Royal Holloway, University of London
Course specification for a postgraduate award
CAPITAL: Postgraduate Certificate in Academic Practice in Teaching and Learning

Section 1 – Introduction to your course
This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here. The Postgraduate Certificate in Academic Practice in Teaching and Learning for academic staff has been designed to enable you to share and explore good practice in teaching, supporting learning, and course design in higher education, exploring underpinning pedagogic principles and relevant current educational literature. Participants are from a range of subject disciplines and professional practices. Workshops are held by staff from across the University who have a broad range of relevant expertise. This Master's level programme has been accredited by Advance HE. Your course at Royal Holloway, University of London, will be delivered over two years, and is typically equivalent to the total value of 60 credits (which is equivalent to 30 ECTS credits[1]) While Royal Holloway keeps all the information made available under review, courses and the availability of optional workshops are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies. The following is a brief description for some of the most important terminology for understanding the content of this document: *Degree course* – Also referred to as 'programme', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

[1] The European Credit Transfer and Accumulation System (ECTS) is a learner-centred system for credit accumulation and transfer. ECTS credits reflect the total workload required to achieve defined learning outcomes and their associated workload, including teaching hours and guided independent study. 15 UK credits is equivalent to 7.5 ECTS. 30 UK credits is equivalent to 15 ECTS. Further details on ECTS can be found within the ECTS User Guide 2015.

Section 2 – Course details			
Date of specification update	November 2026	**Location of study**	Egham
Course award and title	Postgraduate Certificate in Academic Practice in Teaching and Learning +FHEA	**Level of study**	Postgraduate
Course code		**Year of entry**	2027/28
Awarding body	Royal Holloway and Bedford New College		
Department or school	Educational Development	**Other departments or schools involved in teaching the course**	Disability and Neurodiversity, Academic Skills, Careers, Library
Mode(s) of attendance	Part time	**Duration of the course**	Typically 2 academic years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	Advance HE		
Link to Coursefinder for further information:	https://intranet.royalholloway.ac.uk/staff/teaching/educational-development/capital-instil-and-talent.aspx	**For queries on admissions:**	educationaldevelopment@rhul.ac.uk

Section 3 – Programme structure

3.1 Mandatory workshop information

The following table summarises the mandatory workshops which participant must join.

	Workshop	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC**
	Assessment & feedback for learning	**NA**	**NA**	**NA**
	Employability and skills development			
	How students learn			
	Inclusive curriculum design			
	Intro to PhD supervision (or if not relevant to your role, choose an elective instead)			
	Supporting students with disabilities & additional needs			

3.2 Optional workshops

In addition to mandatory workshops, there are optional workshops available during the course of the programme. Although Royal Holloway will keep changes to a minimum, new options may be offered, or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the programme leader for further information.

Section 4 - Progressing through the programme

For further information on the progression and award requirements for your course, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through workshops attendance and performance in summative coursework assignments.

Section 5 – Educational aims of the programme

The aims of this programme are to:

- provide a structured, flexible programme to support you in your teaching and related academic practice
- demonstrate the University's commitment to excellence in learning and teaching
- explore what is generic in good teaching while recognising differences across the disciplines
- enable you to explore and demonstrate effective and inclusive practice in teaching and course design
- enable you to acquire a professional qualification in teaching (Postgraduate Certificate in Academic Practice in Teaching and Learning) and Fellowship of Advance HE, which will gain you national recognition.

Section 6 - Programme learning outcomes **In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)**				
Theme	**Programme Learning Outcome**	**Level 4**	**Level 5**	**Level 6**
	a)have demonstrated an appropriate range of methods for teaching and supporting learning for your context	NA	NA	**NA**
	b) have designed learning activities (programmes or smaller units of teaching) that are demonstrably informed by good practice in learning and teaching in higher education			
	c) have shown familiarity with relevant recent developments in higher education and the possible implications of these for designing learning activities and for undertaking teaching			
	d) have applied scholarly texts on learning and teaching in higher education to your own context			
	e) have designed and marked assignments which demonstrate an understanding of the role of assessment in the curriculum, and the relationship between learning outcomes, course design, assessment criteria, feedback and student learning			
	f) have demonstrated the ability to work co-operatively with others to provide effective learning environments and support systems for students			
	g) have shown development in your approach to teaching through analysis, evaluation and planning			
	h) have developed further the skills of professional reflection, giving constructive feedback and working collaboratively			

Section 7 - Teaching, learning and assessment
CAPITAL is a highly interactive and supportive programme which enables you to form lasting professional connections with other University staff while developing your practice. Teaching quality is a strong indicator of student success and the Advance HE Professional Standards Framework encourages a scholarly and professional approach to developing your teaching practice. CAPITAL workshops and three of the assignments are purposefully designed to provide opportunities for participants to work collaboratively with peers, thus enabling the sharing of effective practice in teaching, supporting learning and assessment. Workshops are held by members of Educational Development and also from Careers, Disability & Neurodiversity Services (D&N), the Library and Academic Skills. There are core and elective workshops to participate in and 5 assignments to complete. Most of the workshops have pre-session tasks and there is an extensive range of resources that can support you to critically reflect and develop your practice to support and enhance learning. In addition to synchronous workshops, asynchronous online tasks are included to provide further opportunities to experience and reflect on different learning tasks and affordances of digital tools.

Section 8 – Additional costs
There are no associated costs.
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
Advance HE Framework for teachers in higher education	7
The programme is designed in accordance with the Advance HE Professional Standards Framework and has been accredited by them. Every 5 years the programme goes through a reaccreditation cycle to ensure Fellowship (Descriptor 2) is awarded on the basis of nationally established standards of achievement. The Fellowship dimensions for Descriptor 2 are mapped to the programme and each assessment.	
Advance HE Fellowship programmes benchmarking	https://www.advance-he.ac.uk/teaching-learning/professional-standards-framework
Advance HE Fellowship programmes are benchmarked against the UK Professional Standards Framework (PSF 2023), a globally recognized framework that sets the standards for teaching and learning in higher education. The programme team regularly participates in internal and external benchmarking meetings.	

Section 10– Intermediate exit awards (where available)

None available
In order to be awarded a Pass in the postgraduate certificate, all portfolio assignments must receive a Pass grade. All assignments will be graded as Pass or Refer.