POSTGRADUATE CERTIFICATE IN EDUCATION SECONDARY (11-16 YEARS) [NAMED SUBJECT] WITH QTS

ART AND DESIGN	BIOLOGY	CHEMISTRY
COMPUTING	DRAMA	ENGLISH
GEOGRAPHY	HISTORY	MATHEMATICS
MODERN FOREIGN LANGUAGES	MUSIC	PHYSICAL EDUCATION
PHYSICS	RELIGIOUS EDUCATION	DESIGN AND TECHNOLOGY

POSTGRADUATE CERTIFICATE IN EDUCATION SECONDARY (14-19 YEARS) [NAMED SUBJECT] WITH QTS

ART AND DESIGN	BIOLOGY	BUSINESS STUDIES
CHEMISTRY	COMPUTING	DANCE
DRAMA	ECONOMICS	ENGLISH
GEOGRAPHY	HEALTH AND SOCIAL CARE	HISTORY
MATHEMATICS	MEDIA STUDIES	MODERN FOREIGN LANGUAGES
MUSIC	PHYSICAL EDUCATION	PHYSICS
PSYCHOLOGY	RELIGIOUS EDUCATION	SOCIAL SCIENCES

Named subjects are subject to availability dependent on the Delivery Partner and year of study.

Institute of Education, Arts and Society

Academic Level:	7	**Credits:**	60
UCAS Code:			
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster (11-16 programmes) Collaborative Provision Delivery Partner Locations (11-16 and 14-19) programmes		
Programme Length:	Full time 1 year		
Mode of Delivery:	Face to Face		
Pattern of Delivery:	Full time		
	Total weeks of study:	42	
	Delivery pattern:	2x Extended semesters	
	Standard semester dates:	No Sem1 Week 1 – 16 Sem2 Week 19 – 31 Sem3 Week 34 - 46	
Placement:	Two placements totalling 120 days in school.		
PSRB:	Department for Education through accredited partner: University of Warwick Accreditation may revert to the University of Cumbria for students commencing the programme from September 2026 onwards.		
	Date of accreditation: Sept 2024	Accreditation period:	
Programme Webpage:	https://www.cumbria.ac.uk/study/course-list/?study-level=PGCE&subject=		

Entry Criteria
The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. RPL is not accepted for PGCE programmes.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

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

1. Develop as a pivotal professional in children and young people's lives who inspires and enables all to learn and progress in your specialist phase and/or subject.
2. Develop a well-defined teacher identity that enables you to make evidence-informed decisions in the best interest of children and young people, working as part of a professional team and autonomously.
3. Take responsibility for your own learning, building the skills, knowledge and understanding required to be an effective teacher rooted in a commitment to professional development and scholarly study.
4. Grow with flexibility and resilience, adapting to the needs of children and young people as well as the tensions of the profession.
5. Effectively challenge and dismantle disadvantage, empowering children and young people through the teaching of your specialist phase and/or subject.

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 and young people'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 and young people'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 and young people'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 workplace 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

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

S1.	an ability to have a demonstrable positive impact in children and young people'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.

PROGRAMME FEATURES

Programme Overview

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 in partnership with one of our delivery partners, 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 your subject and learning and support your development of practical professional skills in classroom settings. In doing this, you will draw on a contemporary evidence base, learning about how theory and practice interplay.

To study for a PGCE in Secondary with QTS, you must select a specialist subject. All students on this programme follow the same curriculum and the same modules, however you will be given opportunities to understand this curriculum through the very specific lens of your subject speciality through a series of specialist lecturers and workshops we call Subject Studies.

You will study three 20-credit level 7 modules that contribute to the award of PGCE. These three modules are rooted in an academic study of your professional practice as you develop as a teacher. One of these modules includes a series of Intensive Training and Practice episodes, each focusing on a key foundational concept in the practice of a teacher. These will be assessed in a variety of ways, including written essays, presentations, and professional journals. These modules are complemented by a series of Qualificatory Professional Units, that are designed to super-charge your knowledge, skills and experience in particular areas of professional practice.

Alongside this, you will have two professional placements each in a different school – the Initial Experience Phase (IEP) and the Sustained Enactment Phase (SEP). These placements will give you an opportunity to put your professional knowledge and skills into practice and are a requirement to achieve Qualified Teacher Status. You will be assessed on your ability to meet the teachers' standards (see link below).

https://www.gov.uk/government/publications/teachers-standards

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 University Lead Mentor ULM, 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. All of the level 7 modules will have opportunities for you to submit a formative piece of work and to receive feedback on this with the intention of giving you confidence that your work has the potential to support the highest possible grades.

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 secondary school or educational setting.

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 carry out a placement in each of the three 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 you can be requested to travel for up to 90 minutes to reach your placement location. In certain cases, it may not be possible to allocate a placement within the 90-minute travel limit. Please refer to the placement allocation policy for further information. For students on routes offered by our delivery partners, placements will take place within their schools, and travel time for these will depend upon the distribution of schools within each individual partner's location.

Learning and Teaching

Teaching

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 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 modules 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 three 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.

You will complete two placements during the programme. 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 Lead Mentor ULM.

There are three typical patterns of learning on the programme:

Firstly, when you are engaged in centre-based learning. These will be characterised by lectures, seminars, workshops and tutorials. You can expect these to take place over a full week early in the course then one day a week later in the course. This may vary for students on our school-based provision.

