

**Academic Year 2025/26**

**Primary Postgraduate Certificate in Education**

**Code: X100 (Primary 5-11)**

*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 in accordance with national requirements.
- (e) All candidates shall take the following compulsory modules:

<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>	<i>Credits Sem 3</i>	<i>Level</i>	<i>Type</i>	<i>Mode</i>
EDU8324	<b>Subject Pedagogy in Practice (Primary)</b>	20	20			7		
EDU8325	<b>Developing critical perspectives (Primary)</b>	20	10	10		7		
EDU8326	<b>Curriculum development through enquiry in practice (Primary)</b>	20		20		7		

If adjustments are required, due to periods of heightened restrictions resulting from Covid-19, the order of the modules may be amended and the mode of delivery may include flexible learning.

## **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 level 7 or the Professional Graduate Certificate in Education at 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.

## **4. Assessment**

In order to pass the modules listed above, candidates registered on the Primary PGCE programme must obtain an aggregate mark of at least 50 per cent for each module overall.

\* 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.