Programme Specification

| Programme Title and Name of Award | Postgraduate Certificate in Education (Secondary [named subject]) with QTS - 11-16 |
| | Postgraduate Certificate in Education (Secondary [named subject]) with QTS – 14-19 |

Academic Level	L7	Total Credits	60

Professional Body Accreditation / Qualification	The PSRB for this programme is the Department for Education (DfE) who approve the delivery of Initial Teacher Training (ITT), set out the compliance regulations for recruitment and training as well as the standards against which trainee teachers are measured for the recommendation of Qualified Teacher Status (QTS) by the University. They are only concerned with the aspect of the programme that leads to the award of QTS. The *Initial Teacher Training Core Content Framework (DfE 2019)* has been used to inform programme outcomes and module outcomes.

Date of Professional Body Accreditation	The IoE underwent a 'Health Check' in January 2018 which looked at PSRB compliance across all the UoC QTS programmes. It passed with no 'actions'.	Accreditation Period	Open ended approval.

UCAS Code	There are multiple UCAS codes as there is one for each subject for the CORE (university led cohort).
	Core:
	Art & Design W1XC; Biology C1X1; Chemistry F1X1; English QX31;
	Geography F8X1; History V1X1; Maths G1X1; MFL 37DT;
	Music W3X1; Computer Science & ICT G5X1; PE 25XC;
	Religious Education V6X1; Physics F3X1.

HECoS Code	101351 creative arts and design
	100346 biology
	100417 chemistry
	100366 computer science
	100048 design/100050 product design
	100069 drama
	100320 English studies

	100409 geography
	100302 history
	100403 mathematics
	100329 modern languages
	100642 music education and teaching
	100433 sport and exercise sciences
	100425 physics
	100339 religious studies
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. The PGCE does not offer APL as the Masters level modules are integral to the aims of the programme.
	Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/secondary-education-with-qts-history-pgce/ (The entry requirements for each secondary subject are the same so the link is to one of the subject pages). All of the requirements are set out there including the additional DfE requirements for successful completion of the literacy and numeracy skills tests, satisfactory Enhanced Disclosure and Barring Service (DBS) background clearance check prior to staring the course.
Teaching Institution	University of Cumbria – Lancaster Campus.
Owning Department	Institute of Education
Programme delivered in conjunction with	The core programme is delivered on site but with placements in upwards of 40 partner schools.
Principal Mode of Delivery	Face to face
Pattern of Delivery	Full Time
Delivery Site(s)	University of Cumbria – Lancaster campus.
Programme Length	9 months/42 weeks to enable PSRB compliance.
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 Education {Secondary + named subject (s)} with QTS 11-16
	Professional Graduate Certificate in Education {Secondary + named subject (s)} with QTS 14-19
	Postgraduate Certificate in Education Studies

	Graduate Certificate in Education Studies
	Qualified teacher Status (as an interim or exit recommendation 'award')
Period of Approval	August 2019 to July 2025

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

This is a full-time Programme with innovative models of professional learning. The Programme enables students to focus on their specialist subject whilst, at the same time, helping them to understand and participate in the wider aspects of school. As it is a Postgraduate Certificate in Education, it entails work at Masters Level (level 7). This recognises the high levels achieved by students on this Programme and rewards this with 60 Masters-level credits.

All subjects are based in Lancaster or at one of our School Direct alliances' lead schools. At least two thirds of the Programme is based in schools and other relevant educational settings.

The programme is fully compliant with the Department for Education (DfE) requirements, so you can expect to do a minimum of 120 days in two contrasting schools giving you the essential hands-on experience you need for future employment. Plus, we ensure that our course gives you plenty of hands-on experience – whether delivering lessons, using technology in the classroom (ICT), assessing work - to prepare you to confidently step into and lead a classroom. You won't be dropped in the deep end. You will start by working with individual groups of pupils in school and gradually build up to the teaching of whole classes so you can develop the appropriate levels of learning in pupils required of you in the Teachers' Standard. The programme is designed to ensure trainees develop the knowledge and skills set out in the the Initial Teacher Training Core Content Framework (DfE 2019).

