

SPECIAL REGULATIONS: POSTGRADUATE INITIAL TEACHER EDUCATION SCHEME

Please note that this document now only applies to the following courses:

- PGCE Primary Modular - students who joined the course before September 2018
- PGDE Leadership in Learning

In all other cases course-specific Special Regulations - available from this [website](#) - organised by course title, have superseded the document.

1 INTRODUCTION

- 1.1 These Special Regulations enable the awards within the Postgraduate Initial Teacher Education Scheme to be made.
- 1.2 The two named awards within this Scheme are the:
 - Professional Graduate Certificate in Education
 - Postgraduate Certificate in Education

In this document, both will be abbreviated to PGCE unless it is necessary to differentiate between them.
- 1.3 Additionally, students successfully completing the Professional Graduate Certificate in Education (14-19), the Post Graduate Certificate in Education (14-19), the Professional Graduate Certificate in Education Post Compulsory or the Post Graduate Certificate in Education Post Compulsory programmes will be able to apply for Qualified Teacher Learning and Skills (QTLS) status subject to meeting further conditions.
- 1.4 The titles of awards covered within this Scheme by these Special Regulations are specified in Schedule One. Schedule Two details the pathways associated with each programme. These schedules will be subject to periodic review by and amended as the occasion arises.

2 GENERAL ENTRY REQUIREMENTS

- 2.1 Entrants should hold an appropriate honours degree (2:2 or above) of a United Kingdom Higher Education Institution or a recognised equivalent qualification. For the PGCE Post Compulsory (Premium Graduate Initial Teacher Education) entrants should hold a 2:1 honours degree.
- 2.2 Entrants are also required to meet the entry requirements specified by the Department of Education, or other regulatory body created by the Department of Education, and are subject to change. These include capacity to meet the current professional standards for teaching and the physical and mental fitness to teach. In exceptional cases, the University may offer candidates, not appropriately qualified, the opportunity to take equivalent University tests in English, mathematics and science. For entrants applying through a SCITT partner these checks will be undertaken by the partner.
- 2.3 Entrants must satisfy the requirements concerning clearance in relation to criminal convictions and any other requirements specified by the University, taking account of the requirements of the regulatory bodies, in relation to the protection of vulnerable persons. Students on pathways and programmes within the Framework must remain in good standing in relation to such requirements, including, where

required, registration for the updating of certificates by the Disclosure and Barring Service. For entrants applying through a SCITT partner these checks will be undertaken by the partner.

- 2.4 Additional entry requirements for specific programmes are included in Schedule Three.
- 2.5 Part-time study on programmes within the Framework is not available to students on a Tier 4 licence.

3 ADMISSION PROCEDURES

- 3.1 All applicants must provide two references from relevant referees.
- 3.2 All short-listed applicants are required to attend an interview and complete any assessments prescribed as part of the selection process for a programme/ pathway.
- 3.3 Applicants applying to studying through a SCITT partner will follow the admission procedures of the SCITT. The SCITT partner will share the required information (particularly relating to qualifications, clearance in relation to criminal convictions and Occupational Health clearance above) will be shared with the university.

4 ACCREDITATION OF PRIOR LEARNING (APL)

- 4.1 In general the University's arrangements for the Accreditation of Prior Certificated Learning and the Accreditation of Prior Experiential Learning for either entry or and credit exemption do not apply. The pathways listed in Schedule Four can use APL and conform to the University's policy.

5 DURATION OF STUDY AND MAXIMUM REGISTRATION LIMITS

- 5.1 The expected duration of full-time study for a programme within the Scheme is one year. In exceptional circumstances, a student's registration may be extended to a maximum of three years for full-time students, to allow time to complete Government Skills Tests, compulsory placements and to take account of any periods of interruption.
- 5.2 The expected duration of part-time study for a programme within the Framework is two years. In exceptional circumstances, a student's registration may be extended to a maximum of five years for part time students, to allow time to complete Government Skills Tests, compulsory placements and to take account of any periods of interruption.
- 5.3 Extensions to registration will be dependent upon the programme of study undertaken by the student remaining current.
- 5.4 Full- and part-time students who entered a programme within the Scheme in 2012-13, or before, will be exceptionally be permitted a maximum period of registration of four years and six years respectively. Such an extension will only be approved where the student has been unable to complete Government Skills Tests within the time limits described in paragraphs 5.1 and 5.2.

6 PROGRAMME STRUCTURE

- 6.1 Programmes can include modules at Level 6 and Level 7 only. Level descriptors are to appear explicitly in the programme validation document.
- 6.2 The standard module size is 20 credits but programme validations may include modules valued at 10 credits and/or 40 credits.

