

University of Plymouth

Regulatory Framework for Postgraduate Education Awards and the Certificate in Education

1 Introduction

- 1.1 These Regulations apply to the following University of Plymouth postgraduate awards:

Postgraduate Certificate in Education Primary¹
Postgraduate Certificate in Education Primary (Schools Direct)¹
Postgraduate Certificate in Education Primary (Early Years)¹
Postgraduate Certificate in Education Primary Early Years (Schools Direct)¹
Postgraduate Certificate in Education Primary (School Centred Initial Teacher Training) (SCITT)¹
Postgraduate Certificate in Education Secondary (Subject²)¹
Postgraduate Certificate in Education (incorporating the Diploma in Education and Training)³
Postgraduate Certificate in Education (in partnership with Hibernia College UK)¹
Professional Graduate Certificate in Education Primary¹
Professional Graduate Certificate in Education Primary (Early Years)¹
Professional Graduate Certificate in Education Primary (School Centred Initial Teacher Training) (SCITT)¹
Professional Graduate Certificate in Education Primary (Schools Direct)¹
Professional Graduate Certificate in Education Primary Early Years (Schools Direct)¹
Professional Graduate Certificate in Education Secondary (Subject²)
Professional Graduate Certificate in Education (Incorporating the Diploma in Education and Training)³
Professional Graduate Certificate in Education (in partnership with Hibernia College UK)¹
Certificate in Education (incorporating the Diploma in Education and Training)³

- 1.2 Unless specific mention is made, these regulations make no distinction, for assessment purposes, between students on different modes of attendance.
- 1.3 Variations from these Regulations may be permitted but will be subject to specific approval under the University's quality assurance processes. Students should refer to the appropriate student programme handbook or programme specification for full details of the programme structure and assessment regulations.

2 Programme/Scheme Structure

- 2.1 Academic study will be organised into modules, specified in terms of credits. Standard module size is 30 credits.

¹ Programmes are subject to criteria laid down by the Department for Education (DfE).

² "Subject" is the validated specialist subject studied within the programme.

³ Programmes are subject to criteria laid down by the Learning & Skills Improvement Service (2013).

- 2.2 The standard study programme for University awards consist of Stages; a Stage is worth a specified number of credits. A Stage is equivalent to one year of study for a full time student.
- 2.3 In the case of all programmes, a student may not study more than the specified number of credits in any one session without the specific consent of his/her Programme Lead. A student studying more than the specified number of credits will be required to pay an additional tuition fee for the additional credits.
- 2.4 The Level of a module is determined by the standard of work required to achieve the objectives of the module (see information on level descriptors).

The credit weighting of the awards will be:

Postgraduate Certificate in Education Primary Including: Early Years School Centred Initial Teacher Training (SCITT) Schools Direct Early Years (Schools Direct)	150 credits at Level 6 or Level 7, with a minimum of 60 credits at Level 7
Postgraduate Certificate in Education Secondary (Subject*)	
Professional Graduate Certificate in Education Primary Including: Early Years School Centred Initial Teacher Training (SCITT) Schools Direct Early Years (Schools Direct)	150 credits at Level 6 or Level 7
Professional Graduate Certificate in Education Secondary (Subject*)	
Postgraduate Certificate in Education (Incorporating the Diploma in Education and Training) Postgraduate Certificate in Education Secondary in partnership with Hibernia College UK	120 credits at Level 6 or Level 7, with a minimum of 60 at Level 7
Professional Graduate Certificate in Education (Incorporating the Diploma in Education and Training) Professional Graduate Certificate in Education Secondary in partnership with Hibernia College UK	120 credits at Level 6 or 7
Certificate in Education (Incorporating the Diploma in Education and Training)	120 credits, 30 credits at Level 4 and 90 credits at Level 5

- 2.5 The title(s) of the award(s) available within the programmes are specified in the appropriate programme definitive document.

3 Student Registration/Withdrawal

- 3.1 All students must register at the beginning of their programme of study and subsequently as required. The maximum period of registration for programmes of one year's duration is three years for full-time students and five years for part-time students.
- 3.2 An application for extension to a student's period of registration must be submitted in writing to the Faculty Business Manager (or nominee), with an explanation of the reasons for the extension and a letter from the Programme Lead confirming that the extension is supported and that the student is expected to complete within the extended period. The Faculty Business Manager (or nominee) is authorised to approve or otherwise a request for extension.
- 3.3 Students who wish to withdraw from a module must notify the Faculty Office of their intention in writing before 50% of the teaching on the module has been completed. A student who does not do so and subsequently does not complete the module will be deemed to have failed the module. Students who withdraw from a module at this stage will not be allowed to commence another module in the same semester.
- 3.4 A student has the right to withdraw or suspend from a programme of study at any point during the academic year. Where a student does so, they will be awarded credit for any modules successfully completed prior to the date of withdrawal or suspension, but will not be permitted to complete any module assessment after the date of withdrawal or suspension. A student who has withdrawn from a programme and subsequently wishes to re-join the programme will be required to re-apply. A student who suspends their registration for a period with the intention of resuming their studies must be agreed the date for resumption when the original suspension is agreed. A student who does not return by the agreed date will be deemed to have withdrawn.

