UNIVERSITY OF LONDON

Programme Regulations 2022–2023

Learning and Teaching in Higher Education

Postgraduate Certificate
Individual modules

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

About this document

Last revised 09 May 2022

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 the University of London.

In addition to Programme Regulations, you will have to abide by the General Regulations. These regulations apply to all University of London students 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 the year in which you initially registered.

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.

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.

Terminology

For the Postgraduate Certificate in Learning and Teaching, you should note the following language:

Blended Learning: A programme of study that is delivered by both face-to-face teaching and online delivery.

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.

Participant: Those studying on the programme are referred to as participants. This is to acknowledge the wealth of experience individuals bring to the programme and to avoid confusion between 'participants' who are taking part in the programme and 'students' who they may be teaching whilst engaging with the programme.

Weighted assessment: Elements of assessment that receive a mark and are used in the calculation of overall module marks.

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

Changes to the Learning and Teaching in Higher Education Regulations 2022–2023

New module '***Strategic Approaches to Careers and Employability in Higher Education'*** will run for the first time this year.

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding timed assessments available to download and upload online in place of examinations. Please note that this statement replaces any published information relating to assessments or examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement. The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards

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1 Structure of the programmes

Appendix A provides the syllabuses and module outlines.

Qualification

1.1

The following qualification is awarded through the Learning and Teaching in Higher Education programme:

- Postgraduate Certificate in Learning and Teaching in Higher Education

Qualification structure

1.2

The Postgraduate Certificate (PGCert) is a 60 UK credit programme. To be awarded the qualification you must complete:

- one core 30 credit module (Module 1)
- one elective 30 credit module (Module 2 or Module 3)

Over a 22-week session, a 30credit module will typically require ten to 15 hours of work/effort per week.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be either:

- **1 April** if you first register before the March registration deadline;
- **1 October** if you first register before the September registration deadline.

Date of first study session

2.2

If your effective date of registration is **1 April**, your first study session will start in the same month and will finish in September of the same year. If your effective date of registration is **1 October**, your first study session will start in the same month and will finish in March of the following calendar year.

Module availability

2.3

It is intended that each module for this qualification will be available in each session.

Period of registration

The minimum and maximum periods of registration to complete the programme are given in the Programme Specification.

Order in which to take the modules

2.4

You are strongly advised **not** to register for an elective before you have attempted Module 1(LTM010).

Individual modules

2.5

You may apply to register for one individual module as a stand-alone module, instead of registering for the PGCert.

2.6

The following modules are available on a stand-alone basis:

- Module 1 LTM010 Supporting learning, teaching and assessment (core module)
- Module 2 LTM020 Enhancing learning, teaching and assessment (elective)
- Module 3 LTM030 Strategic Approaches to Careers and Employability in Higher Education (elective)

3 Recognition of prior learning

3.1

Recognition of prior learning will be granted for Module 1 (LTM010) at the discretion of the Programme Director. All requests will be considered on an individual basis.

4 Assessment for the programme

Summary table of assessment

Module	**Module 1 (LTM010) (22 weeks long)**		**Module 2 (LTM020) (22 weeks long)**		**Module 3 (LTM030) (22 weeks long)**		
Element of assessment	**1.** Online activities review (1,000 words)	**2.** Reflective narrative (4,000 words)	**1.** Multimedia presentation and summary outlining the topic and scope for your proposed project plan (1,000 words)	**2.** Project Plan which includes rationale and detailed plan (4,000 words)	**Unit 1** **1.** External factor analysis **2.** Stakeholder perspective statements **3.** Draft strategic vision & reflective commentary (2,750 words excluding references)	**Unit 2** **1**. Institutional model & rationale **2.** Resource identification (2,750 words excluding references)	**Unit 3** **1.** Conduct a risk analysis **2.** Compare impact measures **3.** Compose impact narrative (2,750 words excluding references)

Element weighting	25%	75%	20%	80%	33.3%	33.3%	33.3%
Pass mark for the element:	52%	52%	52%	52%	52%	52%	52%
To pass the module you must:	Achieve a combined weighted overall average mark of at least 52%. We allow compensation for element 1 provided you have a minimum mark of 37%.		Achieve a combined weighted overall average mark of at least 52%. We allow compensation for element 1 provided you have a minimum mark of 37%.		Achieve a combined overall average mark of 52% with an overall Pass of 52% for each Unit. We allow compensation for one part of a unit of assessment provided you have a minimum of 37% and compensate with the other marks within that unit.		

