Programme Specification

Programme Title and Name of Award	Postgraduate Certificate in Primary Education with QTS: General Primary (5-11 years) Lower Primary (3-7 years) General Primary (5-11 years) with Specialism

Academic Level	7	**Total Credits**	60

Professional Body Accreditation / Qualification	Qualified Teacher Status (QTS)

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

UCAS Code	X100 General Primary (5-11 years) X121 Lower Primary (3-7 years)
HECoS Code	100511 Primary Teaching for all awards except 100510 PGCE Lower Primary (3-7 years) with QTS
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. APL is not accepted for PGCE qualifications Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/pgce-general-primary-5-11yrs-with-qts/ https://www.cumbria.ac.uk/study/courses/postgraduate/lower-primary-with-qts-3-7-year-olds-pgce/ https://www.cumbria.ac.uk/study/courses/postgraduate/general-primary-with-qts-inclusion-special-educational-needs-and-disability/
Teaching Institution	University of Cumbria University of Cumbria in collaboration with validated School Direct partners
Owning Department	Institute of Education
Programme delivered in conjunction with	Primary schools working in partnership with UoC and validated School Direct partners/SCITT

Principal Mode of Delivery	Blended with Work-Based Learning.	
Pattern of Delivery	Full Time	
	Total weeks of study:	42 weeks
	Delivery pattern:	2 x Extended semesters
	Standard semester dates:	No
Delivery Site(s)	Carlisle Fusehill Street, Lancaster, East India Dock Road and validated school based sites	
Programme Length	1 year	
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	
Interim awards	If you have met the requirements of Qualified Teacher Status AND have 30 credits of reassessment, you will be recommended for Qualified Teacher Status as an interim award until the outcome of your reassessment is finalised.	
Period of Approval	Open ended and subject to Subject Level Periodic Review.	

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: https://www.cumbria.ac.uk/study/courses/postgraduate/pgce-general-primary-5-11yrs-with-qts/

https://www.cumbria.ac.uk/study/courses/postgraduate/lower-primary-with-qts-3-7-year-olds-pgce/

https://www.cumbria.ac.uk/study/courses/postgraduate/general-primary-with-qts-inclusion-special-educational-needs-and-disability/

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

The award of PGCE with QTS is widely recognised within the teaching profession and it is a qualification that carries a high status. By studying for a PGCE with QTS with the University of Cumbria, or through a School Direct partner in association with the University of Cumbria, you will be joining an institution that can trace its roots in teacher education back to 1891 at Charlotte Mason's House of Education at Ambleside and to 1964 at St Martin's College at Lancaster. We are proud of this heritage, and proud that we continue to make a significant contribution to teacher education.

Your programme will help you to build your theoretical understanding of the complexity of teaching and learning, whilst at the same time help you to develop your practical professional skills in classroom settings. You will find a significant focus within the course that is devoted to the interplay between theory and practice, and we hope that you will recognise how this combination will contribute to helping you become the best teacher you can be.

In order to achieve this interplay between theory and practice, you will have the opportunity to engage with a number of different elements on the programme. Firstly, you will study two 30-credit level 7 modules that contribute to the award of PGCE. These two modules are rooted in an academic study of your professional practice, and both of them allow you to identify an aspect of your own professional development that you would like to take further. This then forms the basis for your assessment on each module. To support your professional practice, and to provide you with the opportunity to be recommended for the award of QTS, you will have three placements in school. These will cover two age phases and will be in at least two different settings. While on placement, you will be supported by a mentor who will work with a member of staff from the university to support your professional development. As you progress through the course, you will take increasing responsibility for children's learning and play an increasing role in their education.

To support your professional learning, you will engage with modules designed to help develop your professional practice. These will cover the range of curriculum areas as well as key professional skills and attributes such as planning, behaviour management and professionalism. You will have the

chance to work with subject experts. Another way in which the programme supports your understanding of the interplay between theory and practice is through the use of school embedded learning. This is characterised by time spent in schools when you are not on placement. It provides a highly valuable opportunity to learn from experienced class teachers and practitioners, to bring ideas from your modules into school and to take examples from school back into your modules for discussion and reflection.