- Our excellent partnerships with schools in Lancashire and Cumbria and beyond enhance your placement and job prospects
- A high number of our students get offered jobs from teaching placements
- Experience two contrasting school placements where you can put the theory you learn in lectures

and seminars into real-world practice, giving you valuable work experience

- Our academic tutors have backgrounds as highly-experienced secondary teachers or within the education sector and knowing what it is like to be a professional teacher, their first-hand experience will support your learning

- Our tutors are active researchers in education, so your learning will be up-to-date and fresh with the latest thinking, technologies and practices

- A personal tutor will guide you throughout your studies and your subject mentor will support your professional development at your placement

- Easy access to our Blackboard Virtual Learning Environment providing easy online access to course material, as well as our library, well stocked with education books and journals you need for research

- Free use of classroom props and learning aids that you can use on placements to enhance your teaching

- Flexibility to study either online or at our friendly and vibrant campus in Lancaster

- Access to new and modern social and study spaces, technology and facilities on campus

Our Lancaster campus is also home to our The Learning, Education and Development (LED) research centre, where our tutors are involved in leading and publishing high-quality educational research to inform educational practice and policy.

Aims of the Programme

The overall aims of the Programme are:

1. The programme aims to train and develop enthusiastic and committed teachers able to respond to complex realities of secondary education.

2. The programme aims to enable students 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. The programme aims to provide opportunities for students to develop the ability to 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 in order to understand how, why and when learning best occurs.

4. The programme aims to explore and investigate 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.

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: (For those transferring to Level 6 after the first summative assignment at Level 7), 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:

On successful completion of 60 L6 credits (Graduate Certificate in Education Studies) **you will be able to demonstrate:**

K1. A systematic and extensive knowledge of the professional obligations of the teacher and how to maintain these in complex and unpredictable situations

K2. The ability to analyse and evaluate complex concepts and professional situations through critical reflection

K3. A critical awareness of the processes involved in pupil progression and strategies for meeting the needs of all learners.

On successful completion of 60 Masters credits (Postgraduate Certificate in Education Studies) **you will be able to demonstrate:**

K1. A systematic and extensive knowledge of the professional obligations of the teacher and how to maintain these in complex and unpredictable situations

K2. The ability to analyse and evaluate complex concepts and professional situations through critical reflection

K3. A critical awareness of the processes involved in pupil progression and strategies for meeting the needs of all learners.

K4. A critical awareness of recent thinking on when and why effective learning occurs and how to act on this knowledge

On successful completion of the Postgraduate Certificate in Education (Secondary [named subject]) with QTS 11-16 or Postgraduate Certificate in Education (Secondary [named subject]) with QTS 14-19 *or* Professional Graduate Certificate in Education {Secondary + named subject (s)} with QTS 11-16 *or* Professional Graduate Certificate in Education {Secondary + named subject (s)} with QTS 14-19 **you will be able to demonstrate:**

K1. A systematic knowledge of the professional obligations of the teacher and how to maintain these in complex and unpredictable situations as identified in the Initial Teacher Training Core Content Framework (DfE 2019)

K2. The ability to analyse and evaluate complex concepts and professional situations through critical reflection

K3. A critical awareness of the processes involved in pupil progression and strategies for meeting the needs of all learners.

K4. A critical awareness of recent thinking on when and why effective learning occurs and how to act on this knowledge

K5. A critical understanding of recent thinking on planning, teaching and class management interfaced and synthesised with pedagogical practice

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

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

On successful recommendation for the award of Qualified Teacher Status (QTS) you will be able to demonstrate:

S7. Meet all standards for QTS

On successful completion of 60 L6 credits (Graduate Certificate in Education Studies) **you will be able to demonstrate:**

S1. A reflective enthusiastic and committed approach to the professional roles of the teacher informed by recent thinking

S4. 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. A clear understanding of a range of complex and specialised skills in planning, teaching and class management employing a critical awareness of the latest thinking

On successful completion of 60 Masters credits (Postgraduate Certificate in Education Studies) **you will be able to demonstrate:**

S1. Demonstrate a critically reflective enthusiastic and committed approach to the professional roles of the teacher informed by recent thinking

S3. The ability to recognise and promote importance of effective relationships between groups of pupils and adults in education drawing on a critically reflective response to current thinking in the area

S4. 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. Mastery of a comprehensive range of complex and specialised skills in planning, teaching and class management employing a critical awareness of the latest thinking

On successful completion of the Postgraduate Certificate in Education {Secondary + named subject (s)} with QTS 11-16 or Postgraduate Certificate in Education {Secondary + named subject (s)} with QTS 14-19 *or* Professional Graduate Certificate in Education {Secondary + named subject (s)} with QTS 11-16 or Professional Graduate Certificate in Education {Secondary + named subject (s)} with QTS 14-19 **you will be able to demonstrate:**