Taking assessments

Refer to the rules on assessment and assessment offences in the General Regulations.

4.1

Once you have registered for a module, you must take the assessments in line with the deadlines given on the VLE.

4.2

For weighted assessment elements, five of your marks for the element will be deducted if you deviate from the set word limits by more than 10%.

4.3

If you deviate from the set word limits, by more than 25%, twenty of your marks for the element will be deducted.

The content within the main body of text comprises the overall word count, including in-text citations, references, quotes, footnotes, heading and sub-headings. The cover page, reference list and any appendices do not count towards the overall word count.

Further guidance can be found via the programme VLE.

Deferring assessment

If you encounter unforeseen circumstances beyond your control which mean that you are unable to complete assessment, you should refer to the guidance on mitigating circumstances.

4.4

It is not possible to defer assessment on this programme.

Deadlines for assessment

See the VLE for full details of all the assessment points, deadline dates and submission guidance.

4.5

Assessment elements must be submitted by the deadline dates given on the VLE.

4.6

If you miss a submission deadline you will be given a mark of zero for the assessment element and it will count as an attempt (unless you have submitted details of mitigating circumstance which we have approved).

Passing assessments

4.7

In order to pass a module, you must obtain an overall combined weighted mark of at least 52% from all assessment elements, with a minimum of 37% in element 1 and 52% in the remaining elements. A mark of 47% or below is usually (see regulation 4.11) a failing mark for all assessment elements.

Number of attempts permitted at an element of assessment

4.8

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

Resitting an element of assessment

If you are required to resit one or more elements of assessment you will have to pay the relevant module continuation fee.

4.9

You may resit any element of assessment that you have failed **once**. This will require you to re-register on the relevant module and pay a continuation fee.

4.10

It may be possible for you to proceed with a fail in assessment element 1 if the mark you receive for assessment element 1 is either 37% or 47% AND your overall combined weighted mark from all assessment elements is at least 52%, this is called compensation.

Compensation is the process by which a Board of Examiners may decide that a strong performance by a student in one part of the assessment may be used as the basis for the award of credit in respect of marginal failure elsewhere in the assessment

4.11

If your mark for assessment element 1 is below 37% you will incur a fail of the overall module, even if your overall combined weighted mark from all assessment elements is 52% or more.

4.12

You will fail a weighted element if the mark for the element is 47% or below, unless compensation is permitted. This then results in you failing the module.

4.13

If you fail an element at a second attempt, it is no longer possible for you to complete the required assessment for the programme, and your registration will cease.

4.14

You may not resit an element of assessment that you have passed.

5 Scheme of award

Qualification requirements

5.1

To be awarded the PGCert Learning and Teaching in Higher Education you must achieve an overall module mark of at least 52% in both modules.

Qualification classification

5.2

To calculate the final mark for the qualification, the marks for both modules are averaged with equal weighting and rounded to the nearest whole number.

$$\text{Final mark} = \frac{(\text{module 1 mark} + \text{elective module mark})}{2}$$

5.3

To decide the final classification of the qualification, the following classification system is used:

Final Mark	Classification
80 – 100 per cent	Distinction
65 – 79 per cent	Merit
50 – 64 per cent	Pass
0 – 49 per cent	Fail

Date of award

5.4

The date of award will correspond to the year that the requirements for the qualification are satisfied.

Exit qualifications

5.5

There are no exit qualifications for this programme.

Appendix A – Syllabuses and Assessment Criteria

Topics covered in each module may be subject to minor revision to ensure currency and relevance. Students will be advised of any changes in advance of their study. Syllabuses and topics covered were up-to-date at the time of publication; see module descriptors under the Structure tab on the website for further information and any updates.

Module 1 – Supporting learning, teaching and assessment (LTM010)

The aim of this module is to develop teachers in higher education to support teaching, learning, assessment and feedback to enable student learning and progress. The module will explore online, face-to-face and/or blended modes of delivery and participants will gain first-hand experience of online pedagogy as learners themselves.

This module provides a broad overview of the key principles which underpin professional education and explores relevance to practice in higher teaching and support of learning. The module consists of four complementary themes that focus on student learning and the implications of these for the planning and undertaking of teaching, assessment and feedback. Crucial to professional enhancement are critical reflection and evaluation and the application of these to practice, so these form the final theme.

