UNIVERSITY
OF LONDON

Programme Specification 2025–2026

Learning and Teaching in Higher Education

Postgraduate Certificate
Individual modules

Important document – please read

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Important information regarding the Programme Specification

Last revised 22 July 2025

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* tab in the [student portal;](#) otherwise the *Contact Us* button on each webpage should be used.

Terminology

The following language is specific to the PGCert Learning and Teaching in Higher Education programme:

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 grades.

Key revisions made

Programme specifications are revised annually.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the Programme Specification 2025–2026

Internet access and computer specification – updated to reflect minimum computer requirements.

Assessment methods section – additional information included regarding the marking process not being anonymised due to the self-reflective nature of the programme.

Programme title and name of qualification

Postgraduate Degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for this programme is as follows:

Distinction; Merit; Pass.

Specific rules for the classification of awards are given in the [Programme Regulations](#) under Scheme of Award.

Programme title

Learning and Teaching in Higher Education

Qualification title

Postgraduate Certificate in Learning and Teaching in Higher Education

Exit qualifications

There are no exit qualifications on this programme.

Individual modules

All modules are available to be studied on a stand-alone basis.

Qualification title may be abbreviated as follows:

Postgraduate Certificate – PGCert

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The award is placed at the following Level of the Framework for Higher Education Qualifications (FHEQ):

- PGCert   Level 7

Relevant QAA subject benchmarks group

See the [QAA website](#) for more information.

There are currently no QAA subject benchmarks for postgraduate education studies.

Awarding body

University of London

Registering body

University of London

www.london.ac.uk

Programme direction

University of London

Accreditation by professional or statutory body

Not applicable.

Language of study and assessment

English

Mode of study

Online learning supported by an online tutor.

Programme structures

The programme will have two registration points in the year corresponding with the start dates for modules, which begin in October and April.

Participants have an online induction session available through the virtual learning environment (VLE) which they may access prior to the start of their study session. This will include orientation of their learning environment and guidance on the structure and learning expectations for the module.

A participant must pass two modules in order to be eligible for an award.

The PGCert consists of two compulsory modules:

- **Module 1**   Supporting learning, teaching and assessment

And a choice of either:
- **Module 2**   Enhancing learning, teaching and assessment
  or
- **Module 3**   Strategic approaches to Careers and Employability in Higher Education.

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a participant's effective date of registration, are:

	Minimum	Maximum
Postgraduate Certificate	1 year	Two years

Credit value of modules

> Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to the modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

The Postgraduate Certificate in Learning and Teaching in Higher Education comprises a total of 60 UK credits (30 ECTS credits) at FHEQ level 7. The modules are each assigned 30 UK credits (15 ECTS credits).

One UK credit equates to a notional ten hours of study.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

To register for the Postgraduate Certificate an applicant must:

- Have an undergraduate degree which is considered comparable to a UK degree, in any subject, from an institution acceptable to the University.

- Be currently teaching or supporting learning, on a part-time or full-time basis, on a higher education qualification.

English language requirements

All teaching is in English. Therefore, applicants need to have the required level of written and spoken English to cope with their studies right from the start.

A participant will meet the English language requirement if they:

- Have an ILETS score of 7 with no element below 6.5 or a demonstrably equivalent qualification.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

> All details of the programme-specific entry requirements are given on the programme page, under the [Entry requirements tab](#).

Internet access and computer specification

All participants must have regular access to a computer (or mobile device*) with an internet connection to access the following resources:

- The Student Portal

- Participant record, module registration and examination entry

- Programme resources on the VLE

- The Online Library

- The Programme Specification and Regulations

- University of London email account.

Students will require regular access to a portable computer with an internet connection to use the University of London's online resources and systems.

Students must be able to download and install software to their Windows or MacOS device to include secure examination browsers for online assessment purposes (if offered on their programme of study). Depending on the security settings for each assessment students may be required to have full administrator rights on their computer to install and run the software needed to take part in the assessment. Full administration rights are likely to apply to a computer that they own but not to one provided by their employer, for example.

