

Postgraduate Certificate in Education  
(Primary School Direct) with QTS Handbook  
2014/15

*Faculty of Education, Arts and Business  
Department of Postgraduate Programmes*

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Organisation

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Postgraduate Certificate in Education (Primary School Direct) with QTS Handbook

University of  
**Cumbria** 



*This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification, available on your programme Blackboard site.*

*This programme is governed by the University's Academic Regulations available at [www.cumbria.ac.uk/academicregs](http://www.cumbria.ac.uk/academicregs). You should read and familiarise yourself with the Academic Regulations. In the event of any information contained in this handbook conflicting with that in the Academic Regulations, then the Academic Regulations should be taken as the definitive version.*

*This handbook should be read in conjunction with supporting information available in the Student Handbook available at [www.cumbria.ac.uk/studenthandbook](http://www.cumbria.ac.uk/studenthandbook) and the Course Information Point (CIP): [www.cumbria.ac.uk/StudentLife/Support/YourStudies/CourseInformationPoint/Home.aspx](http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/CourseInformationPoint/Home.aspx)*

*All students are expected to read and familiarise themselves with the content of the Student Handbook.*

*The University has taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University's reasonable control may arise which limit its ability to deliver the programme as described. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the programme handbook.*

*If you require this document in an alternative format, please contact your Programme Leader in the first instance.*

**Important Note:**

Date Validated: May 2014

The University and the Sacred Heart Alliance have taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University's reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

### **Sacred Heart Roman Catholic Primary School:**

As an Ofsted graded outstanding school, Sacred Heart has strived, over the past years, to offer outstanding training opportunities to beginning teachers from local universities. School's Direct is the next evolutionary step in our desire to train and develop outstanding practitioners in primary education. We are an innovative school and as a team, are always forward looking in our approach to educating children. With a keen approach to enhancing learning through the use of technology and outdoor learning, it is our objective to find and mould rounded and unique teachers, that are going to be future outstanding practitioners and leaders in primary learning.

Our programme will carry full PGCE accreditation with up to 40 Masters credits.

#### **1.1 Welcome**

Welcome to our primary SD Programme led by Burton Morewood Primary Academy and the University of Cumbria.

You will become an active member of a wide-ranging school and University Partnership that includes schools throughout the UK. Within this Partnership you will join a community of Education professionals who work together to support your development. We look forward to welcoming you into this community where we hope that you will make your own valuable and very distinctive contribution.

#### **1.2 Data Protection and sharing of information**

Please note that University of Cumbria and Sacred Heart Roman Catholic Primary School will routinely share information in order to facilitate your studies, including:

- Application and registration details (e.g. name, contact details, date of birth, education, TRN Number etc).
- Examples of work.
- School-related assessment gradings.

This information will be kept securely and in line with the Data Protection Act by both the University of Cumbria and Sacred Heart Roman Catholic Primary School. The administrative centre will be at Sacred Heart Roman Catholic Primary School.

## Introduction



### Welcome

On behalf of all the children, teachers, academic tutors, school mentors and administrative staff, welcome to the School Direct Postgraduate Certificate in Education (PgCE) with QTS programme! Please use this handbook as a reference point for information about the programme. It is important that you are familiar with all of the contents of the handbook and used it as a supportive guide throughout your course.

We are delighted to welcome you to your School Direct PgCE Programme. We aim that this programme will be particularly successful at preparing teachers who are reflective, skilful, knowledgeable, caring and life-long learners. It is designed to equip you with the key knowledge and skills required to be an effective teacher and to nurture your beliefs, values and self-motivation as an independent learner and to continue to develop these throughout your career. This is a full-time programme with 120 days spent in school and 60 training days. Some of your time will also be dedicated to independent study.

As it is a Post Graduate Certificate in Education it includes some work at Masters level (level 7). This recognises the high levels achieved by students on this programme and rewards this with 40 Masters level credits that can be used to count towards an MA in Education. This is promoted through the programme.

