things you know are important but recognise that you cannot learn about them within this programme. Further support and examples are in the Pre-course Handbook.

3. Learning Journal

We expect that you keep a diary of your thoughts, writing a reflection every two weeks about how the module you are working on is developing your practice. You should also keep the responses to Pre-Course Handbook activities here.

4. Professional Practice

During the programme you are expected to have a minimum of 6 observations per module from your critical friend(s). These observations will be annotated by you showing how you are going to respond to the feedback the observer has given you in the light of your learning within the module.

5. Responses to Modules

This section is where you will log responses to activities within the two modules using the proforma supplied. You will be asked to identify one reflection for each of the sessions identified in the module.

4.8

A Portfolio submission of at least 80% will be counted as a satisfactory attempt.

4.9

A Portfolio submission of less than 80% will be counted as not satisfactory and awarded a fail. A resit would then be required.

Mitigating Circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

4.10

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the coursework deadline date.

This course requires a Mitigating Circumstances form to be completed and returned to the Programme Director. The form is available in the Programme Area on the [VLE](#).

5 Number of attempts permitted at an assessment element

5.1

If you fail a module at the first attempt, you must resit at the next session, which will be your second and final attempt at the assessment.

5.2

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

5.3

If you do not submit an assessed coursework by the deadline for submission, this will still count as an attempt and will be marked as 'Fail', unless there are mitigating circumstances for which an extension to the deadline has already been granted.

5.4

If you submit at least one module element, but do not submit them all, this will still be counted as an attempt for that module. You will be required to resit, which will be your second and final attempt at the assessment.

5.5

If you fail a module at the second attempt, your registration will cease. This is because you can no longer gain the required credits to complete the qualification.

6 Progression within the programme

6.1

The modules must be attempted in sequence. You must have submitted your assessment of Module 1 before commencing study of Module 2.

6.2

If you have provided details of extenuating circumstances, you may be permitted to commence study of Module 2 prior to the submission of Module 1 assessment. This is at the discretion of the programme director.

7 Scheme of award

The date of award for the Professional Graduate Certificate in Education: Teacher Development will be 1 August in the year of the last assessment that contributes to the award.

7.1

In order to be considered for the award of the Professional Graduate Certificate in Education: Teacher Development, you must have attempted and passed all assessment for both modules.

7.2

The essay mark is the only mark that will contribute to the module grade being awarded, as follows:

Essay Mark	Module Grade
70%+	Distinction
55 – 69%	Merit
40 – 54%	Pass
0 – 39%	Fail

7.3

Marks below 40 per cent will not be condoned as a pass.

7.4

To receive the award, you must pass both modules.

7.5

To calculate the final grade for the award, the marks for both modules will be weighted equally.

7.6

To be granted the award with Merit, your average mark from both modules must be between 55 and 69%.

7.7

To be granted the award with Distinction, your average mark from both modules must be 70% or above.

7.8

If you receive the result of 'Fail' on your second attempt at the assessment for a module, the maximum number of attempts will have been made, and the qualification can no longer be awarded. Therefore, your registration will cease.

Appendix A – Structures

The module codes are appended to the module titles and these codes should be used when entering for an assessment.

Professional Graduate Certificate in Education: Teacher Development

Two compulsory modules as follows:

- Module 1: Thinking about Learning [TD3001]
- Module 2: Learning in Teaching [TD3002]

Appendix B – Module outlines

Module 1: Thinking about Learning [TD3001]

This module builds on the professional development courses already completed at the current school or in previous practice by the Participant Teacher. The Participant Teachers are expected to bring to this module a learning journal of the activities they have completed. The module will use this learning journal as a starting point for Participant Teachers to identify their own personal professional development and the impact on practice during the programme. The taught element of this module supports Participant Teachers to consider their practice through a variety of activities and tasks required. It also encourages Participant teachers to reflect further on their learning, through offering reading material in the three themes. The readings will be incorporated into the online sessions.

The three units of this module consider the concept of 'learners' both through the lens of recipient and of teacher.

1. Observing learning. This theme encourages Participant Teachers to share observations, on the Virtual Learning Environment (VLE), that they have made of teaching, to observe each other teaching, and to reflect on formal observations made of them by their Critical Friends.
2. Supporting learners. In this theme Participant Teachers will identify from their learning journals strategies they have developed to support learners in their setting.
3. Teachers as learners. This theme encourages Participant Teachers to consider continued professional development. Participant Teachers will consider the value of reflection and will reflect on their professional learning, sharing ways forward for their own professional development.

Assessment

This module is assessed through submission of three different elements: A Portfolio of Activity as a record of engagement within the module activities; Evidence of Professional Practice through at least six annotated and critically considered observations of teaching; and, a short essay assignment (2,000 words) on one aspect of learning developed through the module engagement.