Computer requirements

The computer must have at least the following minimum specification:

- Windows: 10 and 11 on 64-bit platforms

- MacOS Big Sur (version 11) and higher

- CPUs newer than 2011 (Intel Sandy Bridge (Core i3, i5 and i7 or newer))

- OpenGL 2.0 graphics driver

- Local storage for the recording of proctored examinations (75MB per hour)

- Web camera and microphone (internal or external)

- A broadband internet connection capable of streaming live video.

Minimum device requirements are subject to change and older operating systems may become obsolete over time.

It should also have the following applications installed:

- Word processor (for Microsoft Word documents)

- A PDF reader (e.g. Adobe)

Where applicable, you will be provided with any additional requirements for your assessment platform in advance of your assessment.

Certain services **will** require a mobile device for Multi-Factor Authentication (MFA). This is a key security feature that adds an extra layer of protection for your account and data, requiring two or more steps to verify your identity when logging in. This may include accepting a sign-in notification on your smartphone or entering a unique code sent via SMS or phone call to your mobile device. It is your responsibility to ensure that your mobile device meets the specified requirements for MFA.

Please note: full mobile access is not available for all programmes. Proctored assessments will not work on any smartphone, tablet, Chromebook, Linux Operating Systems or other mobile device of any kind.

We are developing further security protocols and therefore you will require a mobile device (such as a mobile phone or tablet/iPad) to approve for our services. Full details, including specifications, will be provided ahead of the implementation.

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

> For further information, see the [Inclusive Practice Policy.]()

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

> For further information see the [website]().

Educational aims and learning outcomes of the programmes

Programme aims

The programme aims to develop professionals with the capacity to teach and support face-to-face, online and/or blended learning, and assess and give feedback on student work, in ways that are effective, efficient, reflective, scholarly and professional. This programme is delivered online and provides participants with the opportunity to engage with their own learning experience in the context of technology enhanced pedagogy.

Learning outcomes

By the end of this programme, participants will demonstrate the abilities, in relation to face-to-face, online and/or blended learning, to:

- Inform their practice with a critical understanding of theories of learning;

- Apply effective, efficient teaching and learning support strategies, informed by learning and research from a range of sources, including student feedback and outcomes;

- Critically reflect on their own learning experience and then develop their own teaching, learning support and assessment practice, using theory, feedback and other evidence;

- Undertake appropriate professional development, work collaboratively, support collaborative learning, and respect and value individual learners and members of diverse learning communities;

- Use and review a range of technologies to support learning.

Learning, teaching and assessment strategies

The core principles of the learning, teaching and assessment strategy for this programme are outlined below.

Principle 1: Ensuring participants are prepared for study

An online induction will ensure that participants are prepared for study and are familiar with the learning environment and sources of support during their studies.

Principle 2: An engaging and vibrant learning environment

All participants will have access to an online learning environment with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills-based outcomes throughout the curriculum.

Principle 3: Learning content

The learning content will be designed to provide participants with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable participants to study across a range of mobile and media channels.

Principle 4: Participant support

All participants will have access to the learning environment, learning content, tools and activities related to their chosen programme of study. Participants will also receive support via their online tutor.

Principle 5: Assessment

A core feature of this programme will be a varied range of learning activities embedded within the content for each module, designed to provide feedback to participants on their progress towards the module and programme learning outcomes. Summative assessment methods will be designed to facilitate critical engagement with participant's own professional development.

Principle 6: Staff Development

The design, development and delivery of this programme will be supported with training for:

- Academic teams involved in the development of the materials and assessment;
- Tutors
- The University of London Centre for Distance Education takes oversight of this programme and supports both content development and our teaching team

Assessment methods

All assessments are submitted online via a University of London platform. You must ensure that your device is kept up to date and complies with University Computer Requirements.

All of the Postgraduate Certificate modules are assessed by coursework.

In order to pass either Module 1, Module 2 or Module 3 you must obtain an overall combined weighted mark of at least 52% from all assessment elements. For Modules 1 and 2 this is with a minimum of 37% in element 1 and 52% in element 2. For Module 3 this is with a minimum of 37% in one unit and 52% in the remaining two units.