From the start, participants will be encouraged to identify their individual learning needs within each theme and personalise their learning to their needs and contexts. Thus, they will identify, from their own experience and current teaching responsibilities, areas in which they can implement and manage change, to the benefit of their students.

As an introductory module, we will consider the journey of moving from teaching as transmission, to teaching as facilitation, to teaching as managing student learning, to helping students manage their own learning. We will concentrate in detail on each of the following themes:

1. How students learn
2. Approaches to teaching and supporting learning
3. Assessing learning and giving feedback
4. Evaluating and improving practice through reflection and peer learning

Module 1 Learning outcomes

By the end of this module participants will be able to:

1. Inform their practice with a critical understanding of theories of learning;
2. Compare and contrast different teaching methods based on online and face to face delivery, in light of associated quality assurance standards, and make and justify a choice of methods;
3. Develop and critically review marking and feedback that effectively supports student learning, accounting for diverse learning needs;
4. Reflect on and critically analyse their individual learning experience, teaching practice and professional values in relation to their own effectiveness in supporting teaching and learning practice within their own discipline.

Assessment:

- An online activities review (1,000 words, +/-10% excluding references and appendices)
- A reflective narrative (4,000 words, +/-10% excluding references and appendices)
- This is an indicative description of expectations for both modules at each grade level. Overall grades comprise qualitative and quantitative elements.

- Refer to the VLE for full details on the mark scheme.

Assessment criteria

Module 1 Element 1: Online activities review

Module SLTA Element 1 Assessment criteria	**Distinction Marks in the range 80 – 100** ***Possible marks are 82, 87, 92, 97***	**Merit Marks in the range 65 – 79** ***Possible marks are 67, 72, 77***	**Pass Marks in the range 50 – 64** ***Possible marks are 52, 57, 62***	**Fail Marks in the range 0 – 49** ***Possible marks are 27, 37, 47***
1. Provides a theoretically informed review of of online learning and teaching practice.	Sophisticated or high levels of conceptual understanding demonstrated. Good levels of critical evaluation of research and/or practice demonstrated. Consistent creativity and/or independence of thought in the application of theory to practice demonstrated.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation of research/practice included. Elements of creativity and/or independence of thought in the application of theory to practice demonstrated.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few or no learning theories engaged with. Little or limited understanding demonstrated. Very few or no links between theory and practice made.
2. Provides justification and analysis of choice of activities in relation to diverse student engagement and effective facilitation of learning.	Provides a critical review and justification for choice of activities in relation to student engagement and student learning. Includes explicit consideration of diverse learner needs. Engages with the complexities of the concepts of student engagement and	Provides a detailed justification and analysis of the choice of activities in relation to both student engagement and student learning. Considers aspects of diverse learner needs.	Provides some justification for choice of activities in relation to both student engagement and student learning. Considers limited aspects of diverse learner needs.	Limited or no justification for choice of activities in relation to both student engagement and student learning. May focus only on engagement or learning.

Module SLTA Element 1 Assessment criteria	**Distinction Marks in the range 80 – 100** ***Possible marks are 82, 87, 92, 97***	**Merit Marks in the range 65 – 79** ***Possible marks are 67, 72, 77***	**Pass Marks in the range 50 – 64** ***Possible marks are 52, 57, 62***	**Fail Marks in the range 0 – 49** ***Possible marks are 27, 37, 47***
	student learning.			
3. Reflects on own learning and professional development informed by relevant literature.	Critically reviews own learning in relation to engagement with this module and provides an analytical review of implications for development of own teaching practice	Reviews own learning in relation to engagement with this module and provides a review of implications for development of own teaching practice	Some discussion of own learning and of implications for development of own teaching practice	Little or no discussion of own learning. No or few implications for own professional development considered

