

Template C4



Programme Specification

Title of Course: *Postgraduate Certificate in Education (PGCE)*

Date first produced	01/01/2017
Date last revised	09/09/2025
Date of implementation of current version	01/09/2025
Version number	11
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	Kingston University, UK: Wandsworth SCITT, UK: Poole SCITT, UK: South Farnham Educational Trust (SFET) (Surrey South Farnham SCITT), UK

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	Postgraduate Certificate in Education (PGCE)
Exit Award(s) and Title(s):	Postgraduate Certificate in Professional Practice Research
Course Code <i>For each pathway and mode of delivery</i>	n/a PFASF1ASF30
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University, UK: Wandsworth SCITT, UK: Poole SCITT, UK: South Farnham Educational Trust (SFET) (Surrey South Farnham SCITT), UK
Location:	Kingston University, UK: Wandsworth SCITT, UK: Poole SCITT, UK: South Farnham Educational Trust (SFET) (Surrey South Farnham SCITT), UK
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time Part-time
Minimum period of registration:	Full-time - 1 Part-time - 2
Maximum period of registration:	Full-time - 2 Part-time - 4
Entry requirements	<p>Initial Teacher Training (ITT) Programmes such as the PGCE have specific requirements as mandated by the Department for Education including minimum qualifications, interview, DBS check and Health Clearance. The latest requirements will be listed on the PGCE course pages on the Kingston University website.</p> <p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally</p>

	<p>coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements.</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Department for Education (DfE), Teaching Regulation Agency (TRA) and the Office for Standards in Education (OfSTED) recognise Kingston University as an awarding body for the recommendation of Qualified Teacher Status (QTS) and Early Years Teacher Status (EYTS)
Approved Variants:	<p>Students will automatically be assessed against L7 outcomes and criteria for each module. If they pass they will be awarded L7 credits. If they fail a module then the Programme Assessment Board will consider them for reassessment at L7. If the student fails this reassessment opportunity they will then be remarked against the L6 outcomes and criteria for that module.</p> <p>If a student passes both modules with L7 outcomes they will be recommended for the award of a Post Graduate Certificate of Education (PGCE). If they fail to achieve L7 outcomes but pass both modules with a minimum of L6 outcomes they will be recommended for the award of a Professional Graduate Certificate in Education (PgCE).</p> <p>Students who are eligible for the award of QTS or EYTS and fail to meet the recommendation for its award will not be awarded a PGCE. Instead they</p>

	<p>will be able to achieve a Postgraduate Certificate Professional Practice Research if they pass both modules at level 7.</p> <p>A recommendation for the award of a Post Graduate Certificate in Education with Distinction, with a further recommendation for Qualified Teacher Status, will be made to the Vice Chancellor providing a student fulfils all of the conditions for the award and achieves A grades at L7 in the 2 credit bearing modules as well as a Grade 1 for the School Experience component of the non-credit bearing module. Students on the PGCE Top Up they would need to achieve A Grades in the 2 credit bearing modules only as they will have already been recommended for their professional status.</p> <p>The PGCE Assessment Board has no powers of compensation in respect of any module, or the assessment requirements of that module. This is to satisfy the requirement to meet the standards for Qualified Teacher Status.</p> <p>Students can fail up to 60 credits across the programme.</p> <p>In the non-credit bearing professional practice module, students will be offered 2 attempts to pass the module. If the student has been in serious breach of TRA Teachers' Standards in their first assessment attempt at this module, the student will not be offered any further reassessment.</p>
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the course are to enhance the student's ability to:

- be a reflective and reflexive practitioner who understands practice in terms of research and policy and can develop capacity to improve their teaching;
- become a research-informed practitioner who can critically engage with literature on current issues in practice, policy and professionalism and who as a teacher is able to identify and evaluate concepts and ideas relevant to research and enquiry;
- develop the skills necessary to develop inclusive teaching and learning environments;
- develop resilient professional practice, considering their values, rights and responsibilities as teachers within wider discourses on professionalism;
- demonstrate the competencies, knowledge and understanding emerging from all modules supporting and in connection with the process of recommendation for Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS).

