Programme Specification

Programme Title and Name of Award	Postgraduate Certificate in Education (PGCE non QTS)

Academic Level	7	**Total Credits**	60

Professional Body Accreditation / Qualification	Not Applicable

Date of Professional Body Accreditation	Not Applicable	**Accreditation Period**	Not Applicable

UCAS Code	Not Applicable
HECoS Code	100459
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/postgraduate-certificate-in-education-non-qts/
Teaching Institution	University of Cumbria
Owning Institute	Institute of Education
Programme delivered in conjunction with	Not Applicable
Principal Mode of Delivery	Distance Learning

Pattern of Delivery	Part time – 1 Year Distance Learning	
	Total weeks of study:	19 weeks per module
	Delivery pattern:	1 module each semester

	Standard semester dates:	Yes
Delivery Site(s)	Fully online. You will use your own personal computers to access our Virtual Learning Environment (VLE) suite of tools to engage with this programme. You will therefore need an Internet connection, an email address and suitable IT equipment. You will be advised of the minimum computer specifications and recommended software.	
Programme Length	1 year standard (Full Time) and up to 2 years (Part Time). Maximum Registration 4 years in line with University regulations	
Exit Awards	None	
Period of Approval	August 2023 – July 2029	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage
http://www.cumbria.ac.uk/study/courses/postgraduate/postgraduate-certificate-in-education-non-qts/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

1. It offers you the opportunity to gain a PGCE without Qualified Teacher Status (QTS)

2. It is a dedicated, exclusively online distance learning programme, which will make full use of a range of digital technologies and social media to provide access to high quality teaching and learning
3. The distance learning feature of this programme makes it flexible and attractive to a wide national and international audience
4. The two core modules offer relevance for those who are already working in, or wishing to work in, Early Years, Primary or Secondary education sectors
5. It provides synergy with existing professional qualifications, such as the QTS Direct Assessment Only route into teaching
6. It provides a clear progression route into the University of Cumbria's MA Education Professional Practice to pursue Masters level working

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Provide a high quality, distance learning, cross-sector PGCE (non-QTS) programme which will promote your ability to critically examine key issues in education that are concerned with raising learners' achievement and quality teaching
2. Provide an evidence-informed, academically challenging, learner-centred curriculum so as to develop an inquisitive and reflexive mind-set and a scholarly approach to study
3. Exploit interactive technologies to create an online community of practice in which you will mutually and responsibly support yourself and each other in your engagement with programme content
4. Develop an understanding of the need and the means with which to continue life-long pursuit of academic and/or professional development.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes.

- Accept accountability for decision making including the use of supervision.

- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

K1. An in-depth approach key curriculum knowledge by gaining a thorough and critical understanding of what constitutes high quality learning and teaching

K2. Enhanced knowledge and understanding of the wide range of factors that impact upon children's achievement and attainment

K3. Growing awareness of the interface between theory and practice. This involves development of knowledge and theoretical understanding of core teaching skills such as planning, teaching, assessment, class management and behaviour management

K4. Development of greater critical awareness of the controversial and current issues in the field of education professional practice with advanced scholarship

K5. A critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to their field of professional practice

K6. A comprehensive and critical understanding of how techniques of research are employed to create and interpret knowledge in their field of professional enquiry

K7. How to plan and carry out personal enquiry in education settings in a scholarly manner with the goal of improving their own practice

K8. Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

S1. The ability to use recent academic literature for the purpose of analysing key educational issues, informing your reflection and your practice

S2. The ability to critically analyse how, when and why effective learning occurs (including your own), drawing on recent research and pertinent educational theories

S3. The ability to design an action research enquiry in an educational setting with the goal of informing your own practice

S4. An understanding of the importance of life-long academic and professional learning for yourself and your community of practice.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA – Assuring Standards and Quality - Defining characteristics of master's degrees
http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf

QAA – The Framework for Higher Education Qualifications in England, Wales and Northern Ireland
http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Institutional Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

All students on this provision are usually employed prior to embarking on the programme.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The innovative aspect of your PGCE (non-QTS) programme is that it is delivered as fully online distance learning provision. This is supported by a range of social media tools accessed through our virtual learning environment Blackboard. You will have access to Programme information and pre-course tasks, prior to starting the Programme, via Blackboard.

The pedagogy of this programme is centred on providing you with a fulfilling online learning experience through which your potential can be maximised. The tutor team will be adopting key principles in the delivery of the programme and these are summarised in a social constructivist approach. This approach aims to promote your independence and collaboration as a learner. You will also be expected to work cooperatively and share your findings with others as a means of promoting good practice. This is a master's level programme and you will be encouraged to critically analyse theory and practice.

There will be a strong tutor presence to support you throughout the Programme. You will be introduced to the Module Leader and you will also be allocated a Personal Tutor. You will have full access to a bespoke Blackboard site (VLE) for the duration of your course. This will allow you to access appropriate module content such as videos, images, podcasts and the opportunity to engage

in webinars and discussion forums. The experienced tutor team will encourage you to become an active member of the online learning community. The be-spoke Blackboard site (VLE) will be easy to access and navigate. You will be introduced to a range of features which will include an arrivals forum with clearly visible navigation, weekly menu items, minimal clicks and a recognisable and familiar programme style from the beginning. The content of the Blackboard (VLE) site will be expertly managed by your tutor team. You will be expected to study online for at least 2 days per week. There will be an expectation that you will engage positively with all of the online activity. There will be carefully designed key questions, key readings and key tasks which we hope will encourage you to think more critically and also provide the opportunity for you to reflect on your progress.