S1. A critically reflective enthusiastic and committed approach to the professional roles of the teacher informed by recent thinking

S2. Team working skills across a variety of groups and disciplines drawing on recent research in this area

S3. The ability to recognise and promote importance of effective relationships between groups of pupils and adults in education drawing on a critically reflective response to current thinking in the area

S4. 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. Mastery of a comprehensive range of complex and specialised skills in planning, teaching and class management employing a critical awareness of the latest thinking

S6. A creative problem solving approach in complex and unpredictable situations using a critical awareness of different frameworks for understanding educational practice

S7. Meet all standards for QTS

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:

For benchmarking purposes the following have been used:

UK Quality Code for Higher Education (2014), descriptors for level 7, p28, accessed at:

http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14

(accessed 15/7/18)

and QAA Benchmark statement *Education Studies* (2015) p12, accessed at:

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-education-studies-15.pdf?sfvrsn=959cf781_8

(accessed 15/7/18)

N.B. The above Education Studies benchmarks are at level 6 since the QAA has not yet published Master's degree subject benchmark statements. We have converted the statements in line with level 7 modes of thinking (See **Appendix 1**). Both the latter and the M-level benchmarks have then been incorporated into our aims and objectives.

Underpinning all aspects of the Programme are the government requirements in terms of Teaching Standards. These can be accessed at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

ITE Core Content Framework (2019)

Graduate Prospects

Successful graduates of the PGCE programme have gone on to be confident classroom practitioners employed in schools not only in the UK and other parts of Europe but around the world, including China, Canada and New Zealand.

Starting as a classroom teacher you will go on to secure your qualification in your first year as a Newly Qualified Teacher (NQT). Thereafter you will may find opportunities, as you gather experience, to apply for a head of department post or be given responsibility for certain aspects of the wider curriculum or pastoral system either within your current school or beyond.

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.

Learning and Teaching

This Programme has been designed and honed over a period of several years 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 two distinct phases, September-December and January-June.

In the September-December phase we utilise the best possible settings for you to notice, understand and start to rehearse and implement key teaching strategies. During this phase you will take your 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 students to understand the needs of individual learners.

In the January-June phase, this is where the bulk of your sustained whole-class teaching takes place. The key word here is 'sustained'. This is all about being able to foster in learners, over a sustained period of time, the appropriate levels of learning that correspond to the requirements of the Teachers' Standards.

Assessment Strategies

From the outset, our assessment procedures are designed to get you thinking deeply about assessment from a range of different perspectives. We hope to achieve this by promoting **assessment of**, **for** and **as learning**. But what do these terms mean?

Assessment of learning, often referred to as 'summative assessment', involves making some sort of judgement on your work that is recorded, often for official grading purposes. Receiving a mark on an essay that counts towards your final award and its grade is an example of 'assessment of learning'.

Assessment for learning, often referred to as 'formative feedback', entails giving you carefully-crafted feedback that is intended to help you improve, but which does not count towards your final

Award and its grade.

Assessment as learning refers to your own professional learning about assessment; in other words, all of the assessment procedures that we employ with you are designed not only to help you get better at what you do – the formative bit- and in some instances at particular points in time give you a grade – the summative bit-, but also to help you unpick what assessment actually is through experiencing it at first-hand.

You are entering a world in which words are not always used in their everyday sense. Perhaps the commonest example of this phenomenon is the use of the term 'critical reflection'. 'Critical' in this particular context does not mean 'criticising'. You will have already been introduced to this term in the pre-interview reading and the written task set at interview.

A general principle of the Programme's assessment strategy is that assessment should be assessment **for** learning and not just assessment **of** learning. This principle means that all assessed activities will be designed so that carrying them out will be a valuable learning opportunity and not just a performance to demonstrate existing understanding, skills or competence. It also means that assessment carried out by tutors in University and mentors in school will have a strong diagnostic and/or formative element. In other words, the task that you undertake will give both you and us a clear idea of where you are in your learning and what the level of understanding is, thereby giving an excellent point of reference for some formative feedback to help you to improve. A second general principle is that assessment is not something that is done to you by tutors and mentors, but is something in which you are an active and reflective partner.