- 6.3 A module can be delivered in single-level format or dual-level format. For a single-level module all assignments are at Level 6. For a dual-level module assignments are assessed at Level 6 or Level 7 but are always assessed initially at Level 7.
- 6.4 All PGCE programmes comprise modules to the value of 120 credits and can contain hybrid modules up to the value of 40 credits or 60 credits. The number of credits passed at Level 7 will determine the nature of the award.
- 6.5 Successful completion of employment-based routes, which follow the School Direct Pathway, will lead to the recommendation of Qualified Teacher Status only. However, students on these pathways can be offered the opportunity to take hybrid academic modules up to the value of 60 credits and so be awarded academic credits at Level 7.
- 6.6 The validation document for a particular programme/ pathway may include reference to a module validated as part of another programme/ pathway. The module is thus 'shared by agreement'. A shared module cannot have differentiated modes of assessment even though the teaching of the module embraces students from more than one programme/ pathway.

7 ASSESSMENT AND AWARD CONVENTIONS

Module Assessment

- 7.1 To pass a module a student must pass all the assignments for that module.
- 7.2 Assignments marked at Level 6 will be graded as Pass/ Fail only.
- 7.3 Assignments marked at Level 7 will be graded by the use of percentages. The pass mark is 50%.

Dual-level Modules

- 7.4 A dual-level module must have explicitly defined learning outcomes for both Level 6 and Level 7. Associated marking schemes, for each level, must be made available to students.
- 7.5 To pass a dual-level module at Level 7 all the assignments must be passed at Level 7.
- 7.6 A student who meets the requirements for passing an assignment at Level 6, but does not meet the requirements for a pass at Level 7, can be granted one opportunity to resubmit the work to meet the Level 7 criteria. If successful then the overall module mark will be capped at the Level 7 pass mark.
- 7.7 A student who does not meet the requirements for passing an assignment at Level 6 can be granted one reassessment opportunity. If the reassessment meets the criteria for Level 7 then the overall module mark will be capped at the Level 7 pass mark. If the reassessment fails to meet Level 7 criteria but does meet the criteria for Level 6 the module will be graded as a Level 6 pass.

Criteria for gaining the award of a PGCE

- 7.8 To be eligible for an award students must:
- (a) pass all modules; and
 - (b) (i) For all routes except those through SCITT partners:

complete successfully the professional placement, including the submission of the requisite evidence to support the professional placement whether such evidence is required before, during or after the completion of the placement; and

(ii) For SCITT partners:

Gain the recommendation for QTS through the SCITT procedures and

(c) meet the professional standards laid down by the relevant regulatory body.

- 7.9 To be awarded a Postgraduate Certificate in Education a student must pass modules to the value of 120 credits, at least 40 credits of which must be at Level 7 and the remainder at Level 6.
- 7.10 Students who do not qualify for a Postgraduate Certificate in Education can be awarded a Professional Graduate Certificate in Education as long as they pass modules to the value of 120 credits.
- 7.11 In the event that a student studying with a SCITT partner is removed from a QTS training programme by the partner, they may continue to be registered on the PGCE programme only if they are able to access a new training programme, and subject to the agreement of the University.
- 7.12 There is no default exit award for the PGCE Post Compulsory (Premium Graduate Initial Teacher Education).

Criteria for gaining recommendation for QTS on the School Direct Pathway

- 7.13 To complete the School Direct pathway without academic credit, a student will need to pass the final assessment against the relevant standards for QTS. To gain academic credit on this programme, a student will need to pass the relevant modules using the same criteria as PGCE students.

PGCE Graded Awards

- 7.14 A PGCE is only awarded as a Distinction or as a Pass.
- 7.15 The award of Distinction is only available to students who successfully complete a Postgraduate Certificate of Education.
- 7.16 The award of Distinction is based only on the overall module marks obtained in dual-level modules passed at Level 7.
- 7.16.1 If a student has passed modules to the value of 60 credits at Level 7, only the marks gained for the best 40 credits are considered. A distinction is awarded if the weighted average of these marks is at least 70% and the minimum mark is at least 60%¹.
- 7.16.2 If a student has passed modules to the value of 40 credits at Level 7 a distinction is awarded if the weighted average of these marks is at least 70% and the minimum mark is at least 60%.
- 7.17 Boards of Examiners do not have discretion to introduce alternative criteria for awards other than those set out in the preceding paragraphs.

¹ This should cater for all combinations of 40, 20 and 10 credits.

Arrangements for Late Work Penalties

- 7.18 In the case of failure to submit required work by the published deadline, without an approved extenuating circumstance, a mark of zero will be recorded.

Arrangements for Reassessment

- 7.19 Boards of Examiners will arrange for reassessment opportunities in accordance with University policy.