4 Credit for Prior Learning

- 4.1 Detailed guidance regarding credit for prior learning is contained within the Regulations on Accreditation of Prior Learning.
- 4.2 In all cases, the learning for which credit is awarded must constitute a coherent programme of study when considered with the University credits to be studied. Accreditation of prior learning is based on the concept of specific credit (that is that the learning outcomes of the prior learning are directly equivalent to those of the modules from which the student will be exempt as a result).
- 4.3 Individual programmes will determine the nature of the processes adopted for accreditation of prior learning.

5 Assessment

- 5.1 The purposes of assessment are:

- to objectively measure a student's achievements against the learning outcomes of the module
- to assist student learning by providing appropriate feedback on performance
- to provide a reliable and consistent basis for the recommendation of an appropriate award

5.2 The assessment for each module will be detailed in the Module Record. This will specify the elements contributing to summative assessment (e.g. whether coursework or examination or a combination, etc⁴). Where assessment is by a combination of elements, the weightings of each element must be stated.

5.3 Element assessments will be set during the module.

5.4 Students will be assessed according to the assessment specified for each module on which they are registered, irrespective of their programme of study.

6 Successful Completion of a Module

6.1 All modules are assessed on a Pass or Fail only basis.

6.2 A student who fails a module and is offered a referral will normally be required to refer only the element(s) of the module which they failed. A student who fails and is required to repeat a module will normally be required to repeat all elements.

6.3 Modules which have been successfully completed cannot be reassessed.

7 Successful Completion of the Stage

7.1 An Interim Award Assessment Board will normally meet at the end of the Autumn term and the Final Award Assessment Board will meet in June. A Referred Board will meet in September to consider summer referrals.

7.2 A student must pass the requisite credits to complete the Stage.

8 Awards

8.1 Postgraduate Certificate in Education (Primary and Secondary) may be awarded to:

- a student who has successfully completed 150 credits with 90 credits at Level 6 and 60 credits at Level 7.

8.2 Professional Graduate Certificate in Education (Primary and Secondary) may be awarded to:

- a student who has successfully completed 150 credits at Level 6; or

⁴ A full list, together with definitions, of the various elements is included elsewhere in the Academic Regulations.

- a student who has successfully completed 120 credits at Level 6 and 30 credits at Level 7.

8.3 Postgraduate Certificate in Education (Incorporating the Diploma in Education and Training) may be awarded to:

- a student who has successfully completed 30 credits at Level 6 and 90 credits at Level 7; or
- a student who has successfully completed 60 credits at Level 6 and 60 credits at Level 7.

8.4 Professional Graduate Certificate in Education (Incorporating the Diploma in Education and Training) may be awarded to:

- a student who has successfully completed 120 credits at Level 6; or
- a student who has successfully completed 90 credits at Level 6 and 30 credits at Level 7.

8.5 Certificate in Education (Incorporating the Diplomas in Education and Training) may be awarded to:

- a student who has successfully passed 30 credits at Level 4 and 90 credits at Level 5.

8.6 Qualified Teacher Status (QTS) (Primary and Secondary only)

Qualified Teaching Status will be recommended to the appropriate professional body (currently the National Centre for Teaching and Leadership (NCTL)) for:

- a student who has successfully passed 70 credits directly equivalent to the QTS only approved programme.

9 Procedure in the Event of Failure

9.1 If a student fails up to and including 60 credits, s/he will be allowed to take appropriate referred assessment(s) (as specified by the Award Assessment Board) at the next available opportunity^{5 6} (but see Section 10). The

⁵ The 'next available opportunity' will normally be during Term 2 or the following September. A student who fails to submit referred assessment will be awarded a Fail for that element. Students should be warned that there will not be an appropriate level of supervision available over the summer for a September submission, and that repeating module(s), for which the standard fee would be payable, would be permissible.

⁶ The form of the referred assessment does **not** have to be the same form of assessment which was originally failed. It is the responsibility of the Award Assessment Board to specify the form of the reassessment. However, if the form of the reassessment is different (including cases where the nature of the coursework, etc has changed) students should be informed in writing, via the student transcript and accompanying letter.

original rule for passing the module will apply for any student, unless the Award Assessment Board has specified a single module assessment in substitution for both elements.