So what does this mean in terms of your credit-bearing modules? You will submit a formative and a summative assignment for each 'core' module. The first does not contribute to the outcome of the PGCE but does provide an opportunity to receive rich feedback to support development of your writing style and subsequent assignments. Below you find a brief description of your contributory modules.

Investigating Teaching and Learning (PGSC 7011) – The aim of this module is for you to explore at a deep level key concepts and structures within your subject along with the connections between differing aspects of the subject as a result of engaging with learners of the subject from a variety of perspectives. In other words this module is about working with learners to develop your understanding of the ways that subject knowledge interconnections and structures underpin planning for learning. You will be encouraged to work with small groups and individuals and plan lesson episodes for these learners and reflect on how their reactions to your planning may go onto inform your future planning. It carries 30 Master's-Level (M-Level) credits and, in common with all, M-Level modules has a pass mark of 50%.

Learning Across and beyond the Curriculum (PGSC 7012) – The aim of this module is for you to develop a secure understanding of the school curriculum and the ways in which as practitioners you can contribute to the wider aims of the curriculum, and its relevance and application to the world beyond school. You will develop an understanding of the contributions you can make to school life and the school community of practice. In other words this module is about developing ways that you can contribute to the school and develop into the wider role of a teacher. The module carries 30 credits and has a pass mark of 50%.

Your qualificatory module is:

Professional Skills (PGSC 9011) –This module is a qualificatory module, meaning that it is assessed on a pass/fail basis but it is required for your Award; indeed, it is the element of your course that draws together the school-based experiences and determines whether you will be awarded Qualified Teacher Status or not. There are two qualificatory but mandatory summative elements to this module. The first element relates to the outcome of your placements at KAP3 at the end of the course; the second relates to a range of evidence that satisfies the key compliance requirements for the award of QTS. The first element will result in a decision to award QTS based on your teaching practice and the demonstration of sustained practice in the Teachers' Standards across two age phases and

assessed using the assessment matrix.

The second element will relate to a range of evidence demonstrating that the standards have been met; that compliance issues around sustained practice across two age phases has been assessed, engagement with age phases before and after the ones in which you have been trained to teach, engagement with safeguarding issues and ongoing development of your subject knoweldge. This compulsory qualificatory record of the evidence is gathered by way of a portfolio using the *Pebblepad* software. A key element supporting both qualificatory elements is the production of an evidence bundle The portfolio of evidence will typically consist of examples of your planning, resources, assessment, lesson observations completed by University tutors and school mentors etc. It may also be that your assignments for the contributory modules provide evidence of having met some of the Teachers' Standards for QTS. You are required to decide what evidence you think demonstrates meeting the Standards and to compile the portfolio (with guidance from school and University colleagues); therefore there is a strong emphasis on self-assessment. During school placements you will participate in weekly formative and/or diagnostic feedback sessions that will help you with this process.

It is the expectation of the course that most students will exit with the Postgraduate Certificate in Education. In the anticipated very few cases where the appropriate level is not reached, it is possible to undertake the 2 level-7 modules (PGSC7011 and PGSC7012) at level 6 (PGSC6011 and PGSC6012).

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

Core students attend a registration day for the PGCE during the first week of the programme. There you will receive: a 'Whole Cohort welcome Talk' from the relevant programme leader; a 'University essentials' talk from LISS outlining all the support and resources available to you from the *library and information services* for the duration of the course; an introductory talk on pebblepad and how to develop your evidence portfolio over the course; a comprehensive introduction to your assignments. Also you will complete your Registration and collect your Cumbria cards and be given a tour of the campus to show you where the teaching rooms are located for their taught sessions. You will meet your subject tutors for the Pedagogy for Learning (PfL) days and your cohort leaders who will deliver generic sessions on campus.

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.

You have a cohort leader who is your first port of call. You also have a University Partnership Tutor (UPT) who will visit you whilst on school placement. You will receive tutorials at key points during the course to check on progress and offer assistance. Your UPT will also support your school placements facilitating additional support where necessary such as additional school visits; arranging a subject

specific tutor to visit you in school; arranging a student support session on campus and by offering guidance and advice when necessary via email or telephone.

You will have regular and direct subject support in school via your subject mentor in the form of formal lesson observations and feedback as well as regular subject mentor meetings to review progress in the Teacher's Standards. The professional mentor who oversees all the trainees on placement in a particular school will also provide guidance and support udring the course of the placement. They will also provide sessions that cover relevant generic issues in thecontext of the placement school such as the school's approach to SEN/D, assessment or the school's behaviour policy.