The combination of all these elements has been proven to be a successful recipe for supporting students to gain the highest outcomes.

Completion of the PGCE with QTS enables you to apply for teaching positions across the UK and overseas. An additional benefit of the programme is that you are able to return to the University of Cumbria with your level 7 credits and use them towards our MA in Education Professional Practice, gaining exemption from the first two modules.

As a student on the PGCE, there will be a range of support available to you. This will include your personal tutor, who will typically have a large involvement in your teaching, your school based mentor, who will be an experienced professional who has been trained to support students while in school, and a wide range of support roles within the University. These include academic advisors, counsellors, library support staff and the program administration team to name a few.

We recognise that students embarking on a PGCE face a challenging course. We are also aware of the short duration of the course and the fact that many of our students begin the course never having previously studied at level 7. In order to support students to truly achieve strong outcomes, we embed the process of formative assessment into the course. For the first level 7 module you will have the opportunity to submit an extract of your work and to receive detailed feedback from your tutor on the strengths of this and the areas to develop. This submission will not count towards your final grade. Experience has shown that this approach gives students confidence when submitting their final assignment for marking. Both of the level 7 modules will have opportunities for you to discuss your planned approach to the assessment and to receive feedback on this with the intention of giving you confidence that your approach has the potential to support the highest possible grades.

The programme incorporates a 'safety net' of exit awards, these are to ensure that students are still able to attain an award if they are not able to fulfil all the requirements of the full award. The assessment point for the first level 7 module is used to identify students whose work would not achieve a pass at level 7. Any student in this situation will have the option to remain on the level 7 programme or to transfer to the level 6 programme (depending on the grade, reassessment may be necessary whichever option is taken). The option to transfer exists only at this one point and is not reversible.

A PGCE with QTS is by its nature a vocational qualification. In other words, it prepares you to work in a school or educational setting to support the learning of children and young people. In addition to this, the course embeds employability sessions which are designed to help you make strong applications to vacancies of your choosing. We are aware that in some areas of the country it can be challenging to find employment, and we want to support our students to be able to make strong applications for vacancies. To do this, the course embeds content and sessions designed to help you develop your awareness of being an effective professional, working within a school or educational setting, and the process of becoming a leader within a primary school or educational setting. We also hope you will recognise the contribution that your placements and school embedded learning can play in developing your employability. Many of our current and former students have advised that the entirety of the course can be considered as an extended interview, and it is not uncommon for students to find work in schools where they have been placed.

Whilst the course is structured around the university's semester system, it is also aligned with schools' term systems. This means that you will have the opportunity to complete a placement in

each of the 3 school terms that make up an academic year. For students on the university-led route, placements will take place within our partnership schools. These will be sourced by the University, and our placement policy guarantees that you will travel no further than 90 minutes to your placement. For students on school direct routes, placements will take place within alliance schools, and travel time for these will depend upon the distribution of schools within each individual alliance.

Aims of the Programme

The overall aims of the Programme are:

To develop student teachers who:

1. are pivotal professionals in children's lives, with a clear knowledge and understanding of teacher action and identity;

2. have a well-defined, philosophical approach to learning and teaching that enables them to be autonomous, reflective and evidence informed decision makers;

3. have the skills, knowledge and understanding required to be an effective teacher, with a proactive attitude towards CPD and academic development;

4. have the flexibility, adaptability, creativity and resilience to respond to the current and emerging needs and tensions of the profession;

5. have leadership skills to enable them to build relationships between and within learning communities.

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: (Usually 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 (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 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.   how to work independently and as part of a learning community to develop the subject and pedagogical knowledge required to have positive impact on children's learning;
K2.   the interpersonal skills that support children's learning and effective ways to apply these by leading learning activities which have a positive impact on children's learning;
K3.   a 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.   the ability to construct and communicate reasoned opinions and arguments in speech and writing;
K5.   a detailed understanding of learning theories and how they apply to children's learning;
K6.   a critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to your field of professional practice;
K7.   a comprehensive and critical understanding of how techniques of research are employed to create and interpret knowledge in your field of professional enquiry;
K8.   how to plan and carry out personal enquiry in education settings in a scholarly manner with the goal of improving your own practice;
K9.   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;
K10. knowledge of how to become an autonomous, self-reflective practitioner.