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A4	To use research to help identify and reflect on the main features of practice-based problems and reflect on strategies for their resolution.	B4	To be able to identify, define and evaluate case studies which demonstrate the impact of research and policy on practice.	C3	To communicate clearly and effectively with parents, carers and other professionals in a range of complex and specialised contexts. To demonstrate resilience in order to respond flexibly and adapt their skills and knowledge to deal with change and meet new challenges.
A3	To locate, analyse and synthesise information about the complex needs of different learners and develop communication skills that support inclusive teaching and learning.	B3	To critically evaluate the relationship between educational theories and practice, read, analyse and produce a critical synthesis of relevant literature to develop an argument.	C2	To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings.
A2	To locate, analyse and synthesise information about behaviour for learning from a variety of sources and apply these to complex situations in different settings.	B1	To identify and evaluate educational theories and policies and to engage in critical debate about current issues, drawing on evidence from theory, policy, research and practice.	C1	To reflect on their skills, knowledge and understanding to set aspirational goals for continuing personal and professional development.
A1	To be able to identify, define and evaluate theories of	B2	To develop a critical self-awareness of personal identity	C4	To generate a portfolio of evidence which supports the

	learning and child development in order to apply creative and imaginative ideas in classroom/setting practice.		as a professional within wider discourses about the profession as a whole.		recommendation for QTS or EYTS.
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C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

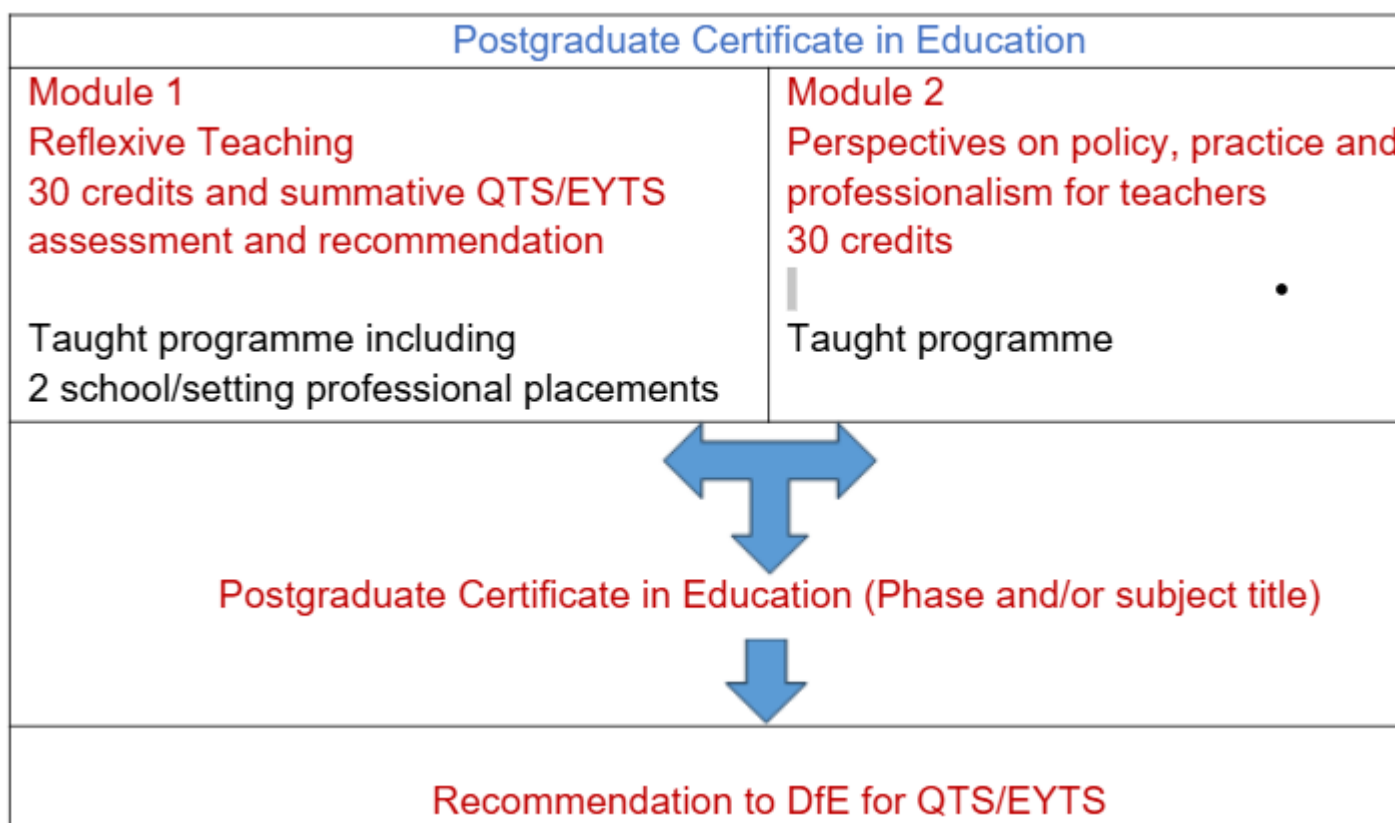
D. Outline Programme Structure

The PGCE is an intensive programme that enables students to develop their confidence and competence in teaching in their chosen phase (early years, primary or secondary). The programme includes mandatory intensive education and training at the University or delivered by the University's Collaborative Partners in School-Centred Initial Teacher Training (SCITT) providers, as specified by the Department for Education (DfE). Successful completion of the programme enables a recommendation to the DfE for Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS). For students studying at SCITT partners, the recommendation will be made by their SCITT as the accredited ITT provider.

