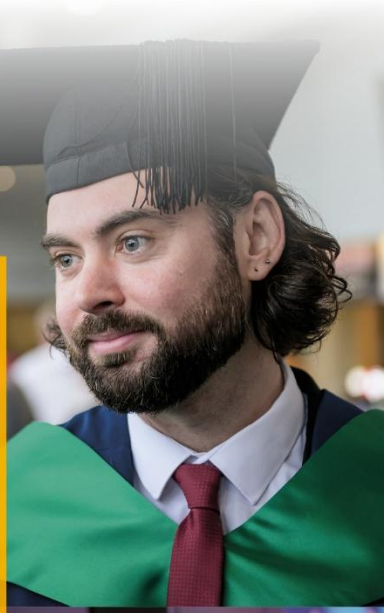
UCSE | UNIVERSITY CENTRE SOUTH ESSEX

TEF 2023 Silver





PgCE and Cert. Ed. specific award regulations for The Open University 2026-27



July 2026

SLT Responsibility – Adam Fahey

Policy Author – Matthew Twitchett





Significant Changes Following Review

PAGE NUMBER OR HEADING NAME	DETAILS OF SIGNIFICANT CHANGE	CHANGES MADE BY
n/a	No changes as a result of review	n/a

Accessibility Statement

This document can be made available in alternative formats upon request. Please contact **HESupport@southessex.ac.uk** if you require this policy in an accessible format or need support to access the information contained within it

Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	
Name of person responsible for completing the EIA	
Role of person responsible for completing the EIA	

Who is affected by the policy / decision / change?	
What's the reason for the new policy / change in policy, practice, process etc.?	

You will need to consider whether its possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate?	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage?	Who is at a disadvantage, and again has this changed?
Who will benefit?	Who will not benefit (or who did and now doesn't due to the changes proposed in policy
Who can access the policy?	Who cannot, or now cannot.

Protected Characteristic	What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	1	Neutral	None identified policy available in accessible formats	N/A
Disability	3	Neutral	Provide additional support for complainants needing assistance	N/A
Gender (Sex)	1	Neutral	None Identified	N/A
Gender Reassignment	1	Neutral	None Identified	N/A
Marriage or Civil Partnership	1	Neutral	None Identified	N/A
Pregnancy / Maternity	1	Neutral	None Identified	N/A
Race	1	Neutral	None Identified	N/A
Religion or Religious Belief	1	Neutral	None Identified	N/A

Protected Characteristic	**What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)**	**What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?**	**What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.**	**Date by when and whom will this action be taken.**
Sexual Orientation	1	Neutral	None Identified	N/A
Any other element that needs to be considered.	1	Neutral	None Identified	N/A

1.0 Introduction

1.1 Unless otherwise published, the College's institutional level policies and procedures for The Open University will apply to programmes validated by The Open University.

2.0 Teaching Practice

2.1 Trainees must demonstrate effective practice within the classroom and provide evidence to comply with statutory regulatory bodies.

Observations

2.2 Each of the 8 modules contain the requirement to submit an original observation in order to achieve the associated credits. The observation report included within each portfolio must:

- be conducted by an authorised member of the Initial Teacher Education team
- be unique for each module
- be of at least a 'Pass'
- be accompanied by a portfolio associate with the observation as prescribed in each module's specification
- be conducted on a date determined by the ITE team before the final cut-off deadline of the associated module.

2.3 Trainees are permitted to request additional observations based on individual circumstances which would prevent them being observed during a latter module period, however this is subject to availability of the Initial Teacher Education team. The first observation for each module will be prioritised.

2.4 Where a trainee is graded 'Fail' within their observation, the trainee must repeat the observation. Observations graded 'Fail' will not be accepted within the observation portfolio and will not count towards one of the successful observations.

2.5 Trainees who achieve three 'Fail' outcomes within the observation process will be required to leave the programme.

3.0 Professional Transition

3.1 In addition to the 8 modules outlined in the programme specifications, trainees must provide the following evidence as part of their observation portfolios and final Viva Portfolio associated with Module 8:

- provide evidence of regular discussions with their mentor
- provide evidence of completion of at least 150hrs of teaching practice
- provide evidence of additional certification and training as required by statutory bodies
- provide evidence of effective English, Maths & Digital skills
- demonstrate at least a 'Pass Plus' observational outcome during the programme

3.2 On completion of the programme the ITE team will compile and produce a 'Professional Transition Report' for each trainee which summarises the trainee's achievements on the programme and provides feedback and guidance from both the ITE team and the trainee's mentor

3.3 The Professional Transition Report is not an assessment or an assessment process, but is a feedback mechanism and record capture to support the graduate in their journey as a newly qualified teacher.

4.0 Rules of Assessment

Assessments

4.1 A pass mark of at least 40% is required for each module in order to achieve the allocated credits

4.2 A pass mark of at least 40% is required for each observation portfolio. Where an observation portfolio achieves a mark below 40% the associate module's credits will not be award and a mark of 0 is awarded for the module.

4.3 A pass mark of at least 40% is awarded by evidence of satisfactory achievement of all mapped learning outcomes for each assessed task.