Module 1 Element 2: Reflective narrative

Module SLTA Element 2 Assessment criteria	Distinction Marks in the range 80 – 100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 27, 37, 47*
1. Critical application of appropriate learning theories to practice.	Sophisticated conceptual understanding and critical evaluation of range of scholarship and research. High levels of creativity and/or independence of thought in the application of knowledge.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation included. Elements of creativity and independence of thought in the application of knowledge.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few or no learning theories engaged with and limited or extremely limited understanding demonstrated. Very few or no links between theory and current and developing practice made.
2. Justify appropriate methods for teaching and supporting learning and assessing and giving feedback, for students with diverse learning needs.	A wide and diverse range of methods and approaches to development of own current practice critically considered. Teaching and assessment and feedback scenarios critically explored. Explicit consideration of diverse learner needs considered throughout.	A good range of methods and approaches considered for development of own current practice. Some critical exploration of teaching and assessment and feedback scenarios explored. Diverse learner needs considered.	A range of methods and approaches considered for development of own current practice. A range of scenarios considered. Some discussion of diverse learner needs provided.	Limited or extremely limited range of methods and approaches considered and evidenced for enhancements to current practice in learning, teaching and assessment/feedback. May not have considered diverse learner needs. Limited or no engagement with either online or face to face modes.
3. Evidence that participants have used a range of information sources including those from quality assurance and enhancement, and their own personal development to inform their	In reviewing own developing practice, provides an insightful and critical review of a wide range of information sources, including from quality assurance and enhancement	In reviewing own developing practice draws on a wide ranging and coherent review of information sources, including from quality assurance processes. Evidence of	In reviewing own developing practice draws on some information sources including from quality assurance and enhancement processes. Some evidence of engagement with	In reviewing own developing practice few or no information sources are used. Little or no evidence of engagement with personal development informing practice

Module SLTA Element 2 Assessment criteria	**Distinction Marks in the range 80 – 100** ***Possible marks are 82, 87, 92, 97***	**Merit Marks in the range 65 – 79** ***Possible marks are 67, 72, 77***	**Pass Marks in the range 50 – 64** ***Possible marks are 52, 57, 62***	**Fail Marks in the range 0 – 49** ***Possible marks are 27, 37, 47***
teaching and assessment/ feedback.	processes. Extensive evidence of engagement with own personal development directly linked to enhancing practice in teaching and assessment/ feedback.	engagement with own personal development linked to developing practice in teaching and assessment/ feedback.	own personal development linked to developing practice in teaching and assessment/ feedback.	in teaching and assessment/ feedback.
4. Evidence of development of own ideas, values and approaches in relation to critical analysis of effectiveness in teaching and learning including within their own discipline.	Evidence of extensive and/or insightful and critical review of own ideas, values and approaches in relation to effectiveness of own developing teaching practices within their own discipline.	Evidence of some critical engagement with own ideas, values and approaches in relation to effectiveness of own developing teaching and assessment practices within their own discipline.	Demonstration of development of own ideas, values and approaches provided in relation to effectiveness of own developing teaching practices within their own discipline.	Little or no evidence of development of own ideas, values and approaches. Limited or no review of effectiveness of own developing teaching practice within their own discipline.

Module 2 – Enhancing learning, teaching and assessment (LTM020)

The aim of this module is to enable participants to develop as teachers in higher education; to enhance and innovate in online, face-to-face and/or blended learning and anticipate future higher education contexts.

The Enhancing learning, teaching and assessment module will focus on current and future learning and teaching scenarios, for example, new face-to-face pedagogic strategies and digital-based learning and teaching approaches. The module will provide participants with a theory and research-informed and practically grounded framework to identify ways in which learning and teaching can be both enhanced and developed innovatively in their own professional contexts.

Participants will then be supported to analyse their context drawing on current trends and contemporary thinking in higher education and identifying areas for development and enhancement. They will develop a contextually informed development plan which they will present for assessment. Irrespective of the development topic a participant selects as an individual, they will work together in professional learning groups. Broad themes and topics explored in this module will to support the plan and include:

1. Higher Education contexts and values and implications for your practice
2. Curriculum design, assessment and planning
3. Enabling student engagement and completion

Module 2 Learning outcomes

By the end of this module participants will be able to:

1. Apply advanced theoretical knowledge to teaching, learning and assessment practice in higher education;
2. Analyse options and develop plans for enhancing teaching, learning and assessment drawing on their own present and future contexts;
3. Critically reflect on their own practice and professional values, within professional learning groups;
4. Develop and write a plan for future enhanced work in teaching, learning and assessment that takes account of higher education contexts and trends.