- 9.1.1 Where a student has failed to achieve at Level 7 at the first attempt, but has achieved at Level 6, s/he can opt to resubmit for a second attempt in order to be assessed at Level 7. Should the student fail to achieve at Level 7 at the second attempt they will be awarded the pass at Level 6 previously achieved.
- 9.2 If a student fails more than 60 credits the Award Assessment Board will:-
 - 9.2.1 require the student to repeat the failed modules with attendance; or
 - 9.2.2 where there are valid extenuating circumstances, allow the student to take referrals in the appropriate assessments at the next available opportunity⁵, based on a judgement of the student's overall performance and potential;
 - 9.2.3 require the student to withdraw from the programme⁷; and award any intermediate qualification for which the student has achieved the credit requirements, or
 - 9.2.4 require a student whose extenuating circumstances will prevent the completion of the award during the normal period of registration, or have prevented them from making academic progress in the previous session, to interrupt studies or withdraw from the programme⁸; or
 - 9.2.5 require a student who has developed a health or other problem which prevents them from meeting the learning outcomes of their programme to transfer to an alternative programme or withdraw from the programme and be granted the appropriate exit or aegrotat award⁸.
- 9.3 A student will normally be permitted a maximum of two attempts at any module when registered for an award covered under these regulations. A failed module may therefore not normally be referred or repeated on more than one occasion.

10 Professional Placement

- 10.1 Periods of professional practice are essential part of a programme for an accredited teaching award. The precise duration of placements in respect of any named award will be specified in the definitive programme documentation.

⁷ This ought to be an exceptional decision, only taken when it is clearly in the student's best interests and usually the opportunity to repeat the failed modules has been applied.

⁸ This regulation is subject to the Fitness to Study process being invoked

- 10.2 Students undertaking professional practice will be subject to the Faculty of Arts and Humanities Safeguarding policy, including Disclosure and Barring Service requirements and Fitness to Teach policy. Students considered under the Safeguarding policy procedures may be required to suspend or withdraw from the programme.
- 10.3 Students who have failed any module containing a practice placement will be required to repeat the failed module with attendance the next academic year⁹. Where a failure is confirmed at the Interim Award Board, students will also normally be expected to interrupt any uncompleted modules containing a practice placement until the next academic year. Where a student is in a repeat situation, if a practice element of a module has been previously passed, students will not be required to re-do the practice.
- 10.4 In the case of failure in a module containing a practice placement, a further attempt is not automatic. It is at the discretion of the Award Assessment Board which will take into account the reports of School Mentors, Faculty Tutors and External Moderators and Examiners.
- 10.5 For programmes that are subject to criteria laid down by the DfE, a second attempt will not normally be permitted in more than one module containing practice placement.

11 Extenuating Circumstances¹⁰

- 11.1 If a student has failed to sit/submit all or part of an assessment due to valid extenuating circumstances, the student has a right to sit/submit the assessment as if for the first time^{11 12} in a form and by a date to be determined by the Award Assessment Board.
- 11.2 The circumstances may be such that the student is known to be unable to complete work which has been failed or which s/he has failed to sit/submit.

⁹ Opportunities for students to repeat modules containing practice placement will be subject to the availability of suitable placements.

¹⁰ If a student submits an extenuating circumstance based on a diagnosis of non-physical disability made in the second term but from which the evidence shows the student was also suffering in the first term, that extenuating circumstance should be taken into account also in relation to relevant first term assessments.

¹¹ Where a student misses an assessment as a result of valid extenuating circumstances, it is possible that the student may be offered the opportunity of a 'first submission' prior to the Board. Alternatively the module leader may agree that where the assessment is made up of a number of components, and does not test learning outcomes which are not otherwise tested, it may be disregarded in calculating the element mark. These actions should be reported to the Award Assessment Board.

¹² The use of the phrase 'as if for the first time' should be read as meaning that the student will be offered another attempt without penalty, hence if the assessment affected by the circumstances was a second/third attempt, the student will be offered a sit/submit as if for the second/third time.

If the Board is satisfied that the student would have qualified for an award had the circumstances not existed, the Board may make an Aegrotat award.¹³ It should be noted that Aegrotat awards are not permitted on some professional programmes and are not recognised for membership of many external professional institutions.

- 11.3 Valid extenuating circumstances enable the Board to exercise discretion in respect of many of the provisions of these Regulations.

The following are governed by separate Regulations: Student appeals; Extenuating Circumstances and late coursework; Examination and Assessment Offences; Accreditation of Prior Learning; Subject Assessment Panels / Award Assessment Boards.

¹³ Formally the student must confirm in writing his/her acceptance of the award but it is understood that there may be circumstances in which this is not possible (e.g. in the case of posthumous awards or those made to students whose medical circumstances make it impossible for them to give informed consent). In such cases the written authorisation of the Award Assessment Board Chair, confirming the circumstances in which the award is made, will be sufficient for the granting of the award.

Where an 'aegrotat' award is made the term 'aegrotat' will appear on the award document. eg Aegrotat Bachelor of Arts.