4.4 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission within 6 working days after the deadline date: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark
- Submission that is late by 7 or more working days: submission refused, mark of 0.

4.5 Trainees who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

4.6 The authenticity of all submissions are reviewed and are subject to the academic offences policy where applicable.

Eligibility

4.7 In order to progress from the 1st year of the Professional Graduate Certification in Education to the 2nd year of the programme, trainees must:

- achieve 60 credits at Level 6
- successfully 'Pass' all observations linked to the first 4 modules

- achieve a mark of at least 40% in all assessed tasks.

4.8 For the award of a Professional Graduate Certificate in Education (PgCE) trainees must:

- achieve 120 credits at Level 6
- successfully complete all observations linked to the 8 modules
- achieve a mark of at least 40% in all assessed tasks
- provide evidence described in the 'Professional Transition' section of this document

4.9 In order to progress from the 1st year of the Certificate in Education to the 2nd year of the programme, trainees must:

- achieve 60 credits at Level 5
- successfully 'Pass' all observations linked to the first 4 modules
- achieve a mark of at least 40% in all modules

4.10 For the award of a Certificate in Education trainees must:

- achieve 15 credits at Level 4 and 105 credits at Level 5
- successfully complete all observations linked to the 8 modules
- achieve a mark of at least 40% in all assessed tasks
- provide evidence described in the 'Professional Transition' section of this document.

5.0 Marking Policy:

5.1 Each task associated with any of the modules will be graded be a '1st marker', who will author feedback and produce a graded outcome based on the performance indicators described in the ITE Grading Grid.

5.2 A sample of at least 10% (minimum 4) or all submissions will be subject to 2nd marking procedure. The sample must include any submissions which are below a passing mark.

5.3 Definition: 2nd Marking is the process where the submission is reviewed independently of the 1st marker and produces an independent grading for the task based on the same rules of assessment. Though not required, it is encouraged that 2nd markers will make their decision without review of the 1st markers comments, feedback and grading as a 'blind' process.

5.4 Where an assessor is new to assessing on the programme, all of the submissions are subject to 2nd marking

5.5 Before release to trainees, the 1st and 2nd marker must agree outcomes for each of the tasks included within the sample. Where the 1st and 2nd marker cannot agree an outcome, a 3rd marker will apply a final decision in accordance with the Open University's policy for validated awards (F1.12)

5.6 Where 2nd marking identifies an issue relating to scaling, the agreed changes to scaling are to be applied to all related submissions.

5.7 Feedback and graded outcomes are to be published to trainees within 28 working days of their submission. The process of 2nd marking is to be completed within the same time-frame.

5.8 All trainees who are employees of South Essex College must be included within the sample in accordance with the Open University's policy.

5.9 In accordance with the Open University's policy for validated awards, a disagreement of the academic decision cannot of itself constitute grounds for appeal unless:

- The trainee produces documentary evidence that performance was affected by factors which you were unable, or for valid reasons unwilling, to divulge before the institutional body made its decision or

- The trainee produces evidence that there has been a material administrative error, or that the assessments were not conducted in accordance with the current regulations for the programme, or that some other material irregularity has occurred.

5.10 2nd marking procedures are applied to all submissions which represent over 25% of a 15 credit module, 20% of a 20 credit module or 10% of a 30 credit module; with the following exceptions:
5.10a Where the 1st marker is new to assessing on the programme, in which instance 5.4 would apply
5.10b Where the trainee is an employee of South Essex College as per 5.8

5.11 Submissions are subject to the limitations and restrictions specified in the associate module specifications. Unless otherwise stated only content which has been directly produced by the trainee is subject to the limitations of the task; the following are not included within the specified restrictions: titles / headers, references, direct quotations, bibliographies, references lists, tabular data.

5.12 Unless otherwise stated, the limitations for any submission allow for a 10% leniency in relation to content produced by the trainee. For example, if a word-count is set to 2,500 words, a submission of up to 2,750 words of content produced directly by the trainee is accepted without penalty.

5.13 Where a submission is beyond the 10% leniency stated in 5.12, the performance indicator related to communication will be set to a mark of 0. This will be included within the aggregate calculation of the final outcome and act as a penalty for breaching the leniency of the task limitations.

6.0 Award Classification

6.1 Module aggregate marks round to the nearest whole number, with marks of .5 being rounded up

6.2 The first four modules and the final four modules are weighted 40% and 60% respectively, and calculated using an arithmetic average of all module marks as follows:

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

6.3 The final outcome for either the Professional Graduate Certificate in Education or the Certificate in Education are awarded as follows:

% Scale Score	Award
70+	Distinction
60-69	Merit
40-59	Pass
0-39	Fail

End of Regulations

Senior Leadership Responsibility	Adam Fahey
Policy Author	Matthew Twitchett
Roles Responsible for Reviewing	
Issue date of current version	July 2026
Date to be reviewed	July 2027
Type of Policy	Public / Internal









UCSE | UNIVERSITY CENTRE SOUTH ESSEX

TEF 2023 Silver