Programme Specification

University of Cumbria

Programme Title and Name of Award	Postgraduate Certificate in Primary Education with QTS: • General Primary (5-11) • Lower Primary (3-7) • General Primary (5-11) with Specialism* Academic Regulations (**B2.1** and **3.3**) * Maths, English, PE, MFL or SEN
Professional Qualifications / Accreditation	Qualified Teacher Status (QTS)

Academic Level	7	**Total Credits**	60
UCAS Code	X100 (General) X121 (EY) XR11 (Gen +MFL).	**JACS Code**	X100/X121

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.
Teaching Institution	UoC
Owning Department	Postgraduate Programmes and Partnership
Programme delivered in conjunction with	Primary schools working in partnership with UoC and SD alliances
Principal Mode of Delivery	Face to Face, Distance Learning, Blended learning, Work-Based Learning (WBL)
Pattern of Delivery	Full Time
Delivery Site(s)	Lancaster, Fusehill Street, EIDR, validated school based sited (SD)
Programme Length	42 weeks

Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, your Diploma Supplement will not include a Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. ➤ Professional Graduate Certificate in Primary Education with QTS (60 L6 credits) ➤ Postgraduate Certificate in Education Studies (60 L7 credits but without QTS) ➤ Graduate Certificate in Education Studies (60 L6 credits but without QTS) ➤ Qualified Teacher Status (The minimum requirement is 30 L6 credits)

Programme Features

This programme is overtly focussed on the two key elements that make effective practitioners. Firstly, raising the achievement of children and secondly, high quality teaching and learning. It is these two elements together that will empower you to aspire to become outstanding teachers. In order to achieve this, the course is structured in such a way that it scaffolds you through your learning journey in a progressive way from induction to course completion. This is done through a combination of relevant, detailed and comprehensive contributory modules which are complemented by qualificatory modules that support the development of effective classroom practice. All modules have been developed to enable you to make strong, meaningful and effective connections between theory, research and practice.

This programme can be undertaken in one of two ways. Firstly, as a student of the university and secondly, as a student of one our School Direct alliances. Whichever route you choose, you are supported by the programme team prior to registration. A range of online resources are available on our virtual learning environment to support your preparation and it is through the VLE that you will be able to communicate with other students and the programme team will are able to communicate important messages about the programme and induction.

Careful consideration and extensive consultation have led to the development of a programme that will support your learning however you choose to study. Through strong partnerships with schools and closely knit alliances you will be supported to develop and extend your classroom practice. This will take the form of assessed placements in schools and also through classroom based learning which gives you vital and valuable opportunities to make connections between theory, research and practice, observe excellent practice, reflect on your own development and secure your understanding of how to raise the achievement of children.

You will undertake three placements which span the programme and are structured to support your progression. This progression is embedded in the placement titles: Beginning,

Developing and Extending. Robust assessment frameworks are used to provide detailed feedback and support allowing personalised learning and to ensure that you are able to achieve the highest possible outcomes. Extensive support mechanisms are in place through the personal tutor system (which is highly regarded by OFSTED) and also through school based mentoring. These placements allow you to demonstrate that you have met the Teachers' Standards and thus achieve QTS.

You gain the academic PGCE qualification via successful completion of two masters level modules: High Quality Teaching and Learning, and Raising the Achievement of Children. These are focussed on the theory, research and practice which must be in place in order to be the highest quality, effective practitioner. You are supported to develop your classroom practice in response to your learning in these modules through a formative assessment activity which culminate in summative assessments which require you to interweave theory, research and practice. The robust connections between these masters level modules and your classroom practice highlights the importance that the tutor team place on your ability to make powerful positive impacts on children's learning. Our teaching is also proactive in the inclusion of issues around equality and diversity.

The programme also recognises that gaining a PGCE and achieving QTS is not the end of your professional learning journey. It is with this in mind that the contributory modules have been planned to allow you to undertake a seamless transition to a University of Cumbria MA in education. The learning outcomes of the modules have been mapped to the learning outcomes of the MA and the credits that you accrue on the PGCE are recognised as part of the MA.

Aims of the Programme

The overall aims of the Programme are:

To enable you to become effective classroom practitioners who can raise the achievement of all children.