Secondly, during periods of Intensive Training and Practice (ITAP). These will be characterised by a specific focus on one area of your training and development and may include lectures, seminars, workshops and tutorials. These will be combined with opportunities to *enact* your learning in schools, or by collaborative activities with your peers and / or mentors.

Thirdly, during your two placements. During these you will be in school for either 4 or 5 days per week and will broadly mirror the working hours of teacher (typically 08.30 to 16.30 as a minimum).

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. You will be provided with many starting points and literature sources in all of your modules to help you engage with independent learning.

Teaching Staff

Many of the staff who will work with you are active researchers who are driving forward contemporary understanding of effective practice in education. Several colleagues have gained PhDs or Master's qualifications. There are many subject experts who work on the programme who are actively involved in their respective Subject Associations and who are respected nationally.

All of the tutors you will work with in university have worked as teachers in schools, many having held senior leadership positions.

Assessment

Summative and Formative Assessment

We have chosen to build the PGCE element of the course around three 20-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 three

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 that are relevant to your teaching in school. This will allow you to develop your understanding of teaching and learning and the professional application of your understanding in an area of your practice.

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. You will also have a formative assessment on your first assignment where you will receive formative feedback and an indication of what mark range it would fall in if it were a summative piece of work. 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 by your progress against the themes of the PGCE Curriculum which are directly linked to the Teachers' Standards. At your final assessment, if you have made expected progress or better you will be deemed to have met the Teachers' Standards and hence can be recommended for Qualified Teacher Status QTS. 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.

Those involved in training and inducting initial & early career teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct throughout their career.

If for any reason we professionally deem a student as being unable to make expected progress against the PGCE Curriculum and hence the Teachers' Standards (at any stage of placement) we may instigate a termination of placement and look at appropriate options for progression or change in student status

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).

14/15 - 88.3%

15/16 - 87.9%

16/17 - 90.7%

For Secondary PGCE (SD):

14/15 - 92.0%

15/16 - 95%

16/17 - 93.3%

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.

MODULES

PGCE			
Code	**Title**	**Credits**	**Status**
PGSC7111	Teaching and Learning in your Subject	20	Core
PGSC7112	Extending your Knowledge in Teaching and Learning	20	Core
PGSC7113	Extending Professional Learning	20	Core
PGSC9121	Managing Behaviour	n/a	Qualificatory
PGSC9122	Subject and Curriculum	n/a	Qualificatory
PGSC9123	Pedagogy	n/a	Qualificatory
PGSC9124	Assessment	n/a	Qualificatory
PGSC9125	Professional Behaviours	n/a	Qualificatory
PGSC9126	Challenging Disadvantage	n/a	Qualificatory
PGSC9117	Initial Experience Phase Placement [towards QTS]	n/a	Qualificatory
PGSC9118	Sustained Enactment Phase Placement [towards QTS]	n/a	Qualificatory
PGSC6111	Teaching and Learning in your Subject	20	Core
PGSC6112	Extending your Knowledge in Teaching and Learning	20	Core
PGSC6113	Extending Professional Learning	20	Core
PGSC9121	Managing Behaviour	n/a	Qualificatory
PGSC9122	Subject and Curriculum	n/a	Qualificatory
PGSC9123	Pedagogy	n/a	Qualificatory
PGSC9124	Assessment	n/a	Qualificatory
PGSC9125	Professional Behaviours	n/a	Qualificatory
PGSC9126	Challenging Disadvantage	n/a	Qualificatory
PGSC9117	Initial Experience Phase Placement [towards QTS]	n/a	Qualificatory
PGSC9118	Sustained Enactment Phase Placement [towards QTS]	n/a	Qualificatory

Additional Module Information
If you fail, you will not be able to re-register on the same programme. All target awards and exit awards are at the end of the programme. There are no exit awards that can be made prior to the end of the programme.

Students who do not meet the pass mark at the end of their first module will have the option to transfer onto a parallel, level 6 version of the course. This would lead to a Professional Graduate Certificate in Education.

A bespoke 10 credit version of PGSC7113 is available for the purposes of intercalation. This is PGSC7114 – Extending Professional Learning.

A bespoke 10 credit version of PGSC6113 is available for the purposes of intercalation. This is PGSC6114 – Extending Professional Learning.

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.
Qualificatory Practice 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. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

Timetables

Timetables are normally available the outset of the programme. Please note that while we make every effort to ensure timetables are as student friendly as possible, scheduled learning can take place on any day of the week.

This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time

ADDITIONAL INFORMATION

Student Support

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

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.

Course Costs

Tuition Fees

Course fees can be found:

https://mywebsearch.cumbria.ac.uk/s/search.html?f.Course+Department%7CstencilsCourseDepartment=Institute+of+Education&f.Course+Location%7CstencilsCourseLocation=Lancaster&query=&f.Course+Level%7CstencilsCourseLevel=PGCE&f.Tabs%7Cuoc-courses=Courses&collection=uoc-meta

The following course-related costs are included in the fees:

- Resources you will use in centre-based training

Additional Costs

The following course-related costs are not included in the fees:

- Placement costs relating to the purchase of materials to support learning activities which are not provided by placement schools.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes There are no exceptions to the Academic Regulations for Postgraduate Certificate in Secondary Education with QTS.

External and Internal Benchmarks

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 2023) 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.

Disclaimer

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/course-list/?study-level=PGCE&subject=