Durham University
Postgraduate Modules Online
https://apps.dur.ac.uk/faculty.handbook/

These programme regulations should be read in conjunction with the University's core regulations for postgraduate programmes, and the marking and classification conventions for postgraduate programmes.

Postgraduate Certificate Education – Primary (X6KB14)

1. Location: Durham City
2. Duration: Full time (12 months)
3. This programme is only available to students training for Qualified Teacher Status via Newcastle University as an accredited provider.

Admissions

4. English language requirements: IELTS 7.0 or above with no component below 6.5; TOEFL IBT 92 or above with no element below 23; or equivalent qualification.
5. Candidates must have attained in Mathematics, Science and English Language the standard required to achieve a Grade 4 in the GCSE examination.
6. Candidates must satisfy the Chair of the Board of Studies that they are suitable candidates to undertake a programme of initial teacher training for the teaching profession. Candidates must continue to demonstrate medical fitness and their suitability for working with children under prevailing Department for Education (DfE) guidelines for the protection of children throughout the course.
7. Candidates will be required to abide by the School of Education Code of Professional Conduct for Initial Teacher Education.

Programme Structure

8. Candidates shall study and be assessed in the following modules:

		Credit value
New Generation of Learners (Primary) ~	EDUC48720	20
Pedagogy Practice Inquiry (Primary) ~	EDUC48820	20
Curriculum Development in Practice (Primary) ~	EDUC49020	20
Professional Studies and School Based Practice (Primary)	EDUC47800	0

Assessment, progression and award

9. All taught modules on this programme (marked with the ~ symbol) must be passed at 50%. A mark of 40-49% cannot be compensated.
10. Candidates will be allowed one resit attempt for any failed modules.
11. Candidates failing EDUC48720 New Generation of Learners (Primary), EDUC48820 Pedagogy Practice Inquiry (Primary), and/or EDUC49020 Curriculum Development in Practice (Primary) at the second attempt shall be reregistered for EDUC32020 New Generation of Learners (L3), EDUC31920 Pedagogy Practice Inquiry (L3), and/or EDUC31820 Curriculum Development in Practice (L3) as appropriate; the work will be assessed against the outcomes for the relevant module(s) and awarded a mark in accordance with the Core Regulations for Graduate Diplomas. In cases where the Board of Examiners deems the module to have been passed at Level 3, the candidate will be eligible to exit the programme with the award of Graduate Diploma Education (Professional Graduate Certificate in Education) (X7K022). The Graduate Diploma is not awarded with distinction.
12. Students who do not successfully complete the QTS element of the programme (EDUC47800) will not be eligible for the award of Postgraduate Certificate Education – Primary (X6KB14) and will exit the University with the award Postgraduate Certificate Education – Primary (non-QTS) (X6KB14N).

Professional Accreditation

13. Newcastle University is the accredited provider for the award of Qualified Teacher Status (QTS). The professional aspects of the programme, including the school-based practice, will be delivered in collaboration with Newcastle University.

14. This programme is offered with QTS which is awarded in collaboration with Newcastle University. By registering for the PGCE, students are expected to undertake both the academic modules (modules marked with the ~ symbol) and the QTS element of the programme (EDUC 47800).

15. Students are required to undertake periods of supervised professional experience and school-based practice, some of which may take place outside of University term time. Assessment will be based upon the performance of students throughout the whole of the programme, with particular reference to their performance in the final school-based practice. In assessing the performance of students in teaching and learning, the examiner shall take into consideration reports on their teaching from the schools in which they have undertaken their school-based practice and other reports which may been prepared by the appropriate member of the Partnership Team.

16. Students may be allowed to repeat the examination in professional studies and school-based practice, which is a requirement for recommendation to the Teaching Regulation Agency (TRA) for Qualified Teachers' Status (QTS). This re-examination will only be granted at the discretion of the Board of Examiners on one occasion only and within one year of completing the programme. Students shall be required, before re-examination, to have completed a further period of supervised professional experience and school-based practice, the timing and duration of which will be determined by the Board of Examiners. The Board of Examiners exercises its discretion in providing the student's opportunity for re-examination and this is subject to the Chair of the Board of Examiners, working with the programme Partnership Team, being able to find a school which are willing to offer a resit school-based practice and which they deem to be appropriate, for the periods specified by the Board of Examiners.

17. In order to be recommended for the award of QTS, by the end of the programme students must have met the minimum threshold of days in school, as stipulated by the DfE, and must have demonstrated they have met the Teachers' Standards and successfully completed a portfolio of evidence. These requirements are detailed in the Professional Studies and School Based Practice (Primary) (EDUC47800) module outline.

18. Students who qualify for the award of the degree under the regulations will in addition be recommended to the TRA on behalf of/by the accredited provider for the award of QTS, provided that they satisfy the examiners that they have met the prevailing government requirements for QTS through successful completion of professional studies and school-based practice. Students who have satisfied the examiners in all parts of the academic aspects of the programme may still be awarded the Post Graduate Certificate in Education (without QTS) having failed to successfully complete the QTS element of the programme.

19. A student whose performance in professional studies and school-based practice, or whose general professional conduct gives cause for concern, may at any time be referred to the Professional Progress Notification (PPN) Process. As a result of the PPN process, students who are judged to be unsuitable for QTS may be required to withdraw from the QTS element of the programme at any time by the Head of School. Whilst the PPN process is in progress, the Head of School shall be able to suspend the candidate's QTS element of the programme at any time.