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

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

S1.   an ability to have a demonstrable positive impact in children's learning;
S2.   a commitment to the health and well-being of children in schools where you have been placed;
S3.   the development of professional practice independently through reflection and detailed analysis of the impact of your teaching;

S4.   the ability to use recent academic literature for the purpose of analysing key educational issues, informing your reflection and your practice;

S5.   the ability to critically analyse how, when and why effective learning occurs (including your own), drawing on recent research and pertinent educational theories;

S6.   the ability to investigate your own practice in an educational setting with the goal of informing your self-development;

S7.   an understanding of the importance of life-long academic and professional learning for yourself and your community of practice;

S8.   the application of problem solving skills and resilience in developing strategies to ensure personal success and well-being.

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:

There is no QAA subject benchmark for PGCE with QTS programmes. Two reference points have been used when drawing up the programme outcomes: the QAA benchmark for Education Studies (2015); and the QAA Master's Degree Characteristics (2015). These have been selectively used to provide a best-fit to external reference points.

In addition to this, a number of external reference points have been used:

- the Initial Teacher Training Core Content Framework (DfE 2019) has been used to inform programme outcomes and module outcomes.
- Initial teacher training (ITT): criteria and supporting advice (DfE 2019) has been used to ensure the programme is compliant with key criteria and to set entry requirements to the course.
- The Teachers' standards (DfE 2011) have been a key reference point to ensure programme outcomes, structure and content provide rich opportunities for you to gain QTS.

The university's Learning, Teaching and Assessment Strategy has been integral to the development of this programme. This is structured around four themes: excellence in learning and teaching, responsive learner support, employability and graduateness, and developing digital capabilities of students and staff. Each of these themes has been embedded into your programme whether it be the module content, the tutors who will work with you on your modules, the range of support roles built into the programme or the vocational focus of the programme as a whole.

The theme of responsive learner support is developed in the university's Student Achievement Strategy which includes a focus on "Integrated and Consistent Academic Support". This should be evident to you in your programme through the way that the personal tutor support is ongoing and frequent, the provision of formative assessment opportunities in your modules, the support that your mentor provides on placement and the availability of academic support from the library skills staff.

Graduate Prospects

The most up to date data (from employment surveys by HESA) available indicates the following outcomes for our graduates. (All figures are for in-employment / further study).

For Primary PGCE (Core):

14/15 - 98.3%

15/16 - 96.9%

16/17 - 98.7%

For Primary PGCE (SD):

14/15 - 99.0%

15/16 - 100%

16/17 - 99.3%

A graduate job is defined as one which "normally requires knowledge and skills developed on a university degree to enable them to perform the associated tasks competently". The thinking developed and multi-faceted nature of teaching demands a variety of professional skills

The programme provides opportunity for securing teaching positions abroad and in other UK locations outside of Cumbria and Lancashire through networks and contacts. The programme team also support graduates securing employment in other fields if they so choose, helping with transferable skill development. This may also include other employment opportunities where you can transfer knowledge, skills and understanding gained on the programme such as learning advisors, coaching, pastoral support, library services.

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.

You will have access to our VLE (Virtual Learning Environment), Blackboard, which has a course area with details of the course as a whole, as well as module areas for each module that you study. These contain learning materials, links to relevant external sources and key information about the module. They are also the place where you will submit your assignments for the two level 7 modules and get feedback on them. All of our modules are supported by an electronic reading list which is based on resources which are available electronically wherever possible.

We recognise just how busy and demanding completing a PGCE with QTS is, and for this reason we aspire to offer learning opportunities which are engaging and interactive. Where possible we will avoid asking you to attend in person if the purpose of the attendance could be equally well met by an online resource. Your modules will be staffed by colleagues from the Institute of Education and for School Direct routes, by colleagues from partner schools in their alliance. This means you can expect to work with tutors who are experienced professionals who are either current classroom practitioners or ex-classroom practitioners and subject experts.

