

Royal Holloway, University of London
Course specification for a postgraduate award
Course in Skills of Teaching to Inspire Learning (inSTIL)

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](#).

Your degree course in Course in Skills of Teaching to Inspire Learning (inSTIL) provides progressive structures in which you will be able to gain ever-wider knowledge and understanding, and appropriate skills. Your course contains a combination of mandatory modules to introduce you to reflective, theoretical approaches to teaching and learning and integrate these with your practice, with a range of specialist options. This course prepares and supports participants for teaching duties at Royal Holloway. Advance HE accreditation of the course also enables participants to gain Associate Fellowship, a direct benefit to those who wish to make careers in the HE sector in the UK and overseas. For further details please refer to [Advance HE](#) and/or the Careers Service.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules 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.

Module – This refers to the credits you will study each year to complete your degree course. Postgraduate taught degrees at Royal Holloway comprise 180 credits. On some degree courses a certain number of optional modules must be passed for a particular degree title. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	December 2025	Location of study	Egham/online
Course award and title	Course in Skills of Teaching to Inspire Learning (inSTIL)	Level of study	Postgraduate
Course code	n/a	Year of entry	2025/26
Awarding body	Royal Holloway, University of London		
Department or school	Educational Development	Other departments or schools involved in teaching the course	Academic departments across the range of disciplines provide teaching hours and support as appropriate e.g. mandatory observations.
Mode(s) of attendance	Flexible/continuous/part time; in person and online modes	Duration of the course	One year (52 weeks) full-time Two to five years (104 - 260 weeks) part-time
Accrediting Professional, Statutory or Regulatory Body requirement(s)	Advance HE recognition leading to AFHEA integrated into course; last accreditation finalised autumn 2025, next due 2027.		
Link to Coursefinder for further information:	https://intranet.royalholloway.ac.uk/staff/teaching/educational-development/capital-instil-and-talent.aspx (staff link); https://intranet.royalholloway.ac.uk/doc/toral-school/researcher-development/educational-development/instil-programme-professional-development-in-teaching-for-pg-tutors.aspx (PGRs link)	For queries on admissions:	mailto:EducationalDevelopment@rhul.ac.uk Admission requirements Any postgraduate student who is employed by the University in a lead teaching role (i.e. conducting teaching sessions entirely on their own) is required to register for the course in the first term that they undertake teaching in the University. For postgraduates who are employed to teach as part of a team (e.g. a demonstrator who is teaching alongside an academic staff member), completion of the course is strongly recommended. Non-established teachers and other (e.g. technical) staff with teaching-related responsibility are also eligible for the course, depending on the nature of their role (i.e. whether they have sufficient teaching-related duties to complete the course

			<p>requirements; this should be established in discussion with the Course Leader). Participants must be employed to do some teaching in the University over the period that they are registered for this course. This is because the planned activities and assessment can only be completed if they are currently teaching. A minimum of two separate hours' teaching is required for observation purposes.</p>
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Section 3 – Degree course structure				
3.1 Mandatory module information				
The following table summarises the mandatory modules which students must take in each year of study				
Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
n/a	How Students Learn + Introduction	5	7	MC
n/a	Supporting students with disabilities and additional needs	5	7	MC
n/a	Evaluating your Teaching	5	7	MC
		(i.e. 15 M level credits in total on completion of course)		
<p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example, where</p>				

requirements of relevant Professional, Statutory or Regulatory Bodies 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.

Please note: this specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve if taking full advantage of the learning opportunities that are provided. More detailed information on the content for individual sessions and the teaching, learning and assessment methods can be found in the Handbook and session materials.

Award requirements: In order to pass, students must fulfil the attendance requirements, including participating in the peer observation of teaching, and gain a pass for their portfolio. Specific assessment criteria are set out in the Handbook.

3.2 Optional modules

In addition to mandatory modules, there may be a number of optional modules available during the course of your degree. 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 Department for further information.

EXAMPLE: Most recommended options (among a changing range on offer): Assessment, marking and feedback (if part of your role); Ideas for lecturing and/or Small group teaching (depending on your role).