The assessments on this programme all require in-depth reflection on a participant's own context and experiences. For this reason, anonymous marking is not practicable or appropriate. All module assessments will be subject to moderation procedures, including input from an External Examiner.

> Further details of the specific assessment methods can be found in the Programme Regulations.

Participant support and guidance

Key features of the support for participants include:

- Student Portal: for accessing student induction, study skills support, careers and employability resources, student wellbeing advice.

- University of London Careers Service – offers tailored careers and employability support to students whatever their course, wherever they are studying, and whether they are starting, developing, or changing their career. Support includes webinars led by careers consultants, employer and alumni panel events and a range of online careers resources.

- Induction resources.

- VLE containing: comprehensive learning materials; e-resources/e-library; participant forums and progress monitoring tools.

- Student Guide: This provides information which is common to all students and gives guidance on a range of issues from the start of a student's relationship with the University of London through to their graduation.

- Programme Regulations.

- Online tutor and online student relationship manager.

- Regular synchronous session delivered through video meeting technology will include tutorials, seminars, workshops and invited speakers.

- Collaborative learning will be a key feature of this programme.

- The Online Library: This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.

- University of London library: Registered students may use the resources located within the Senate House library.

- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its online and distance learning programmes through a collaboration between the University of London Worldwide and University of London federation members. However some of the online and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a federation member. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.

Awards standards

All University of London qualifications must comply with the Office for Students' (OfS) Conditions of Registration relating to quality and standards, which includes condition B5 (sector-recognised standards). This is to ensure appropriate standards for each qualification. In addition, every online and distance learning programme that is developed by a federation member of the University of London (or a consortium with representation by more than one federation member) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement, are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student performance, progression and completion statistics: prepared for all systematic reporting within the University of London;

- Periodic programme reviews: carried out every 4–6 years to review how a programme has developed over time and to make sure that it remains current and continues to provide a good student experience.
- In the case of this specific programme, academic and professional oversight is provided by the University of London's [Centre for Online and Distance Education (CODE)](#).

Enhancements are made as necessary to ensure that systems remain effective and rigorous.

Participant feedback and engagement

Participants on this programme will be in regular dialogue with the teaching team which allows for rapid and responsive development in line with the needs of the cohort. The Student Experience Survey carried every two years supports significant improvement planning. The survey collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study participants will be invited to take a survey that seeks to measure what they have gained from their studies and will be invited to complete regular module evaluations. Participants meet with our External Examiner to provide verbal feedback on the programme at the time of Exam Boards.

There are also opportunities for participants to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme may serve as preparation for participants who wish to go on to take further study in the subject area. Examples of further study can include a Masters in Education.

Graduate employment routes

This programme is designed to develop participants' skills and knowledge in relation to their workplace. It deepens their understanding of the theories and enhances skills that apply to delivering higher education. The programme equips graduates to utilise this in online, blended or face to face learning. The programme has been developed with the [UK Professional Standards](#) as a guiding principle.

Recognised Tutor Status

The University of London recognises the achievement of successful graduates from the Postgraduate Certificate Learning and Teaching in Higher Education by granting them University of London Worldwide Recognised Tutor Status. This includes receiving a certificate and diploma supplement.

University of London Worldwide Recognised Tutors, as successful graduates of the Postgraduate Certificate Learning and Teaching in Higher Education, have had the opportunity to:

- demonstrate enhanced skills, understanding of and strategies in teaching, learning and assessment in face to face teaching

- engage with successful digital and online learning through direct hands-on experience

- demonstrate enhanced skills in digital and online teaching

- work with colleagues across the globe, in a community of practice

- demonstrate a commitment to their own professional development

Recognised Tutor Status holders can choose to be included on our website listing and those working in University of London Recognised Teaching Centres, can be linked to their institution.

The Alumni Community

Upon finishing a course of study, students automatically become members of the University of London Alumni community, a diverse network of more than one million graduates over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni webpage.

Follow the alumni community on social media: Facebook, Instagram, LinkedIn