Assessment:

- A multimedia presentation outlining the topic and scope for your proposed project plan and accompanying summary of 1,000 words (+/-10% excluding references and appendices)
- A plan for enhancing teaching and learning practice of 4,000 words (+/-10% excluding references and appendices)

Assessment Criteria

Module 2 Element 1: Multimedia presentation outlining the topic and scope for your proposed project plan and accompanying summary

Module ELTA Element 1 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
1. Focus on an appropriate area for development in learning, teaching or assessment.	Proposed focus and rationale demonstrates: sophisticated conceptual understanding and critical and creative ability to apply learning theories to practice.	Proposed focus and rationale demonstrates: conceptual understanding and ability to critically apply learning theories to practice.	Proposed focus and rationale demonstrates: some conceptual understanding and ability to apply learning theories to practice.	Proposed focus demonstrates: little or no conceptual understanding and ability to apply learning theories to practice is missing or underdeveloped. Limited or no rationale is provided.
2. Draw on evidence from the local and wider context.	Topic and scope of proposal are creatively and effectively located in both local practice and wider context and research literature. Insightful justification is provided, including consideration of diversity and in relation to values and practice.	Topic and scope of proposal are effectively located in both local and wider practice as well as in relation to literature. Justification for topic and scope is provided, with issues of diversity and values considered.	Topic and scope of proposal are related to local and wider practice. Some literature links into context are made. Some justification for topic and scope is provided, and a brief discussion of issues of diversity and values provided.	Topic and scope draws on little or no evidence from local, wider practice nor from research. Values are not made explicit or are poorly articulated. Diversity is not discussed or very limited detail provided.
3. Demonstrate how the planned development will be of sufficient scope.	Clear evidence presented of appropriateness of scope of proposed plan and demonstration of a strong rationale for choice of scope.	Evidence presented demonstrates appropriateness of scope of proposed plan. Clear rationale for choice of scope provided.	Some evidence presented of scope of the proposed plan. Some discussion of rationale for choice of scope.	Little or no evidence presented of scope of proposed plan. Poor or no discussion of rationale for choice of scope.

Module 2 Element 2: Project Plan

Module ELTA Element 2 Assessment criteria	Distinction Marks in the range 80 – 100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 27, 37, 47*
1. Critical application of appropriate learning theories to practice.	Sophisticated conceptual understanding and high levels of critical evaluation of range of scholarship and research. Detailed, critical and creative demonstration of ability to apply learning theories to practice.	Conceptual understanding of appropriate learning theories demonstrated. Some critical evaluation included. Sound demonstration of ability to apply learning theories to practice.	Some conceptual understanding of appropriate learning theories demonstrated with limited critical engagement. Demonstration of ability to apply learning theories to practice.	Few or no learning theories engaged with and limited or extremely limited understanding demonstrated. Very few or no links between theory and current and developing practice made.
2. Draw on evidence from both local practice and wider research to inform their learning and teaching development.	Development plan is well located in both local practice and wider research literature. Detailed and insightful justification provided, drawing on stated values such as respect for diversity. Recognises limitations of research evidence.	Development plan is located in both local practice and wider research literature. Provides detailed justification drawing on stated values such as respect for diversity.	Development plan is located in both local practice and wider research literature with some justification drawing on stated values such as respect for diversity.	Development plans draw on little or no evidence from local practice or wider research. Values are not made explicit or are poorly articulated.
3. Develop their own ideas and challenge existing practice in response to feedback from peers and tutor.	Clear evidence of a strong or ground-breaking challenge to existing practice that is informed by theory and contextual understanding. Evidence of sustained engagement with peer learning. Systematic use of feedback resulting	Clear evidence of challenge to existing practice that is informed by theory. Evidence of sustained engagement with peer learning. Systematic use of feedback resulting in effective action.	Clear evidence of challenge to existing practice and effective action taken in response to feedback on at least one occasion. Evidence of engagement with peer learning.	Little or no evidence of challenge to existing practice. Little or no evidence of sustained engagement with peer learning. Little or no effective action in response to feedback.

Module ELTA Element 2 Assessment criteria	Distinction Marks in the range 80 – 100 *Possible marks are 82, 87, 92, 97*	Merit Marks in the range 65 – 79 *Possible marks are 67, 72, 77*	Pass Marks in the range 50 – 64 *Possible marks are 52, 57, 62*	Fail Marks in the range 0 – 49 *Possible marks are 27, 37, 47*
	in plans for high quality or exemplary action.			
4. Develop a coherent and manageable plan that takes account of current and likely future developments in higher education.	Plan is coherent and manageable. Plan demonstrates originality and/or inspirational thinking with elements of transformative potential. Plan takes a detailed and convincing account of current and likely future developments. Plan is sustainable in the local context and conforms to local Quality Assurance (QA) and regulatory requirements.	Plan is coherent and manageable. Plan takes a detailed and convincing account of current and likely future developments. Plan is sustainable in the local context conforms to local QA and regulatory requirements.	Plan is coherent and manageable. Plan takes some account of current and likely future developments. Plan conforms to local QA and regulatory requirements.	Plan is limited in detail. Plan is not coherent or is not manageable. Plan takes little or no account of current and likely future developments. Consideration of local regulatory or QA requirements may not be explicit.