Section 4 - Progressing through each year of your degree course - n/a

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

Section 5 – Educational aims of the course

The aims of this course are to provide research students, Non-Established Teachers and technicians, who are undertaking teaching duties at Royal Holloway with:

- the skills necessary to promote effective student learning
- the confidence required for effective teaching
- a basis for their future academic career development.

Section 6 - Course learning outcomes				
In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (<i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i>)				
Theme	Course Learning Outcomes all @ Level 7 (M level)	Level 4 – n/a	Level 5 – n/a	Level 6 – n/a
Knowledge and understanding	independently plan and deliver effective teaching sessions employing a variety of strategies appropriate to their role in College, and give constructive feedback* on the progress of other learners; • demonstrate an appreciation of how student diversity, and individual needs, can be accommodated in your teaching strategies to promote equality of opportunity*, student engagement in learning, and 'ownership' of the learning process by your students; • critically appraise published research* into teaching and learning, and apply such scholarship* to inform your own teaching approaches			
Skills and other attributes	participate constructively in a community* of learners, and demonstrate how their own teaching practices could foster active participation and collaboration among learners; • continually use a variety of sources of evidence to evaluate the experiences of learners,			

	critically reflect on their impact*, and thereby plan for improvements* in their teaching practice.			

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the knowledge and experience of staff, particularly in the areas of teaching and learning. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of interactive workshops/seminars, professional practice, peer collaborative activities, observations, self-reflection, and guided independent study. The emphasis is on active engagement in the learning process and making connections between theory and teaching practice. Students are required to undertake independent reading. Assessment of knowledge and understanding is typically by summative coursework, i.e. assessed portfolio including assessed reflection and evaluation of teaching related activities/practice, a record of and reflection on the teaching observation process, a digital task, a mapping document, as well as a (non-assessed but mandatory) peer review of the draft portfolio. There may also be formative online activities, oral engagement in workshops and various peer-related collaborative activities.

Further details can be obtained from the [moodle pages](#).

Participants attend an introductory day, to prepare them for their first teaching activities. They attend 4 required workshop sessions, and can choose from elective sessions on offer each year. It is necessary that participants have sufficient teaching responsibilities to prepare and conduct a range of teaching sessions, and to be observed teaching, as required by the assessment.

Contact hours come in various forms and may take the form of time spent with a member of staff in a workshop or seminar with other students.

Student support and guidance

- Teaching staff are available as appropriate, e.g. during workshops
- The Programme creates a network of peers for participants, overcoming some of the isolation often experienced by research students
- A Programme handbook is supplied to students at the introductory meeting for the course
- Extensive support materials and learning resources are available in the Library and within Moodle.
- There is access to all University support services, including Academic Skills, Wellbeing, Health Centre, Careers Service and Disability and Neurodiversity (D&N).

On successful completion of the course assessment you will gain the credits and recognition listed:

The Course in Skills of Teaching to Inspire Learning (inSTIL) is taught by staff at Royal Holloway, University of London, and leads to the award of 15 credits at Masters level.

Also accredited by Advance HE (formerly the Higher Education Academy) leading to AFHEA (Associate Fellowship).

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university and may also be checked routinely by external agencies.

Section 8 – Additional costs	
There are no single associated costs greater than £50 per item on this degree course.	
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	
QAA Framework for Higher Education Qualifications (FHEQ) Level	7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Advance HE PSF link:	https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-o
<p>Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.</p> <p>Educational Development was identified for praise in the 2017 Periodic Departmental Review of its provision: 'The Panel commends Educational Development on the high levels of stakeholder satisfaction across all Educational Development programmes, which was demonstrated through the exceptionally positive feedback of the staff and students who met with the Panel, and which was also apparent in the feedback data examined by the Panel.' The case studies from academics and graduate teaching assistants on the Teaching and Learning Space showcases the innovative range of teaching practices being used across the College. Positive feedback is received each year from participants through an annual survey.</p>	

Section 10– Intermediate exit awards (where available) - n/a
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Final awards:

The Programme in Skills of Teaching to Inspire Learning (inSTIL) is taught by staff at Royal Holloway, University of London, and leads to the award of 15 credits at Masters level from Royal Holloway and Bedford New College.

Programme in Skills of Teaching to Inspire Learning (inSTIL): also Accredited by Advance HE (formerly the Higher Education Academy).