The programme meets Government requirements for the achievements of QTS, provides rigour and quality of provision; offers opportunity for study of curriculum, pedagogy and aspects of school life (including leadership) beyond the statutory requirements; increases knowledge and awareness of inclusive education and provides differentiated support according to your needs. However, equally importantly, it aims to produce caring, questioning, professionals who are able to positively influence the learning of others. This programme is designed to nurture these qualities through providing the type of environment (concerned with inclusion, equality of opportunity and recognition of individual need) reflected in the Mission Statements of both Sacred Heart and the University.

A key aspect of the programme is the synthesis between the academic and professional elements. The contributory elements of this programme will develop a critically reflective evidence-based approach and provide you with 40 Masters Level credits that can be used towards an MA in Education and 20 Level 6 credits.

## Programme Team

<b>Name</b>	<b>School/ Room</b>	<b>Telephone</b>	<b>Position of Responsibility</b>
James Callow	Sacred Heart RC Primary	01942 634681	Primary Programme Lead (PPL)
Martin Johnson	Sacred Heart RC Primary	01942 634681	Senior SD Administrator
Kären Mills	UoC	01524 384394	University Programme Leader
Jan Ashbridge	UoC	01524 384178	Primary PGCE Programme Leader

### Who to contact when issues arise

If something should arise on which you would like further advice, then please contact in the first instance your PPL. Contact details are given above. Depending on the nature of the issue, you might also like to contact your University Programme Leader (UPL). In short, there are lots of people to whom you can turn should you have any questions.

## Who should I seek for help?

### School-based issues

### (SCHOOL NAME)

### Personal or programme


School Based Mentor


Personal Tutor

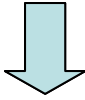
Group representative


  
Partnership Programme  
Lead


  
Partnership Programme Lead

  
Personal Tutor

  
University Programme  
Lead

  
University Programme  
Lead

  
Partnership Programme  
Lead

  
University Programme Lead

Name	Contact details	Area of Support/Advice
Library and Student Services (LiSS)	<a href="http://www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria/Home.aspx">http://www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria/Home.aspx</a>	Academic skills, Digital skills and Library skills.
Library and Student Services (LiSS)	<a href="http://www.cumbria.ac.uk/StudentLife/Support/Home.aspx">http://www.cumbria.ac.uk/StudentLife/Support/Home.aspx</a>	Careers and money matters,
Library and Student Services (LiSS)	<a href="http://www.cumbria.ac.uk/StudentLife/Support/Disability/Home.aspx">http://www.cumbria.ac.uk/StudentLife/Support/Disability/Home.aspx</a>	Learning difficulties (e.g. dyslexia) and disability
Course Information Point	<a href="http://www.cumbria.ac.uk/StudentLife/Support/SIP/ExtenuatingCircumstances.aspx">http://www.cumbria.ac.uk/StudentLife/Support/SIP/ExtenuatingCircumstances.aspx</a>	Extenuating Circumstances
Course Information Point Carlisle	<a href="mailto:sipcarlisle@Cumbria.ac.uk">sipcarlisle@Cumbria.ac.uk</a> 01524 616205/616358	All the information you need about your academic life
Course Information Point Lancaster	<a href="mailto:SIPLancaster@Cumbria.ac.uk">SIPLancaster@Cumbria.ac.uk</a> 01524 590825	All the information you need about your academic life
Course Information Point London	<a href="mailto:SIPLondon@Cumbria.ac.uk">SIPLondon@Cumbria.ac.uk</a>	All the information you need about your academic life
Trish Lee	<a href="mailto:Trish.Lee@cumbria.ac.uk">Trish.Lee@cumbria.ac.uk</a>	Student Advice Service
Debra Robinson	<a href="mailto:Debra.Robinson@cumbria.ac.uk">Debra.Robinson@cumbria.ac.uk</a> <a href="http://www.thestudentsunion.org.uk/academicreps">www.thestudentsunion.org.uk/academicreps</a>	Student representative issues
	<a href="http://www.thestudentsunion.org.uk/">www.thestudentsunion.org.uk/</a>	Students' Union
	<a href="http://www.uocc.org.uk/">www.uocc.org.uk/</a>	Chaplaincy
	<a href="#">_____</a>	