Module 3 – Strategic approaches to Careers and Employability in Higher Education (LTM030)

The aim of this module is to support participants to develop their understanding of and ability to apply the core principles of careers and employability strategy in their own higher education context. The module is designed to support and enable development of such strategies within different global educational contexts, recognising the diversity of policy and regulatory drivers in graduate employment, professionally-aligned education and training, and lifelong learning worldwide, as well as within different regions and countries.

The module draws on globally-recognised practice excellence in careers education, employability development and careers and employability strategy, some of which is being created by and delivered through the member careers services of The Careers Group. It also includes the practice, drivers and contexts of Higher Education Institutions (HEIs) relevant to regions currently served by University of London Worldwide.

This module is aimed at participants involved in or interested in creating, reviewing or overseeing careers education and employability development at a strategic level within a higher education institution. Broad themes and topics for this module include:

1. Defining the Distinctive Characteristics of Your Institution Underpinning Your Strategy
2. Developing and Communicating Your Strategic Aims
3. Designing Careers Education and Employability Development Activities to Fit Your Approach
4. Crafting Evidence into Strategic Narratives to Engage and Influence Stakeholders

Module 3 learning outcomes

By the end of this module participants will be able to:

1. Identify and analyse factors within their higher education and employment landscape that will influence strategic priorities for careers education and employability development in their institution
2. Analyse the strategic characteristics of their institution and its stakeholders that will enable or inhibit a careers and employability strategy
3. Develop and reflectively critique a high-level strategic vision for careers education and employability development in their institution
4. Assess the suitability of a range of approaches for enabling careers education and employability development in their institution
5. Identify and prioritise the resources needed to implement their strategy
6. Devise and reflectively critique a proposal for implementing careers education and employability development within their institution
7. Anticipate a range of factors that could influence the success or failure of their strategy
8. Evaluate a range of possible impact measures and performance indicators for their strategy
9. Develop and reflectively critique an evidence-based justification for their strategic approach to careers and employability

Assessment:

Element 1 linked to Unit 1

- External factor analysis, stakeholder perspective statements and draft strategic vision & reflective commentary. 2,750 words (+/-10% excluding references and appendices)

Element 2 linked to Unit 2

- – Institutional model & rationale and resource identification 2,750 words (+/-10% excluding references and appendices)

Element 3 linked to Unit 3

- Risk analysis, compare impact measures, compose impact narrative 2,750 words (+/-10% excluding references and appendices)

Assessment Criteria

Module 3 Element 1: Analysing External and Internal Landscapes to Develop Strategic Goals for Careers and Employability

Module SACEHE Element 1 Assessment criteria	**Distinction** **Marks in the range 80 – 100** **Possible marks are 82, 87, 92, 97**	**Merit** **Marks in the range 65 – 79** **Possible marks are 67, 72, 77**	**Pass** **Marks in the range 50 – 64** **Possible marks are 52, 57, 62**	**Fail** **Marks in the range 0 – 49** **Possible marks are 27, 37, 47**
1. Identifies and analyses relevant and significant socio-economic and political factors and their likely impact on institutional strategy.	Sophisticated understanding of a wide variety of external factors, their inter-relatedness and their relevance to the context of their institution. Well constructed and detailed rationale for assigning relevant importance to key factors and logical explanation of their potential impact using appropriate models. An anticipation of how external forces might change over time.	Good understanding of a range of external factors and their relevance to the institutional context. Basic rationale provided for choice of key factors and connections made to potential impact. Limited longer-term thinking.	Some understanding of a number of external factors with limited success in linking them to the institutional context. Some rationale provided for choice of key factors and some connections but with omissions. Limited or no longer-term thinking.	Very limited and simplistic awareness of relevant external factors. Limited or incoherent rationale for choice of most significant factors. Weak, inconsistent or no connections made to strategic implications. Very limited or no longer-term thinking.