Arrangements for Professional Placements²

N.B: This section does not apply for students gaining QTS with SCITT partners. For those students the SCITT partner's processes for managing Professional Placements will apply.

- 7.20 During a professional placement, mentors are required to report on each student's progress. These 'grading points' could occur both during a placement and at the end of a placement. After each grading point, a Professional Placement Examination Board³ is convened and the performance of each student is recorded as either being Satisfactory or Unsatisfactory.

- 7.21 Provided that no professional suitability concerns have been identified a student graded as Unsatisfactory on Professional Placement will be:

- (i) counselled as to their suitability for the remainder of the programme. If, after such counselling, the student decides to continue with the pathway, s/he will be required to complete a reassessment of the professional placement, but in a different school;
- (ii) required to attend a meeting with the Pathway Director and/or a relevant Curriculum/Professional Tutor to discuss their action plan and confirm targets for the reassessment professional placement. Any additional strategies discussed will be recorded and circulated to relevant mentors and tutors to enable them to direct their support to the specific needs of the individual student.

- 7.22 A student will only be given an opportunity to be reassessed a professional placement if all the following criteria have been met:

- (i) The student has created an action plan, approved by the Pathway Director, to address the issues raised on his/her unsatisfactory placement, which gives a clear outline of the actions the student will take to improve their practice in these areas;
- (ii) There is evidence that the student has demonstrated a willingness to adopt a constructive approach to the advice received from either the mentor, University tutor(s), and any other advisors in relation to their targets and progress towards the Standards for QTS;
- (iii) There is no evidence that the student has deviated significantly from the behaviour, which is commensurate with a professional code of conduct.

² For Post Compulsory PGCE pathways there are no Professional Placement modules and therefore reassessment opportunities are not applicable

³ <http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-policy-zone.aspx#P>

If a reassessment placement is offered, the Professional Placement Examination Board decides the timing of that reassessment placement. A student does not have the right to decide when or where a placement is repeated.

- 7.23 The reassessment professional placement must be completed successfully before proceeding to the next scheduled professional placement. If the reassessment placement is not graded as Satisfactory then the student will be required to withdraw.

Professional Suitability Panel

N.B: This section does not apply for students gaining QTS with SCITT partners. For those students the SCITT partner’s process for managing Professional Suitability issues will apply.

- 7.24 In exceptional circumstances where the practice of the student has been of such significant concern that the learning and/or welfare of pupils and schools is jeopardised by the continued presence of that student on placement, the student will be referred to the Professional Suitability Panel⁴.
- 7.25 In the case of a student on a final placement failing to reach the required standard in a small number of areas, the Professional Placement Examination Board has the discretion to recommend an extended period of placement (but normally less than the full period) in order for the student to meet the full standards.

8 ATTENDANCE REQUIREMENTS

- 12.1 Students are required to attend all taught sessions related to modules and Professional Placement sessions as determined by the programme handbook. Attendance will be recorded.
- 12.2 The consequences for authorised absence or for absence due to certificated illness are as follows:

Absence from Professional Placement and/or University sessions	Penalty
1-5 days	Nil
6-10 days	At the Pathway Director’s discretion, depending on the student teacher’s ability to demonstrate that pathway requirements can be or have been met in remaining normal pathway time
11-30 days	Required additional time, as specified by the particular pathway director
Over 30 days	Student must re-take the whole pathway / whole year or level.

- 12.3 Students will be required to keep their own register of attendance during a professional placement, which will be signed by their mentor and checked by tutors at regular intervals.

⁴ <http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-policy-zone.aspx#P>

- 12.4 In the case of students who are unavoidably absent during a professional placement through illness or other good cause⁵, the Professional Placement Examination Board may recommend a deferred assessment and require the time missed to be made up on professional placement at a later date, usually at the end of the stage/ year.
- 12.5 Absences to attend job interviews or graduations are exempt from these considerations but students must make all possible efforts to minimise absence.
- 12.6 The penalties for unauthorised absence are as above, except that, in addition, the work of any student teacher who takes one or more days of unauthorised absence without good reason will normally be designated as Unsatisfactory. Tutors and Mentors will draw unauthorised absences to the attention of the relevant Pathway Director who will consult the Chair of the Board of Examiners to decide whether such absence is unauthorised and if so to confirm the designation of Unsatisfactory.

9 POSTGRADUATE SKILLS

- 13.1 Programme validations will specify the arrangements for the assessment of Postgraduate Skills, as appropriate.

Approved by Academic Board, 10 September 2012.

