

Programme Title and Name of Award	Postgraduate Certificate in Education (non QTS)		
Professional Qualifications / Accreditation	N/A		
Academic Level	7	Total Credits	60
UCAS Code	N/A	JACS Code	X370
Criteria for Admission to the Programme	<p>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.</p> <p>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/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Institute of Education		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Distance Learning		
Pattern of Delivery	Part Time		
Delivery Site(s)	<p>Fully online.</p> <p>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.</p>		
Programme Length	1 year standard and up to 2 years in line with University regulations (D3.1)		

Higher Education Achievement Report (HEAR)	Not applicable for postgraduate awards.
Exit Awards	None

Programme Features
<ol style="list-style-type: none"> 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.

Aims of the Programme
The overall aims of the Programme are:
<ol style="list-style-type: none"> 1. To 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. To 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. To 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. To develop an understanding of the need and the means with which to continue life-long pursuit of academic and/or professional development.

Level Descriptors
<p>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</p>

[Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (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 work place 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>

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

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 also 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 Masters Level 7 criteria and you will be given access to these criteria at the start of the programme.

Student Support

Personal Tutor and Peer support

You will be allocated a Personal Tutor as per UoC academic guidelines. His/her role is to keep in regular contact to monitor your progress. Personal tutorial times are built into the programme, supporting both academic studies and other personal issues pertinent to your engagement with the programme.

You will also be allocated to a 'time-zone friendly' virtual peer support group made up of peers on the same course and at the same stage in this programme. The purpose is foremost to provide mutually beneficial support but also to invite 'critical friends' to challenge your thinking through their differing perspectives and contribution to scheduled online reflective tasks.

As this is a fully online programme, it is important that you have access to reliable broadband and have the necessary ICT skills to engage with the Virtual Learning Environment (Blackboard). To this end, once you have completed your registration, you will receive information about how to self-enrol on the **MiCumbria** site. This is a Blackboard module that contains information, guidance and online tutorials for new students on a series of topics including professional checks, IT, rules and regulations, Health & Safety, study skills and many more. The module will remain available to you throughout your course and LiSS will use the announcement function to alert you of new content, timely guidance and key events. We recommend in particular the sections on **IT Services and Systems**, and **Library and Study Skills** to help you get a head start with this online programme.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Preparing for M Level Study

Additionally, for returners to education in particular, we advise that you engage with the following Massive Open Online Course (MOOC): **Blackboard Open Education**, which is a free of charge online platform giving you access to a suite of courses which prepare you for Postgraduate Study. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

By the end of the "Preparing for Postgraduate Study" programme, you should be able to:

- Appreciate the difference between undergraduate and postgraduate study
- Understand the importance of a critical approach to thinking, reading and writing in all aspects of postgraduate study
- Access and critically evaluate high-quality information
- Plan and structure your writing effectively
- Adopt an effective and critical approach to your writing
- Reference sources accurately and systematically both in-text and in the reference list

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including: access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The **Skills@Cumbria** service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. The

Skills@Cumbria service has additional support and a dedicated set of online self-help resources focused on enhancing your digital and computer skills.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	PGCE7001	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.					
* Key to Module Statuses					
Core Modules	Must be taken and must be successfully passed				
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)				
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations				
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme				

Programme Delivery Structure: Part Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
PGCE7001	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.

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme validation and revalidation • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Staff Student Forums
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, Penultimate Year Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Annual Monitoring

<p>Date of Programme Specification Production:</p>	<p>26 April 2017</p>
<p>Date Programme Specification was last updated:</p>	<p>June 2017</p>
<p>For further information about this programme, refer to the programme page on the University website</p>	