Module SACEHE Element 1 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
2. Identifies and analyses institutional characteristics and stakeholder interests that will impact on institutional strategy.	A balanced and critical awareness of distinctive institutional characteristics compared to the sector and globally. Demonstrates a nuanced appreciation of different stakeholder perspectives. Able to anticipate, infer, comprehend, express and respond to perspectives and priorities different to their own.	A broad awareness of relevant institutional characteristics with some wider comparisons. Detailed understanding of key elements of explicit and implicit stakeholder perspectives and priorities.	Some awareness of institutional characteristics but with little reference to wider comparisons. Broad understanding of overt stakeholder positions and priorities.	Limited range of institutional characteristics discussed. No contextualisation of institution within the sector or globally. Limited understanding of diverse perspectives and priorities demonstrated.
3. Formulates an appropriate strategic vision and can adapt the communication of the vision to the priorities of a nominated stakeholder.	Vision is sophisticated, coherently articulated and clearly connects significant external factors and institutional characteristics, which are made salient to the chosen stakeholder group. The form of representation, arguments and language used are all designed to appeal to the nominated stakeholder group and demonstrate creativity.	Vision is well structured and references a diverse range of relevant internal and external factors. There are consistent attempts to tailor aspects of the presentation to priorities of the chosen stakeholder group.	Vision is clearly explained and references some important internal and external factors. There is some level of connection between the method of representation and the priorities of the stakeholders.	The vision is simplistic or incoherent. The connection to key strategic factors and institutional characteristics is unclear. Key elements of the representation, arguments and language are inappropriate for the stakeholder.

Module SACEHE Element 1 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
4. Critically reflects on their ability to understand and communicate strategic priorities.	Provides a sophisticated, convincing and coherent rationale for their choices. Constructively critiques their choices. Can evaluate possible omissions, limitations and flaws in their strategic aims and has considered alternative options. Identifies specific gaps in their own awareness of strategic influences and stakeholder perspectives and proposes steps to develop their understanding.	Provides a coherent and well-structured rationale for choices. Show some awareness of the potential limitations of their proposed strategic aims. Identifies gaps in their awareness of strategic factors but few or no proposals for developing their understanding.	Provides a coherent explanation of choices made. Some evidence of awareness of alternative options. Limited critical reflection and little or no acknowledgement of possible gaps in their awareness.	Explanation of choices is limited or incoherent and no alternative options are identified. Little or no critical reflection with no specific learning goals or actions identified.

Module 3 Element 2: Developing and Communicating Your Approach to Delivering a Careers and Employability Strategy

Module SACEHE Element 2 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
1. Applies a theoretical understanding to the development of an institutional model of careers education delivery	Clearly links theoretical concepts with external and internal institutional priorities and identifies potential synergies and conflicts. Identifies and prioritises learning outcomes in relation to appropriate theoretical assumptions, salient institutional characteristics and diverse learner needs. Demonstrates creativity in producing a distinctive model of careers education delivery tailored to institutional identity and affordances. Presentation of model is designed to facilitate engagement and acceptance by a variety of stakeholders.	Identifies a range of learning outcomes linked to both theoretical concepts and institutional or learner needs. Delivery model is well structured and takes into account institutional priorities and capabilities. Some attempt has been made to present the model in a way that aligns with aspects of institutional identity.	Identifies a range of relevant learning outcomes with some link to theoretical concepts or institutional needs. The delivery model is well presented and linked to institutional characteristics but with limited institutional personalisation.	Weak or no theoretical underpinning to approaches. Weak or unclear links between learning outcomes and distinctive institutional priorities or learner needs. Little or no evidence of tailoring the presentation of the model to improve engagement.

2. Critically evaluates their choice of possible careers and employability learning models and how it will be perceived by various stake-holders	Utilises an under-standing of the theoretical and ideological assumptions behind various employability models to critically evaluate their relevance to the institutional context. Antici-pates how different stakeholders will interpret and evaluate key concepts. Reflects on their own perspective and their awareness of stakeholder and learner perspectives.	Presents a coherent rationale for their choices, demonstrating an evaluation of the relevance of various employability models to their institution and learners. Demonstrates an awareness of a range of potential stakeholder reactions to the model. Limited reflection on their own perspective or levels of awareness.	Explains their choices and makes some connections between the model and their institutional context and learner needs. Presents some awareness of potential stakeholder reactions.	Limited or super-ficial explanation of criteria used to select an approach. Limited understanding of different stake-holder perceptions or learner needs demonstrated.