## About the Programme

### Title(s) of Award(s)

Academic Award(s)	Target/ Exit award	NQF Level	CAT Points	Associated Professional Qualifications
Postgraduate Certificate in Education (Primary) with QTS	Target	6 7	20 40	Qualified Teacher Status (Primary)
Professional Graduate Certificate in Education (Primary) with QTS	Exit	6	60	Qualified Teacher Status (Primary)
Postgraduate Certificate in Education Studies	Exit	6 7	20 40	
Graduate Certificate in Education Studies	Exit	6	60	
	Exit	6	20	Qualified Teacher Status (Primary)

### Professional Qualifications QTS

To achieve QTS, student teachers' learning and classroom practice have to be satisfactorily assessed against the TA's Teacher Standards 2012. These standards must have been met to a standard required of a Newly Qualified Teacher. Judgements on this will be made by a combination of school-based staff and university-based partnership staff.

### Academic Regulations

This programme is governed by the University of Cumbria Academic Regulations, [www.cumbria.ac.uk/academicregs](http://www.cumbria.ac.uk/academicregs)

You should read the Regulations so you are familiar with them.

## Programme Rationale and Philosophy



The programme aims to provide you with the opportunity to engage effectively with:

- A distributed learning approach;
- A range of contexts including a strong focus on school based learning;
- A variety of innovative and challenging learning experiences.

In order to continue to develop as:

- Effective classroom practitioners with developing personal philosophies;
- Independent learners;
- Open minded and reflective practitioners;
- Enthusiastic and committed professionals;
- Respectful members of learning communities;
- Creative and adaptable problem solvers.

Who are able to:

- Critically review, consolidate and extend their knowledge and understanding;
- Reflect critically and analytically on their experiences;
- Transfer and apply knowledge and skills flexibly to a range of contexts and changing agendas and curriculum;
- Solve complex problems both individually and collaboratively;
- exercise judgement and accept responsibility for achieving outcomes;
- Communicate ideas and arguments clearly and in a variety of forms;
- Value diversity and recognise the importance of an inclusive approach.
- Demonstrate empathic values and attitudes;
- Contribute to (and, where appropriate, manage) a variety of groups and disciplines within a diverse, multi-disciplinary environment;
- Promote and value effective professional relationships between all the groups of young children and adults in an educational setting.

To enable children to become:

- Successful learners
- Confident individuals
- Responsible citizens

Within Sacred Heart Alliance, it is our aim to impart our ethos of developing highly independent and greatly unique teachers that are equipped for teaching the New National Curriculum to young learners. Through the use and exposure to our expansive outdoor learning areas, outstanding and modern approaches to teaching all curriculum subjects and use of new and emerging media/technology to enhance learning opportunities, it is our clear aim to nurture trainees to become the best teacher they possibly can.

It is through this process that we hope to achieve not only greater levels of collaboration, but also a more expansive model of learning and professional development. Potential examples of this type of activity are:

- Lead mentors work with University tutors to design, develop and implement key enactment activities;
- Mentor training takes place with student teachers, mentors and University staff working together.
- In school students can collaborate with each other on very focused observations tasks.
- University staff and school staff will work together on initiatives such as setting up expectations of work-based experiences; training students in how to observe and give feedback; training students in peer coaching etc.
- With the requirements for the mini research module that investigates a topic that is of interest to a school, school staff, University staff and other appropriate staff work with students and school staff in clusters, building up a repertoire of basic research techniques;
- School and University staff devise NQT support packages;
- Interviewing is undertaken by University and school staff working together;
- School and University staff work together on the evaluation of the Programme, including research-based inputs, conference presentations and the writing of papers



## Programme Outcomes



This programme provides opportunities for you to develop and demonstrate:

- (i) Knowledge and understanding (outcome 1 and 2)
- (ii) Qualities, skills and other attributes (outcome 3 and 4) in the following areas:

**Outcome 1** Students demonstrate how to address the requirements for professional knowledge and understanding as detailed in the Teacher Standards (2012)

*Outcome 1* is illustrated through the following QAA benchmark standards:

- The underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding
- The diversity of learners and the complexities of the education process.
- The complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.
- The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
- Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding.

**Outcome 2** For M-level PgCE - Students demonstrate 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 their academic discipline, field of study or area of professional practice. QAA (2008) The framework for higher education qualifications in England, Wales and Northern Ireland.