You will complete three placements during the programme which can be summarised as Beginning, Developing and Extending. As their names suggest these follow your progress through the programme and reflect the way that your capabilities will develop as well as the way that expectations will increase as you progress through the course. During each placement, you will be

supported by a mentor who has the twin roles of supporting your development as well as making the overall assessment of your placement. They will be supported in this by a University Partnership Tutor (UPT) for campus-based students, or by a Partnership Programme Lead (PPL) and University Programme Lead (UPL) for School Direct students.

Learning and Teaching

Summative and Formative Assessment

We have chosen to build the PGCE element of the course around two 30-credit L7 modules in order to provide you with a rich, broad and deep learning experience and to avoid a fragmented approach with an excessive assessment burden. This means that you will complete two summative assignments over the duration of the course, which allows us to tailor the submission dates to fit around other key course components (such as placements) as best we can.

Your summative assessments will be based on topics of your choosing that will be set within a provided context. This will allow you to develop your understanding of teaching and learning and the professional application of your understanding in an area which is personally relevant to you.

Tutors will tailor feedback on your assessments to align with the course structure. For example, on your first assignment, you will receive a greater proportion of formative feedback to support your work on subsequent assignments. In contrast, on your final assignment, your feedback will be more summative in nature to reflect the fact that your course is drawing to an end.

Formative activities are built into the assessment process. As you will be selecting a topic for each of your assessments, you will have the opportunity to share your intentions and to receive confirmation about the appropriateness of your topic before you progress further. You will also have a formative assessment on your first assignment where you will receive formative feedback but no grade. This will help you to develop your work prior to submission. You can expect feedback on your assignments in line with our university policy on turn-around time (currently 20 days). Due to the close involvement of your tutor in the development of your assignments, it is not practical or helpful to utilise anonymous marking.

When you are on placement, you will be assessed against the Teachers' Standards. You can expect to be involved in this process with your mentor, who will help you to set developmental targets on a weekly basis during your placements. This will help you to build your ability to self-assess and be an active agent in your professional development.

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

Your registration event will take place at a University of Cumbria campus where you will be formally registered as a student. In addition to this you will be introduced to key elements of the library's tools and resources which are particularly appropriate for PGCE students. This typically includes

information on how to access online resources, effective ways to search for online books and journals using databases, and key elements of study at level 7.

Full details of support provided through induction activities will be detailed by your School Direct alliance or via your campus based programme handbook.

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

This is something that will be integral to your programme. It is an important aspect of level 7 study and it is a key part of becoming an effective classroom practitioner. There are a number of ways in which you will be encouraged and supported to engage in effective personal development planning. You will experience this through your assignment feedback and the way that is it structured and worded to support you to respond and set yourself development targets that will inform your subsequent submissions. You will also have personal tutor meetings where you will be encouraged to reflect on your progress and to help identify next steps in your learning. You will also experience personal development planning in your placements. Your mentor will support you to evaluate your development using the Teachers' Standards as a framework and together you will identify future actions and development goals to guide your future progress.

We have worked hard to ensure parity of support whether you are a campus based student or a School Direct student. This includes things like reading lists which are all available electronically as well as by hard copy for students who live and study at a distance from the university. All of the sections below apply equally whether you are a campus based student or a School Direct one. If you are a School Direct Student, your alliance may offer additional support over and above what is detailed below.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your 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 using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. 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. Visit skills@cumbria for more details.

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 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 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.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. 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 the website and/or via the Student Services guidance tile on the Student Hub.