There will be regular and additional support for all trainees during your time on the course through the VLE – Blackboard. The programme leader and university tutors will use Blackboard to provide you with important announcements, video tutorials, course documents and teaching session materials.

Personal Development Planning

Your lesson observations, subject mentor meetings and the reviews at the three *key assessment points* (KAP1, 2 & 3) will provide feedback to support your development as a teacher. The KAP reports will provide summative feedback on your progress in the teaching standards and also formative feedback by way of targets on areas to focus for further improvement.

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.

Staff and Student Services

Staff and Student 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 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 gives 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's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
7	PGSC 7011	Investigating Teaching and Learning in (subject)	30	Core	K2, K3, K4, K5, S1, S3, S4, S5, S6,
7	PGSC 7012	Investigating Teaching and Learning Across and Beyond the School Curriculum	30	Core	K1, K2, K3, K5, S1, S2 S3, S5, S6,
N/A	PGSC 9011	Developing professional skills, knowledge and practice	N/A	Qualificatory	S7
6	PGSC 6011	Investigating Teaching and Learning in (subject)	30	Core	K2, K3, K4, K5, S1, S3, S4, S5, S6,
6	PGSC 6012	Investigating Teaching and Learning Across and Beyond the School Curriculum	30	Core	K1, K2, K3, K5, S1, S2 S3, S5, S6,
N/A	PGSC 9011	Developing professional skills, knowledge and practice	N/A	Qualificatory	S7

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the DfE QTS requirements: assessment for PGSC 9011 is pass/fail based on the assessment of the Teachers' Standards.

A failed student may be permitted to re-register on the same programme.

- The course is a Masters level programme. However if after submission and marking of the first summative assignment (PGSC 7001) there are significant challenges to completing the level 7 programme then there is the option to transfer to level 6. This choice must be made before the

Module Assessment Board sits in the February of the academic year. In the event of transferring to L6 the assignment is remarked at L6 and the subsequent summative assignment PGSC 6012 is marked as L6.

- Reassessment in the failed component(s) of PGSC 9011 will be undertaken as stated in the Academic Regulations. As this is a school based placement module, a resit placement will be sourced as appropriate and possible in the following academic year. An amended portfolio would be completed during the course of the resit placement. The student will be required to pay for a reassessment in a school.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been 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**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Semester / Year-Long		
PGSC 7011	Investigating Teaching and Learning in (subject)	Autumn Semester	1 x Formative (Qualificatory) 1 x summative (30 credits)	October formative January summative
PGSC 7012	Investigating Teaching and Learning Across and Beyond the School Curriculum	Year-Long	1 x Formative (Qualificatory) 1 x summative (30 credits)	November formative April summative
PGSC 9011	Developing professional skills, knowledge and practice	Year-Long	1 x Formative (Qualificatory) 2 x summative (Qualificatory)	November formative June summative
PGSC 6011	Investigating Teaching and Learning in (subject)	*See transition arrangements for L7 to L6 in mapping above*	1 x Formative (Qualificatory) 1 x summative (30 credits)	October formative January summative
PGSC 6012	Investigating Teaching and Learning Across and Beyond the School Curriculum	*See transition arrangements for L7 to L6 in mapping above*	1 x Formative (Qualificatory) 1 x summative (30 credits)	November formative April summative

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: Exit Surveys - Personal tutorials - Meetings with External Examiners

Date of Programme Specification Production:	16/7/18
Date Programme Specification was last updated:	17.01.2022
For further information about this programme, refer to the programme page on the University website	

Appendix 1 QAA Education Studies Benchmarks

	Students will demonstrate:
1	a good awareness of the underlying values and principles relevant to Education Studies and a developing personal stance which draws on their knowledge and understanding
2	a comprehensive and critical understanding of the diversity of learners and the complexities of the Education process.
3	a well-developed understanding of the complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process
4	critical insight into the societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process
5	the ability to select from a comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding
6	a well-developed ability to analyse educational concepts, theories and issues of policy in a systematic way
7	a well-developed ability to identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
8	a well-developed ability to accommodate to new principles and understandings. This would include the ability to formulate appropriate and justified ways forward and potential changes in practice using a range of evidence.
9	a high level of ability to reflect on their own value system
10	the ability to integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject
11	a critical understanding of the significance and limitations of theory and research