*Outcome 2* is illustrated through the following QAA MA Degree Characteristics:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

**Outcome 3.** Demonstrate full engagement with the Professional Attributes as detailed in the Teacher Standards 2012.

*Outcome 3* is illustrated through the following QAA benchmark standards.

Students should be able to demonstrate the ability to:

- Analyse educational concepts, theories and issues of policy in a systematic way.
- Accommodate new principles and understandings.
- Reflect on their own and others' value systems.

**Outcome 4.** Demonstrate the required level of competence throughout their repertoire of Professional Skills as detailed in the Teacher Standards 2012

*Outcome 4* is illustrated through the following QAA benchmark standard:

- Demonstrate transferability of skills and adaptability that would support employability.
- (<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Education07.pdf> Section 7).

In addition for outcome 3 and 4, the M-level PgCE follows the QAA MA Degree Characteristics:

Students will have the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility.
- Decision-making in complex and unpredictable situations.
- The independent learning ability required for continuing professional development.

The full time Primary PgCE is an established programme, which has been successfully delivered at the University of Cumbria (previously St Martin's) for many years. It recruits strongly and has achieved very good OFSTED grades. The programme is particularly successful at preparing practitioners and teachers who are reflective, skilful, knowledgeable, caring and life-long learners. It is designed to equip students with the key knowledge and skills required to be an effective practitioner and teacher and to nurture the beliefs, values and self-motivation as an independent learner and to continue to develop these throughout their career.

Our SD programme is firmly based on the existing Primary PgCE but with the added bonus of more school centred learning and a more classroom based experience.

As it is a Post Graduate Certificate in Education it includes some work at Masters level (level 7). This recognises the high levels achieved by students on this programme and rewards this with Masters level credits that can be used to count towards an MA in Education. This is promoted through the programme.

The programme meets Government requirements for the achievements of QTS; provides rigour and quality of provision; offers opportunity for study of curriculum, pedagogy and aspects of school life (including leadership) beyond the statutory requirements; increases knowledge and awareness of inclusive education and provides

differentiated support according to student teachers' needs. However, equally importantly, it aims to produce caring, questioning, professionals who are able to positively influence the learning of others. The programme is designed to nurture these qualities through providing the type of environment (concerned with inclusion, equality of opportunity and recognition of individual need) reflected in the University's Mission Statement. Additionally, it embeds Every Child Matters within its structure and content.

A key aspect of the programme is the synthesis between the academic and professional elements. The contributory elements of this programme (from which the university- based assessments arise) will develop a critically reflective evidence- based approach and provide students with 40 Masters Level credits that can be used towards an MA in Education. The qualificatory elements of the programme (that are assessed through student's progress in school and ultimately on their ability to meet the Qualified Teacher Status standards by the end of their extending placement) will develop the practical competence to feel confident and effective in the classroom and as part of the school team.

While there is no specialism for most students, within the 5-11yrs pathway, appropriately qualified students will be able to specialise in MFL (French) through one of the contributory modules. The minimum requirement is A - level with work experience abroad, though normally applicants have a degree or part degree or are bilingual. Underpinning all routes is the desire for practice to be built upon sound pedagogical understanding. Students will be encouraged to reflect on the 'universals' of effective learning and teaching, regardless of content.

The programmes aim to provide all students with the opportunity to engage effectively with:

- a distributed learning approach;
- a range of contexts including a strong focus on school based learning;
- a variety of innovative and challenging learning experiences.

In order to continue to develop as:

- effective classroom practitioners with developing personal philosophies
- independent learners;
- open minded and reflective practitioners;
- enthusiastic and committed professionals;
- respectful members of learning communities;
- creative and adaptable problem solvers.

Who are able to:

- critically review, consolidate and extend their knowledge and understanding;
- reflect critically and analytically on their experiences;
- transfer and apply knowledge and skills flexibly to a range of contexts and changing agendas and curriculum;
- solve complex problems both individually and collaboratively;
- exercise judgement and accept responsibility for achieving outcomes;
- communicate ideas and arguments clearly and in a variety of forms;
- value diversity and recognise the importance of an inclusive approach.
- demonstrate empathic values and attitudes
- contribute to (and, where appropriate, manage) a variety of groups and disciplines within a diverse, multi-disciplinary environment;
- promote and value effective professional relationships between all the groups of young children and adults in an educational setting;
- achieve mastery of a comprehensive range of complex and specialised skills for planning, teaching, observing, assessing, recording and class/setting management;
- analyse complex concepts and professional situations in order to understand how, why and when learning best occurs and act on this in the classroom/setting.