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 professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. 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.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
L7	PGCE7003	Building Professional Understanding	30	Core	K1, K3, K4, K5, K9 and K10 S1, S4, S5, S7 and S8
L7	PGCE7004	Enhancing Professional Practice	30	Core	K1, K2, K3, K4, K7, K8, K9 and K10 S1, S3, S5, S6, S7 and S8
NA	PGPC9140	Learning teaching and subject pedagogy	n/a	Qualificatory	K1, K3, K5 and K10 S1, S2, S5 and S8
NA	PGPC9130	Being a teacher	n/a	Qualificatory	K1, K3, K6 and K9 S1, S5 and S7
NA	PGPC9150	Subject knowledge and pedagogy enrichment	n/a	Qualificatory	K1, K3, K5 and K10 S1, S2, S5 and S8
NA	PGPC9070	Cumbria Teacher of Reading	n/a	Qualificatory	K1 S1
NA	PGPC9160	Beginning Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10 S1, S2, S3 and S8
NA	PGPC9170	Developing Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10 S1, S2, S3 and S8
NA	PGPC9180	Extending Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10

					S1, S2, S3 and S8
L6	PGPC6110	Building Professional Understanding	30	Core	K1, K3, K4, K5, K9 and K10 S1, S4, S5, S7 and S8
L6	PGPC6120	Enhancing Professional Practice	30	Core	K1, K2, K3, K4, K7, K8, K9 and K10 S1, S3, S5, S6, S7 and S8
NA	PGPC9140	Learning teaching and subject pedagogy	n/a	Qualificatory	K1, K3, K5 and K10 S1, S2, S5 and S8
NA	PGPC9130	Being a teacher	n/a	Qualificatory	K1, K3, K6 and K9 S1, S5 and S7
NA	PGPC9150	Subject knowledge and pedagogy enrichment	n/a	Qualificatory	K1, K3, K5 and K10 S1, S2, S5 and S8
NA	PGPC9070	Cumbria Teacher of Reading	n/a	Qualificatory	K1 S1
NA	PGPC9160	Beginning Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10 S1, S2, S3 and S8
NA	PGPC9170	Developing Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10 S1, S2, S3 and S8
NA	PGPC9180	Extending Professional Practice	n/a	Qualificatory	K1, K2, K3, K5, K6 and K10 S1, S2, S3 and S8

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.
A failed student will not be permitted to re-register on the same programme.
All permitted exit awards are listed in the table on page 2 above.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
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: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Autumn Semester / Extended Spring Semester / Year-Long**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
PGCE7003	Building Professional Understanding	Autumn Semester	Written Assignment	January
PGCE7004	Enhancing Professional Practice	Spring Semester	Written Assignment	April
PGPC9140	Learning teaching and subject pedagogy	Year long	n/a	n/a
PGPC9130	Being a teacher	Year long	n/a	n/a
PGPC9150	Subject knowledge and pedagogy enrichment	Year long	n/a	n/a
PGPC9070	Cumbria Teacher of Reading	Year long	n/a	n/a
PGPC9160	Beginning Placement	Autumn Semester	Assessment of practice	December
PGPC9170	Developing Placement	Spring Semester	Assessment of practice	March
PGPC9180	Extending Placement	Extended Spring Semester	Assessment of practice	July
PGPC6110	Building Professional Understanding	Autumn Semester	Written Assignment	January
PGPC6120	Enhancing Professional Practice	Spring Semester	Written Assignment	April
PGPC9140	Learning teaching and subject pedagogy	Year long	n/a	n/a

PGPC9130	Being a teacher	Year long	n/a	n/a
PGPC9150	Subject knowledge and pedagogy enrichment	Year long	n/a	n/a
PGPC9070	Cumbria Teacher of Reading	Year long	n/a	n/a
PGPC9160	Beginning Placement	Autumn Semester	Assessment of practice	December
PGPC9170	Developing Placement	Spring Semester	Assessment of practice	March
PGPC9180	Extending Placement	Extended Spring Semester	Assessment of practice	July

Exceptions to Academic Regulations

There are no exceptions to the Academic Regulations for Postgraduate Certificate in Primary Education with QTS.

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 of Teaching - External Examiner Reports - Student Success and Quality Assurance Committee
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 - Programme Evaluation: UK Engagement Survey - Module/Programme/Personal tutorials - Meetings with External Examiners

Date of Programme Specification Production:	25 Feb 2020
Date Programme Specification was last updated:	08.02.2022
For further information about this programme, refer to the programme page on the University website	

Tier 4 visas and international applicants are not relevant to this programme of study.