



LEEDS
BECKETT
UNIVERSITY

Course Specification

Postgraduate Certificate in Education

Course Code: SPGCE

2026/27

leedsbeckett.ac.uk

Postgraduate Certificate in Education (SPGCE)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award	Postgraduate Certificate in Education
Contained awards	Professional Graduate Certificate in Education
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 1 year (full time)
Location(s) of delivery	Distance Learning
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

Template last updated: September 2025

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director Meri Nasilyan

Your course administrator education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. promote a range of qualities in students including intellectual independence and critical engagement with evidence-based practice;
2. provide students with a broad and balanced knowledge and understanding of the principle features of learning and teaching in the school;
3. enable students to be able to deliver a progressive and varied curriculum to meet the needs of all children irrespective of their varied backgrounds and individual needs;
4. engage students in learning to apply a variety of theoretical and experiential perspectives that reflect the behaviour, development and needs of children and teachers as individuals and members of groups; and
5. give students the opportunity to build a personal and professional commitment to teaching based on an appreciation of the importance of continuing professional development as a reflective practitioner and teacher scholar.

Course learning outcomes

At the end of the course, students will be able to:

The PGCE is awarded to students who have demonstrated:

- 1 a systematic understanding of key aspects of education, including the acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of education and interpret these within the professional context
- 2 an ability to deploy accurately established techniques of analysis and enquiry within education
- 3 conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas/and techniques, some of which are at the forefront of primary education, educational research and professional knowledge;
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in professional education;

- an appreciation of the uncertainty, ambiguity and limits of knowledge; and the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to education).

Typically, holders of the qualification will be able to:

- 4 apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- 5 demonstrate knowledge and critical understanding of the national curricula appropriate to the age range for which they are intending to teach and how these can be adapted and differentiated to meet the needs of individuals and groups
- 6 show ability to reflect critically on personal beliefs and attitudes and their significance to the study of the curriculum
- 7 critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions – to a problem.
- 8 show a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic and professional contexts and an approach which is anti-discriminatory and anti-oppressive
- 9 communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
- 10 and will have qualities and transferable skills necessary for continuing professional development requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable contexts; and
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Teaching and Learning Activities

Summary

All modules foster a student-centred learning approach and the continued development of self-directed learning in support of independent and reflective learners. Learning and teaching methods reflect the particular characteristics of each module combining in-depth theoretical and practical approaches that in turn integrate with the experience in schools and with children, and prior knowledge from their degree or professional experience.

Students are expected to reflect upon the application of theory to their practice throughout the programme, and to engage with academic theory from practitioner and academic journals throughout the programme. These are assessed through the academic submissions at level 7.

Learning and Teaching Activities

The course has been designed in accordance with the University Learning and Teaching strategy and tailored specifically for online, independent learning.

Self-directed learning: Students following the course will be led through a series of interactive online tasks intended to develop and challenge their thinking. The online texts that make up the course materials contain regular self-review questions. These texts are designed to build towards the assessment activity for each module which will be built around an investigation of their practice.

Academic and course support: regular tutorial and professional skills content will be provided to help students progress in this course and enable reflection around teaching and learning, provide guidance on the modules and assessment requirements and to establish opportunities for cohort discussions.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
School-Based Independent Study	20	1-2
Developing Subject Competence	20	1-2
Professional Values and Practice	20	1-2
Number of credits of compulsory modules	60	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

This course is assessed predominantly by coursework.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 7
Teaching, learning and assessment	72 hours
Independent study	528 hours
Placement	0 hours