3. Identifies appropriate resources necessary to the delivery of the proposed careers and employability model.	List of resources demonstrates a detailed and holistic appreciation of the practical considerations involved in the delivery of the aspect of the careers education delivery model. Provides indications of the extent to which resources are necessary to the delivery of the model. Clear justification for selection of chosen resource priority. Demonstrates ingenuity, flexibility and realism in generating proposals for securing the resource.	Comprehensive and prioritised list of resources with an indication of their relevance to the aspect of the careers education delivery model. Justification for the choice of resource. Considers alternative methods for securing the resource.	Some connections made between resources listed and the implementation of the aspect of the delivery model. Clear explanation of the choice of resource but limited or ill-considered alternative proposals made for securing it.	Unclear connection between the resources listed and the chosen careers education model. Unexplained entries in or omissions from the list. Weak or no justification for chosen resource. Limited proposals for securing the resource.

Module 3 Element 3: Monitoring and Evaluating the Implementation of Your Careers and Employability Strategy

Module SACEHE Element 3 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
1. Identifies and evaluates possible risks to the strategy and proposes preventative and mitigating measures	Provides clear justification for the choice of risk to analyse. Coherent and comprehensive evaluation of the factors influencing the likelihood and significance of possible antecedents and consequences. Proposed preventative and mitigating measures are detailed, realistic and proportionate. Ideas demonstrate creative problem solving.	Gives a justification for the choice of risk. Provides a coherent evaluation of the possible causes and consequences with an indication of their likelihood and significance. Proposes a range of practical preventative and mitigating measures.	Explains their choice of risk and lists a number of possible causes and consequences. Suggests some preventative and mitigating measures.	Weak or no justification for choice of risk. Very little evaluation of antecedents and consequences. Few or unrealistic proposed preventative and mitigating measures.

Module SACEHE Element 3 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
2. Critically compares potential impact or performance indicators	Chooses indicators that allow for sophisticated discussion of factors relevant to the institu-tional context and strategic aims. Makes clear and coherent links between impact measures and learning outcomes. Takes into account limitations, practical implementation and resource consequences. Anticipates possible skewing affects on operational priorities and proposes mitigations.	Explains rationale for selection of indicators. Explores various aspects of their validity in connection to learning outcomes and their practical implications. Demonstrates some understanding of the potential impact on operational priorities.	Identifies a range of comparative strengths and weakness between indicators. Highlights some operational practicalities and implications	No clear rationale for the choice of indicators. Weak or no connection made to learning outcomes. Little exploration of the practicalities of implementation or of the operational consequences.

Module SACEHE Element 3 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
3. Uses feedback and performance data to identify opportunities for quality improvement. Interprets data and communicates implications in a meaningful way to stakeholders.	Demonstrates a nuanced understanding of performance data. Able to identify, evaluate, extrapolate and connect possible implications of measures. Identifies ideas for creative practical improvements based on the data. Contextualises explanatory narrative within the frame of reference of target stakeholder. Demonstrates creativity in identifying possible improvements and selecting communication approach.	Demonstrates a comprehensive understanding of the data and the extent to which it can be used for identifying improvements. Generates and prioritises a range of practical recommendations. Explanatory narrative is tailored to the needs and priorities of the audience.	Grasps possible implications of the performance data and generates some recommendations for improvements. Presents a clear narrative of the data and its implications with some attempts to address specific stakeholder needs.	Incomplete or superficial understanding of data. Ideas for improvement unconnected to data or impractical. Explanatory narrative incoherent or incomplete. Little attempt at contextualising for a particular stakeholder.

Module SACEHE Element 3 Assessment criteria	Distinction Marks in the range 80 – 100 Possible marks are 82, 87, 92, 97	Merit Marks in the range 65 – 79 Possible marks are 67, 72, 77	Pass Marks in the range 50 – 64 Possible marks are 52, 57, 62	Fail Marks in the range 0 – 49 Possible marks are 27, 37, 47
4. Critically reflects on their ability to use data and communicate evidence-based recommendations.	Explores and critically evaluates their own level of comfort and proficiency in understanding and interpreting data across various contexts. Relates this to their professional role and their ability to address the needs, preferences and limitations of others. Identifies relevant and specific personal development goals.	Balanced evaluation of their effectiveness in using data within the activity and more broadly. Identification of relevant personal development priorities with ideas for addressing them.	Balanced evaluation of their effectiveness in using data in the activity. Some identification of relevant personal development needs.	Limited or no critical reflection of their ability to use data. No identification of personal development needs.