The PGCE (non-QTS) comprises two fully online modules: Raising the Achievement of Learners and Quality Teaching in Educational Settings.

The first module, Raising the Achievement of Learners, aims to develop your knowledge and understanding of the enabling factors and barriers that impact on learners' achievement. It seeks to develop your ability to critically evaluate theories and research-informed literature around the topic of learners' achievement and to be critically reflective of practice. It is concerned with 'first-order' endeavour (Marton, 1981), i.e. with the learners in your educational establishment or in your care.

The second module, Quality teaching in Educational Settings, aims to develop your knowledge and understanding of the principles of quality teaching. It is therefore concerned with 'second-order' endeavour (Marton, 1981) in that it focuses on aspects of instruction that best promote successful learning. It will develop your ability to examine and critique a range of pedagogical approaches that are underpinned by research evidence and learning theories. It will enable you to analyse and synthesise these approaches and put your understanding of quality learning and teaching into practice in a professional context.

Marton, F. (1981) 'Phenomenography: Describing conceptions of the world around us'. *Instructional Science* (10) 177-200

Your views with regard to quality assurance, content and administrative aspects of the programme will be sought through end of module and course evaluations. We will request your participation in student forums.

Assessment

Successful completion of the two online masters level modules: Raising the Achievement of Learners and Quality Teaching in Educational Settings will allow you to attain the award of PGCE (non-QTS). The two core modules will allow you to focus on the relevant theory, research and practice which will enhance your knowledge and understanding of key areas in educational contexts. The assessment methods have been specifically chosen for you to interweave this knowledge of theory, research and practice with the intention of impacting positively on the practice in your context. You will be given the chance to develop your academic writing skills for Level 7 and beyond.

The modelling of effective online learning, teaching and assessment strategies is embedded throughout the Programme. The Programme uses a variety of assessment methods, and you will be assessed through a range of different types of academic writing, literature reviews, annotated reading lists, written evaluations of practice and through online engagement with the reflective practitioner focus. The tutor team aims to support a range of different learning styles in a fully inclusive manner. Formative and summative assessments are mapped carefully across the Programme. Formative assessment methods are perceived to be a valuable part of the whole assessment process and you will be expected to engage with these. You will receive constructive feedback on your formative work and this will support you through to the process of final summative

assessment. The final summative assessments are marked according to master's Level 7 criteria, and you will be given access to these criteria at the start of the programme.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

All students are provided with a fully online Induction process. This includes them being given access to the Blackboard site, a welcome video from the Programme Leader and all relevant links to support services.

Students are given access to the appropriate Induction portfolios.

https://my.cumbria.ac.uk/Student-Life/New-Students/

- Postgraduate Induction Portfolio
- International Induction Portfolio

Pebble+ Public (pebblepad.co.uk)

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

All students on this Postgraduate course are expected to take responsibility for their own learning as it is self- directed and based on a social constructivist model.

Library Services and Academic Skills

The Library home page can be accessed here: https://my.cumbria.ac.uk/Student-Life/Learning.

Module Leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site.

The Student Enquiry Point is a simple way to contact Library and Skills@Cumbria Services. Additional skills support for students is offered via:

- Workshops
- Appointments
- Webinars
- Learn Well at Cumbria
- Study from Home Webpage
- Digital Capabilities and LinkedIn Learning Pathways

Head Start to Postgraduate Study: This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the Head Start webpage.

Student Support Services

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability
- Chaplaincy for faith and spiritual wellbeing
- Mental Health and Wellbeing
- Digital Skills
- Disability and Specific Learning Difficulty (SpLD)
- International Student Support
- Library
- Money Matters
- Safeguarding
- Skills@Cumbria

- [Sports and Fitness Facilities](#)

- [University Student Accommodation](#)

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion (EDI)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	PGCE7000	Raising the Achievement of Learners	30	Core	K2, K4, K5, K8, S1, S2
7	PGCE7002	Quality Teaching in Educational Settings	30	Core	K1, K3, K5, K6, K7, S1, S3, S4

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.

Where a student has not succeeded in a module, they will not be permitted to re-register or re-take the same module.

Students must successfully pass both modules to attain the qualification.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed.

Programme Delivery Structure: Part Time – September				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May**	**Method(s) of Assessment**	**Indicative week number of Assessment Deadline**
PGCE7000	Raising the Achievement of Learners	Autumn	Project Work 100%	End of first semester (January) in accordance with UoC Module and University Examination Board schedule.
PGCE7002	Quality Teaching in Educational Settings	Spring	Project Work 100%	End of second semester (May) in accordance with UoC Module and University Examination Board schedule.

Programme Delivery Structure: Part Time – January				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May**	**Method(s) of Assessment**	**Indicative week number of Assessment Deadline**
PGCE7002	Quality Teaching in Educational Settings	Spring	Project Work 100%	End of second semester (May) in accordance with UoC Module and University Examination Board schedule.
PGCE7000	Raising the Achievement of Learners	Autumn	Project Work 100%	End of first semester (January) in accordance with UoC Module and University Examination Board schedule.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:

- Module Credit Sizes are 30 Credits (C3.3)

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Module Evaluation - Programme Validation and Periodic Review - Annual Monitoring - Peer Review - External Examiner Reports - Student Success and Quality Assurance Committee - Staff Student Forums
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	- Staff Student Forum - Module Evaluation Forms - Module/Programme/Personal tutorials - Meetings with External Examiners - Annual Monitoring - Social media events utilising face-book and twitter feeds

Date of Programme Specification Production:	December 2021
Date Programme Specification was last updated:	July 2023
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Student Visa to study in the UK	
Is the placement requirement more than 50% of the programme?	N/A

If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	N/A