In order to do this, the programme has the following specific aims. To enable you to:

1. develop as an enthusiastic and committed professional able to respond to complex and unpredictable situations, generate new ideas and to develop your personal philosophy;

2. become an effective team member and be able to contribute to (and, where appropriate, manage) a variety of groups and disciplines within a diverse, multi-disciplinary environment employing specialist knowledge and drawing on a critical awareness of issues at the forefront of this area of activity;

3. become a creative and adaptable problem solver who can draw on a critical awareness of thinking at the forefront of educational practice, with an understanding of the need to continue life-long professional learning;

4. achieve mastery of a comprehensive range of complex and specialised skills for planning, teaching, assessing, recording and class management drawing on a critical awareness of current thinking and issues in this area of study;

5. become a critically- reflective, effective and flexible practitioner who can analyse complex concepts and professional situations by means of a synthesis of personal and work place

present a variety of innovative and challenging learning experiences that allow you to transfer and apply knowledge and skills flexibly to a range of contexts and changing contexts;

We will facilitate this by presenting you with a variety of innovative and challenging learning experiences that allow you to transfer and apply knowledge and skills flexibly in a range of contexts.

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 6: (Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

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 Breadth and depth of curriculum knowledge including phonics and early reading

K2 Thinking at the forefront of developing effective team working

K3 knowledge and understanding of factors that impact upon children's achievement

K4 knowledge and understanding of what constitutes high quality learning and teaching

K5 Knowledge and understanding of core teaching skills such as planning, teaching, assessment, class management and behaviour management.

K6 Skills necessary to meet all QTS Standards

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

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

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

S1 Demonstrate a critically reflective enthusiastic and committed approach to supporting children's learning

S2 Demonstrate successful team working skills across a variety of groups and disciplines drawing on recent research in this area

S3 Recognise and promote the importance of effective relationships between groups of children drawing on a critically reflective response to current thinking in the area

S4 Demonstrate a critical awareness of and ability to analyse how, when and why effective learning occurs drawing on recent research and explicitly theorised frameworks, and be able to act on this knowledge

S5 Demonstrate mastery of a comprehensive range of complex and specialised skills in planning, teaching, assessment, class and behaviour management employing a critical awareness of the latest thinking

S6 Demonstrate effective, flexible and critically reflective practice informed by consideration of different paradigms of education, recent research and personal enquiry.

S7 Analyse complex concepts and professional situations by means of a synthesis of personal and work place reflection and data drawn from scholarship, research and personal enquiry

S8 Demonstrate a creative problem solving approach in complex and unpredictable situations using a critical awareness of different frameworks for understanding educational practice

S9 Demonstrate an understanding of the importance of life-long professional learning and reflection that engages with the thinking and findings of others

S10 Meet and apply all standards for QTS

S11 Plan and carry out personal enquiry which informs own practice and develops the learning and achievement of children.

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:

http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf

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

This Programme was designed over a period of 12 months by student teachers, school and university staff working together to develop not only a course structure, but also the processes involved. In terms of the course structure, there are three distinct phases: September-December, January –March, April-July.

The programme is underpinned by equality and diversity. As well as being part of two of the eight Teacher Standards (2012), which you must meet to pass the programme, you will also engage with these values in the first contributory module and also the pedagogy and practice spine module.

The programme team's desires are that we should be educating you to be independent, creative thinkers who reflect on their practice to be the best teacher you can be. You are researchers: using research skills to develop your understanding of practice and also your own practice but also engaging with primary research from the academic community to develop your understanding of the profession you are being educated for.

The programme has been informed by recent and relevant research. The Carter Review (Nov 2014) emphasises key areas such as assessment, behaviour management and subject pedagogy and this drives the programme through the pedagogy and practice spine module. Mike Toyn's research into Technology Enhanced Learning, Adrian Copping's research into reflective practice, creative approaches to learning and education partnerships have informed the two contributory modules. Jan Ashbridge's research into phonics and early reading have led to the development of the Cumbria Teacher of Reading module.

Phase	Dates	Indicative features
Beginning	Sept-Dec	We utilise the best possible settings for you to notice, understand and start to rehearse and implement key teaching strategies. During this phase you take the first teaching steps by working with individual groups of pupils in school, gradually

		building up to the teaching of whole classes. The key focus in this initial phase is that of helping you to understand the needs of individual learners.
Developing	Jan-Mar	In this phase you begin to develop your whole class teaching skills. This is all about being able to focus on *learning* as opposed to just focusing on your own teaching. The aim here is to reach a point of handover, where control over the learning becomes more balanced between teacher and learner, working towards becoming less activity-centred and more learning-centred in their teaching.
Extending	Apr-Jul	The aim is foster in learners, over a sustained period of time, the appropriate levels of learning that correspond to the requirements of the Teachers' Standards

At every point in the Programme we endeavour to get you to feel, see and hear new concepts and ideas. What is vital is to be able to 'unpick' and reflect on experiences so that the meaning is not missed. Having noticed what there is to notice, we then help you to deconstruct and then re-construct teaching episodes. We do this through a planning process requiring the breaking down of classroom learning activities into their constituent part, hence the use of the term 'deconstruction'. Having broken them down, we then help build them up again and implement them in the classroom. In short, we explore real-life experiences that at the same time are both practical and theoretical, and which will hopefully help you to become very effective teachers.