Module 2: Learning in Teaching [TD3002]

This module will continue to explore learning and teaching through themes. There will be guided activities within three themes to support the continuing professional development of the Participant Teacher. The curriculum of this module focuses, through exploration and reflection of practice, on these themes in order to meet the aims and help Participant Teachers achieve the Learning Outcomes developing towards competency in any local or national teaching standards:

1. The assessment challenge – *for*, not *of* learning: the exploration of formative assessment as a vital and important tool for the teacher is examined. Participant Teachers will develop their professional practice and experiment and examine different AfL (Assessment for Learning) practices through the use of demonstration lessons (using open access video material available on social network platforms such as “YouTube”, professional and academic websites such as “chriswatkins.net” and participant teachers’ own videoed practice), engagement in online discourse and consideration of a variety of successful practices so developing a repertoire of assessment tools to support learning and teaching in the classroom.
2. Supporting learning – SEN and differentiation: this theme will focus on the area of inclusion. The curriculum will enable the Participant Teacher to explore the challenges of including learners with a range of needs, recognising that through school many learners may have some special educational need (SEN) that requires addressing in order to succeed. The curriculum will unpack teaching and learning strategies to support learning and encourage reflection on managing learning in the classroom practice the Participant Teacher is exploring.
3. The reflective practitioner – attempting change in practice: The third theme continues to value the importance of teachers being agents for change. It will use the ongoing Professional Portfolio as a tool to support development, and engage in continuing dialogue about learning and teaching. The importance and value of extending the community of practitioners developed through the module will inform this theme and consider wider communities of practitioners including the research community for teacher education.

Assessment

This module is assessed through submission of three different elements: A Portfolio of Activity as a record of engagement within the module activities; Evidence of Professional Practice through at least six annotated and critically considered observations of teaching; and, an assignment of three short essays which explore the themes developed from the teaching of the module plus a short synopsis (4,000 words).

Appendix C – Assessment criteria

Tutors will offer feedback which is designed to help students understand how they can meet these criteria. Formative feedback will not include a percentage grade.

Coursework Grade-related criteria

Criterion 1	Knowledge & Understanding	Application of Knowledge & Understanding
70% and over (Distinction)	Demonstrates excellent knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Provides a clear, convincing and sustained argument, analysing and evaluating aspects of current research/scholarship on teaching and learning and the possibilities and limitations of such within particular contexts.
55–69% (Merit)	Demonstrates a good level of knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Provides a well-constructed argument, analysing and evaluating aspects of current research/scholarship on teaching and learning and the possibilities and limitations of such within particular contexts.
40–54% (Pass)	Demonstrates a satisfactory level of knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Provides a satisfactory argument that is mainly descriptive in nature with some analysis and commentary on aspects of current research scholarship on teaching and learning.
0–39% (Fail)	Fails to demonstrate sufficient knowledge and understanding of teaching and learning and professional practice within their field, phase or subject.	Poorly constructed and undeveloped argument with little or no analysis and commentary on aspects of current research/scholarship on teaching and learning.

Criterion 2	Independence & Initiative	Evaluation of Practice	Critical Reflection
70% and over (Distinction)	Demonstrates considerable ability to manage own learning and demonstrates initiative in problem-solving and the ability to use relevant materials appropriate to the discipline with a highly developed appreciation of the uncertainty, ambiguity and limits of knowledge.	Sustained evidence of evaluation of practices, good awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Provides a highly insightful, reflective account demonstrating excellent ability to synthesize research findings on teaching and learning and to successfully apply this ability to complex and unpredictable settings.
55–69% (Merit)	Manages own learning well and demonstrates some initiative in problem-solving and the ability to use relevant materials appropriate to the discipline with a good appreciation of the uncertainty, ambiguity and limits of knowledge.	Evidence of evaluation of practices, good awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Provides a reflective account demonstrating good ability to synthesize research findings on teaching and learning and to successfully apply this ability to complex and unpredictable settings.
40–54% (Pass)	Is able to manage own learning and to make use of relevant materials appropriate to the discipline with some awareness of the uncertainty, ambiguity and limits of knowledge.	Some evidence of evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Provides a predominantly descriptive account with evidence of reflection demonstrating some ability to synthesize research findings on learning and teaching and to successfully apply this ability in specific contexts.
0–39% (Fail)	Unable to manage own learning and unable to make use of relevant materials appropriate to the discipline with limited awareness of the uncertainty, ambiguity and limits of knowledge.	Little to no evidence of evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Insufficient reflection on key teaching and learning issues and inability to apply to practice.

Criterion 3	Presentation of assessed work To include: compliance with length requirements; technical accuracy; organisation to support argument; appropriate referencing.
70% and over (Distinction)	Ideas are communicated in an accomplished manner consistent with the conventions of writing and presentation for the profession and/or academic discipline and include a variety of formats where applicable. Debts to published material are carefully noted and acknowledged.
55–69% (Merit)	Ideas are communicated in an appropriate style consistent with the conventions of writing and presentation for the profession and/or academic discipline and include a variety of formats where applicable. Debts to published material are noted and acknowledged.
40–54% (Pass)	Ideas are communicated in an acceptable style using a variety of formats where applicable but may not be fully consistent with the writing and/or presentation conventions of the profession and/or academic discipline. Acknowledges debts to published work, this may be inconsistent with or with insufficient attention to referencing conventions prevalent in the discipline.
0–39% (Fail)	Ideas are communicated in an inappropriate style for the profession and/or academic discipline. Failure to acknowledge or insufficient acknowledgement of debts to published materials.

Portfolio criteria

All elements have been submitted	Pass
Some or all elements have not been submitted	Fail

The teaching in school is not assessed in this programme.

Teacher Standards (see the section “Working with your Critical Friend” in the Programme area of the VLE) are offered for use by students and their critical friends when discussing and developing practice.