

Academic Year 2025/26

Secondary Postgraduate Certificate in Education

This programme has the following exit pathways:

Code: C1X1 Secondary (Biology)
F1X1 Secondary (Chemistry)
IU99 Secondary (Computing)
W9X1 Secondary (Design and Technology)
Q3X1 Secondary (English)
R1X1 Secondary (French)
RX11 Secondary (French with German)
RXD1 Secondary (French with Spanish)
F8X1 Secondary (Geography)
RX21 Secondary (German with French)
V1X1 Secondary (History)
G1X1 Secondary (Mathematics)
F3X1 Secondary (Physics)
RX41 Secondary (Spanish with French)
R4X1 Secondary (Spanish)
RX4C Secondary (Spanish with German)

Notes

- (i) *These programme regulations should be read in conjunction with the University's Taught Programme Regulations.*
- (ii) *A core module is a module which a student must pass.*
- (iii) *A compulsory module is a module which a student is required to study.*
- (iv) *All modules are delivered in Linear mode unless stated otherwise as Block, eLearning or distance learning.*

1. Programme structure

- (a) The programme is available for study in full-time mode only.
- (b) The period of study for full-time mode shall be **at least** 36 weeks duration starting in September.
- (c) The programme comprises modules to a credit value of 60 at level 7.
- (d) Practical work in schools will **normally** extend over at least 120 days.
- (e) All candidates shall take the following **compulsory modules**:

Code	Descriptive title	Total Credits	Credits Sem 1	Credits Sem 2	Credits Sem 3	Level	Type	Mode
EDU8221	Subject Pedagogy in Practice	20	20			7		
EDU8222	Developing Critical Perspectives on Teaching Thinking Skills	20		20		7		

EDU8223	Curriculum Development Through Enquiry in Practice	20		20		7		
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2. Assessment methods

Details of the assessment pattern for each module are explained in the module outline.

3. Progression

- (a) If the Degree Programme Director judges any trainee unsuitable to continue on the Degree of Postgraduate Certificate in Education because:
- i. they are not making the required progress necessary to meet the Teachers' Standards* (2011), including Personal and Professional Conduct and recommendation for Qualified Teacher Status (QTS);
 - ii. they are not making the required progress necessary to meet the academic standard required of the PGCE at either level 7 or level 6;
 - iii. they are not fulfilling their responsibilities in relation to University Regulations.

The trainee will be required to terminate the course after the Director has consulted with relevant colleagues.

- (b) All candidates who successfully submit all modules at level 7 **and** meet the Teachers' Standards will receive the Postgraduate Certificate in Education award upon completion of the course and be recommended for QTS. In addition, a candidate who has been awarded the Postgraduate Certificate in Education may be accepted as a candidate for the Degree of Master of Education.
- (c) Those candidates whose work does not meet the criteria for level 7, but successfully meets the criteria for level 6 and meets the Teachers' Standards will be awarded the Professional Graduate Certificate in Education, and be recommended for QTS. This however will not provide a route onto the Degree of Master of Education.
- (d) Those candidates who have failed to achieve the Teachers' Standards, but whose work does meet the criteria for level 7 will be awarded the Postgraduate Certificate in Practitioner Enquiry.
- (e) Those candidates whose work fails to meet the criteria for level 6 or level 7, but who meet the Teachers' Standards, will not receive the academic award of PGCE, but will be recommended for QTS.

* These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status.