In terms of the learning process, we hope that all who participate in the Programme, either directly or indirectly (pupils, student teachers, the school and university staff), benefit in terms of their own personal learning and/or professional development. In short, the learning approach promoted by the Programme provides something worthwhile doing in its own right.

We also utilise technology-enhanced learning methods such as VLE and other web-based technologies to engage you in the learning process more effectively

Assessment

Modelling of effective learning, teaching and assessment strategies is embedded throughout the Programme. The Programme uses a range of assessment approaches with an aim of supporting different learning styles. Formative and summative assessments are mapped carefully across the Programme, thereby avoiding bunching of assessment to allow for formative feedback to be effective.

You have access to Programme information and pre-course tasks, prior to starting the Programme, via Blackboard. These materials are specifically geared towards individual needs, especially in relation to subject knowledge. The Programme maximises opportunities to use distributed learning to support diverse learning needs and has the infrastructure in place to continue this support into the NQT year and beyond.

The assessment methods have been chosen to combine professional relevance and positive impact on classroom practice with the development of academic skills necessary to continue

the study of education to MA level and beyond. The intention here is to develop their current practice whilst laying down a foundation for continued professional development.

You will be assessed through a range of different types academic writing, literature reviews, annotated reading lists, written evaluations of practice and also through engagement with the action research process. Formative assessment is crucial and these pieces ensure appropriate feedback and development opportunities.

Student Support

As a student of the University of Cumbria, you get a great package of support. 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 get that 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.

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 content using our Quest discovery system. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The programme leader and team work closely with LiSS to ensure the support you are given best supports the writing you will be doing on the programme.

In addition to the above, you will also be allocated a Personal Tutor. This tutor will be involved in the delivery of your programme and will have contact with throughout your time at the University. They will have responsibility to support your learning and development and will make themselves able should you require tutorials or other support.

Personal tutorials are built into the programme supporting both academic and professional studies as well as other personal issues. During your PGCE year, you will be involved in ongoing reflection, auditing, and target setting with the support of your personal tutor and clearly structured through your CEDP (Career Entry Development Profile). This will enable you to develop academically, professionally and personally.

On school placements you will be allocated an associate tutor (usually a member of the school staff) and also a Professional Partnership Tutor to support you and the school. These colleagues will communicate and liaise with your personal tutor where appropriate. You will

meet with your associate tutor each week to discuss progress, set targets and identify support.

Programme Curriculum Map- Postgraduate Certificate					
Academic Level	**Module Code**	**Module Title [1]**	**Credits**	**Module Status[2]**	**Map to Programme Outcomes[3]**
7	MAPP7044	Raising the Achievement of Children	30	Core	K 2,3,4,5,7 S1,2,3,6,7,9,11
7	MAPP7102	High Quality Learning and Teaching	30	Core	K2,3,4,5,7 S1,2,3,6,7,9,11
N/A	PGPC9060	Pedagogy and Practice	N/A	Qualificatory	K1,2,4,5, S1,4,5,7
N/A	PGPC9120	Leading and Managing Change in the Primary School	N/A	Qualificatory	K1-7, S1,4,5,7
N/A	PGPC9110	Developing Specialism Expertise	N/A	Qualificatory	K1-7, S1,4,5,7
N/A	PGPC9070	The Cumbria Teacher of Reading (CTR)	N/A	Qualificatory	K1,4,5,6, S1,4,5,7

---

[1] Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

[2] **Core Modules** must be taken and must be successfully passed.
Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).
Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).
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.

[3] This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Curriculum Map- Postgraduate Certificate					
Academic Level	Module Code	Module Title [1]	Credits	Module Status[2]	Map to Programme Outcomes[3]
N/A	PGPC9080	Beginning Professional Practice	N/A	Qualificatory	K1,2,4,5,6, S 1,2,3,4,5,8,9
N/A	PGPC9090	Developing Professional Practice	N/A	Qualificatory	K1,2,4,5,6 S1,2,3,4,5,8,9
N/A	PGPC9100	Extending Professional Practice	N/A	Qualificatory	K1,2,4,5,6 S1,2,3,4,5,8,9,10
Additional Information on modules					
7	MAPP7044	Raising the Achievement of Children After the formative assignment for this module, in consultation with their tutor, you can decide whether to move to the level 6 professional graduate pathway. Only at this stage and no later can you choose to do this. If the module tutor is different to the personal tutor, then communication will take place and the personal tutor will complete course transfer paperwork	30	Core	K 2,3,4,5,7 S1,2,3,6,7,9,11
N/A	PGPC9090	Developing Professional Practice You must satisfactorily pass this placement in order to progress onto extending placement.	N/A	Qualificatory	K1,2,4,5,6 S1,2,3,4,5,8,9