The programme includes two Level 7 modules that deeply connect with the student's development as a teacher and include the professional placements in schools and settings, engaging students in educational theories, pedagogical research evidence, underpinning frameworks of professional policy, and practice debates.

As mandated by DfE, QTS pathways are made up of 36 weeks/180 programme days to include 300 hours of education and training, and 120 days in placement. EYTS programmes are defined by the training programme, which at Kingston are work-based provision. Due to the integrated nature of the programme across the University and School/Setting elements and the need for a holistic judgement against professional standards drawn from evidence across all elements, full attendance is required.

The PGCE programme is typically offered as a full time one-year course. Intake is normally in September each year. With the agreement of the University, accredited School Centred Initial Teacher Training (SCITT) Collaborative Partners can also offer the option of a part-time two-year programme.



Professional expectations and standards

As a professional course working with children and young people in regulated activity in schools and settings, it is expected that students demonstrate maintain high levels of professionalism in their conduct, behaviours, attendance and response to support and advice. Where their professionalism and/or response to support and advice does not lead to necessary improvement, and appropriate mechanisms have been implemented to support the student to improve their professional practice, their registration will be terminated. The PGCE programme devotes significant time to exploring required professional behaviours and statutory requirements around Keeping Children Safe in Education and professional behaviours are a key element of the Teachers' Standards for QTS and EYTS so that students are fully aware of the standards underpinning the profession. Support processes are outlined in the Canvas pages for each phase.

Postgraduate Certificate in Education (PGCE)

Level 7							
Postgraduate Certificate in Education (PGCE)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Perspectives on policy, practice	QI7100	30	7	Year long		1	1

and professionalism for teachers							
Reflexive Teaching	QI7001	30	7	Year long		1	1

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits and a recommendation for QTS or EYTS are eligible for the award of Postgraduate Certificate in Education.

Students exiting the programme with 60 level 7 credits and having passed all academic elements, but without a recommendation for QTS or EYTS are eligible for the award of Postgraduate Certificate in Professional Practice Research.

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes and meet the professional standards for teachers. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course may consist where relevant of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

- Laboratory Sessions
- Lectures
- Seminars
- Tutorials
- Workshops
- Placements

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- School/setting-Based Mentor to support the development of practice
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments
- Additional compliance and self-assessment and improvement planning processes which meet DfE requirements for accredited ITE providers and are scrutinised through Ofsted inspection

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks

The programme is designed to be compliant with:

- DfE's Initial Teacher Training requirements as specified in the ITT Criteria and Supporting Advice (for QTS pathways) and Early Years ITT Criteria and Supporting Advice.
- Ofsted's ITE inspection framework
- QAA PGCE qualification title document (<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks/pgce-qualification-title#>) and QAA L7 benchmarks

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7	
		Q17100	Q17001
Knowledge & Understanding	A4	S	S
	A3	S	S
	A2	S	S
	A1	S	S
Intellectual Skills	B4	S	S
	B3	S	S
	B1	S	S
	B2	S	S
Practical Skills	C3	S	S
	C2	S	S
	C1	S	S
	C4	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information

PGCE Awards:

Early Years Teacher (EYTS) PGCE (KU)

Primary Teaching (Years 5-11) leading to Qualified Teacher Status PGCE (KU)

Secondary Teaching leading to Qualified Teacher Status PGCE: Citizenship with Social Science (KU)

Secondary Teaching leading to Qualified Teacher Status PGCE: English (KU)

Secondary Teaching leading to Qualified Teacher Status PGCE: Mathematics (KU)

Secondary Teaching leading to Qualified Teacher Status PGCE: Physical Education (KU)

Secondary Teaching leading to Qualified Teacher Status PGCE: Biology (KU)
Secondary Teaching leading to Qualified Teacher Status PGCE: Chemistry (KU)
Secondary Teaching leading to Qualified Teacher Status PGCE: Art and Design (KU)
Secondary Teaching leading to Qualified Teacher Status PGCE: Physics (KU)
Primary Teaching (Years 5-11) with Special Educational Needs and Disabilities leading to Qualified Teacher Status PGCE (SCITT Poole)
Primary Teaching (Years 5-11) leading to Qualified Teacher Status PGCE (SCITT Poole)
Early Years Teacher (Years Birth-7) PGCE (SCITT Wandsworth)
Primary Teaching (Years 5-11) leading to Qualified Teacher Status PGCE (SCITT Wandsworth)