⁵ A formal request for extenuating circumstance will normally be required

SCHEDULE ONE

PATHWAYS INCLUDED IN THE POSTGRADUATE INITIAL TEACHER EDUCATION PROGRAMME

Ref	Pathway (short title)/Route	Pathway (full title)	Mode of Study and duration
1	PGCE 11-18	Professional Graduate Certificate in Education (11-18), with a recommendation for QTS or Post Graduate Certificate in Education (11-18), with a recommendation for QTS	Full Time (One Year)
2	PGCE 14-19	Professional Graduate Certificate in Education (14-19), with a recommendation for QTS/QLTS or Post Graduate Certificate in Education (14-19), with a recommendation for QTS/QLTS	Full Time (One Year)
3	PGCE Primary	Professional Graduate Certificate in Education (Primary), with a recommendation for QTS or Post Graduate Certificate in Education (Primary), with a recommendation for QTS	Full Time (One Year) Part-time (5 terms)
4	PGCE 7-14	Professional Graduate Certificate in Education (7-14), with a recommendation for QTS or Post Graduate Certificate in Education (7-14), with a recommendation for QTS	Full Time (One Year)
5	PGCE Inspire	Professional Graduate Certificate in Education (Inspire), with a recommendation for QTS or Post Graduate Certificate in Education (Inspire), with a recommendation for QTS	Full Time (One Year)
6	Modular PGCE	Professional Graduate Certificate in Education, with a recommendation for QTS or Post Graduate Certificate in Education, with a recommendation for QTS.	Part-time attendance and distance learning (9 months to 3 years)
7	School Direct/ School Centred Initial Teacher Training (SCITT)	School Direct Pathway (QTS only) or School Direct Pathway (QTS plus M level credit) Professional Graduate Certificate in Education (11-18), with a recommendation for QTS or Post Graduate Certificate in Education (11-18), with a recommendation for QTS Post Graduate Certificate in Education (academic award only) or Professional Certificate in Education (academic award only)	Full time (one year)
8	PGCE Primary with Mathematics Specialism	Professional Graduate Certificate in Education Primary with Mathematics Specialism, with a recommendation for QTS or Post Graduate Certificate in Education Primary with Mathematics Specialism, with a recommendation for QTS	Full time (one year)
9	PGCE Early Childhood Education	Professional Graduate Certificate in Education (Early Childhood Education), with a recommendation for Early Years Teacher Status or Post Graduate Certificate in Education (Early Childhood Education), with a recommendation for Early Years Teacher	Full time (one year)

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SCHEDULE TWO

PATHWAYS INCLUDED IN THE POST COMPULSORY PGCE PROGRAMME

1	Post Compulsory PGCE	Professional Graduate Certificate in Education Post Compulsory, with a recommendation for QTLS Post Graduate Certificate in Education Post Compulsory, with a recommendation for QTLS	Full Time (one year) Part-time (two years)
	PGCE Post Compulsory (Premium Graduate Initial Teacher Education)	PGCE Post Compulsory (Premium Graduate Initial Teacher Education)	Full time

SCHEDULE THREE
ADDITIONAL ENTRY QUALIFICATIONS

Ref	Programme (short title)	Additional Entry Qualifications
2	PGCE 14-19	For the PGCE 14-19 pathways, students also have to have the capacity to meet the Standards for Qualified Teacher Learning and Skills (QTLS).
3	PGCE Primary and PGCE 7-14	For entrants seeking to train in the primary phase the University may, in exceptional cases, offer candidates, not appropriately qualified, the opportunity to take University tests in science.
7	PGCE Inspire	Entrants to the Inspire PCGE should hold a relevant PhD or Masters qualification
8	PGCE Primary with Mathematics Specialism	Mathematics GCSE at Grade B or above, or equivalent
9	PGCE Post Compulsory (Premium Graduate Initial Teacher Education)	For the PGCE Post Compulsory (Premium Graduate Initial Teacher Education) entrants should hold a 2:1 honours degree.

SCHEDULE FOUR
EXCEPTIONS TO THE USE OF APL

Pathways of the PGCE Modular programme can use APL for credit exemption of up to 60 credits.
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SCHEDULE FIVE
UPDATES TO THE FRAMEWORK

Ref	Date	Change
1	28/10/2013	To update references to the Regulation and Credit Framework for Conferment of Awards; to include a reference to Tier 4 licence; to amend the section on duration of study and maximum registration; and a minor change to the section on modifications to the framework.
2	25/06/2014	Splitting the original document into a Scheme document (management arrangements) and Special Regulations (regulatory material).
3	21/05/2015	To include references to newly validated School Centred Teacher Training (SCITT) pathways, the PGCE Primary with Mathematics Specialism and the PGCE Early Childhood Education.
4	22/12/2021	Updated to add explanatory note on the courses to which the document now applies on p.1.