Programme Curriculum Map- Postgraduate Certificate					
Academic Level	Module Code	Module Title [1]	Credits	Module Status[2]	Map to Programme Outcomes[3]

Below are the level 6 modules on the **Professional Graduate Pathway** which students can opt for after the formative assignment for MAPP7044. The qualificatory modules remain the same on the level 6 pathway					
6	PGPC6090	Exploring the Raising of Children's Achievement	30	Core	K 2,3,4,5,7 S1,2,3,6,7,9,11
6	PGPC6100	Exploring High Quality Learning and Teaching	30	Core	K2,3,4,5,7 S1,2,3,6,7,9,11
For students who apply for **Lower Primary (3-7 pathway)** all core modules remain the same, including level 6 option. Placements will be completed in Foundation Stage and Key Stage 1. But…					
N/A	PGPC9060	Pedagogy and Practice This module will have a Key Stage 1 focus and also include units of study focused on Lower Primary principles and practice	N/A	Qualificatory	K1,2,4,5, S1,4,5,7
For students who apply for **General Primary +specialism** all core modules remain the same, including level 6 option. The only difference is an additional qualificatory module. Those not undertaking a specialism will complete a different qualificatory module detailed below					
N/A	PGPC9110	Developing Specialism expertise	N/A	Qualificatory	K1-7, S1,4,5,7
N/A	PGPC9120	Leading and Managing Change in the Primary School	N/A	Qualificatory	K1-7, S1,4,5,7
Notes					

Programme Delivery Structure

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
MAPP7044	Raising the Achievement of Children	Autumn	Formative assessment *Research plan and literature review* Summative assessment *small scale research project,*	Formative: Oct Summative: Dec
MAPP7102	High Quality Learning and Teaching	Spring/Summer	Formative assessment *Annotated plan to be used on enrichment experience* Summative assessment *Evaluation of enrichment experience*	Formative: Feb Summative: Apr
PGPC9060	Pedagogy and Practice	Both semesters	Assessment of in-school practice	July
PGPC9070	The Cumbria Teacher of Reading (CTR)	Both semesters	Assessment of in-school practice Completed booklet	July

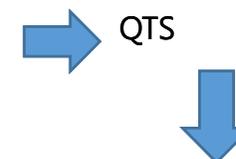| PGPC9080	Beginning Professional Practice	Autumn	Assessment of in-school practice	End Nov
PGPC9090	Developing Professional Practice	Spring	Assessment of in-school practice	Feb/Mar
PGPC9100	Extending Professional Practice	Spring	Assessment of in-school practice	End July
PGPC9110	Developing Specialism Expertise	Year	Assessment of in-school practice	End July
PGPC9120	Leading and Managing Change in the Primary School	Year	Assessment of in-school practice	End July

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	Course evaluations; external examiner reports; early-, mid- and end-of-Programme evaluations; placement evaluations; focus groups; course consultative forums; peer review; school-based observations and collaborative work with student reps, including action research; cluster meetings. Course consultative forums; Primary Programmes Quality Committees; Staff Student Forums, Departmental Quality Committees, Primary Partnership Committee; AQD
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.**	A key vehicle for exploring the student experience is the use of student representatives as action researchers. Course evaluations; course consultative forums; placement evaluations; early-, mid- and end-of-Programme evaluations; placement evaluations; focus groups; course consultative forums; peer review; school-based observations, including observing in-school mentor inputs; NQT survey; cluster meetings. The student representative systems are particularly well developed on the Programme. As a result of the problem-solving, solution-focused approach these take , students, for example, have produced a 'Student Survival Guide' which External Relations Department have used as a model for other areas Programme Leader, Cohort Leaders and Personal Tutors liaise with Professional Partnership Tutors when the students are on school placements.

Date of Programme Specification Production:	November 2014
Date Programme Specification was last updated:	March 2015

Module Route Map(s) for PGCE Primary

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

Student journey phases

Beginning	Developing	Extending

School-based experiences

QTS

PGPC9060 Pedagogy and Practice

PGPC9040 The Cumbria Teacher of Reading

PGPC6090 Exploring the Raising of children's

PGPC6100 Exploring High Quality Learning and Teaching

Professional graduate certificate of Education

MAPP7044 Raising the attainment of children removed from profile

Note that MAPP7012 will be presented at the Spring (usually March) Module Assessment Board (MAB). Students who fail MAPP7102 will be able to continue on the above module route with the option of a reassessment in this module.

They may instead opt to change to an alternative level 6, professional graduate route at this stage (and no later than this stage). MAPP7102 would then be remarked against criteria for PGPC6100 and then be presented for MAB chair's action prior to the March University Assessment Board. The alternative route

18

Glossary of key role abbreviations

PAT	Professional and Academic Tutor
PPT	Professional Partnership Tutor