To enable children to become:

- successful learners
- confident individuals
- responsible citizens

## **Placement Experience**

The programme has four placements outlined below:

Beginning placement – 4 weeks

Developing placement – 5 weeks

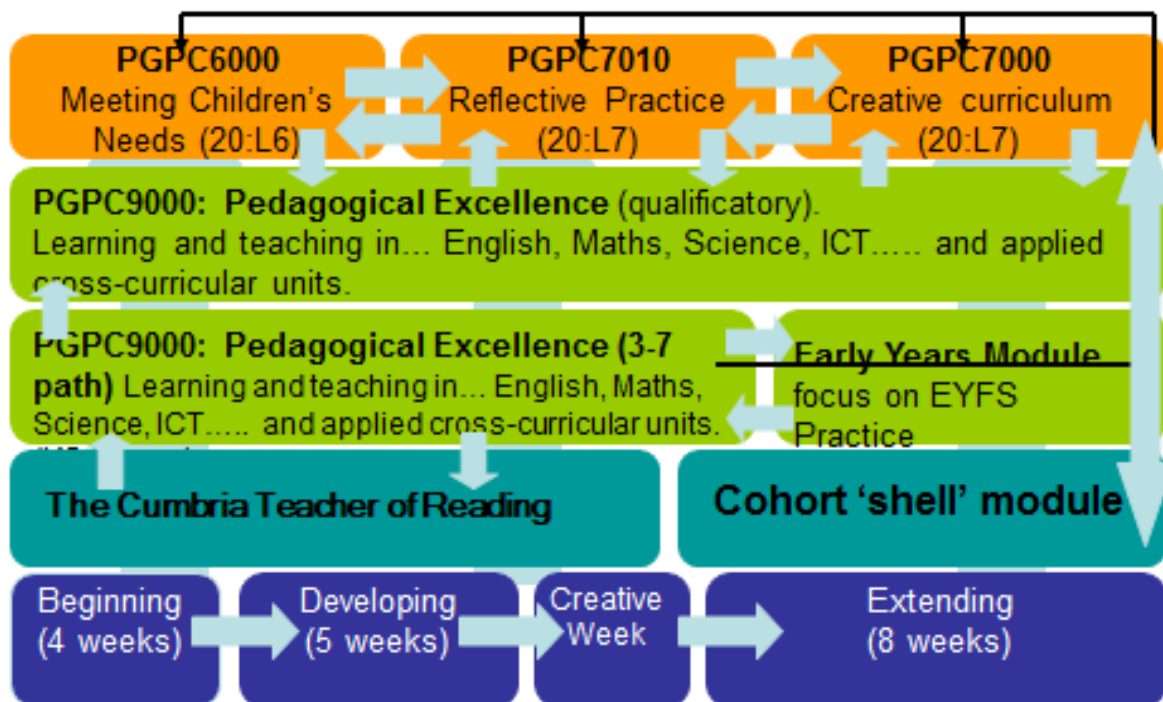
Creative placement – 1 week

Extending placement – 8 weeks

These placements will take place within partnership schools linked to the lead school. The Lead school and partnership has been through an institutional approval process. In addition the University has provided Development Days where each Lead School has been represented to learn about the programme, ethos and philosophy in order to shape their delivery of it. The School Direct placement experience will map that of the campus based placement pattern. All approved schools have entered into the partnership agreement with University of Cumbria. Every Lead school has a trained mentor trainer and each school in the alliance has trained mentors (Associate Tutors) in the school/setting. If an institution does not have a trained mentor, the Lead school train somebody and agree to ensure they fulfil the role for that setting. The

Partnership Programme Leader (PPL) and University Programme Leader (UPL) monitor quality assurance and the process of keeping Associate Tutors up to date with change.

## Structure of the Programme



## Attendance



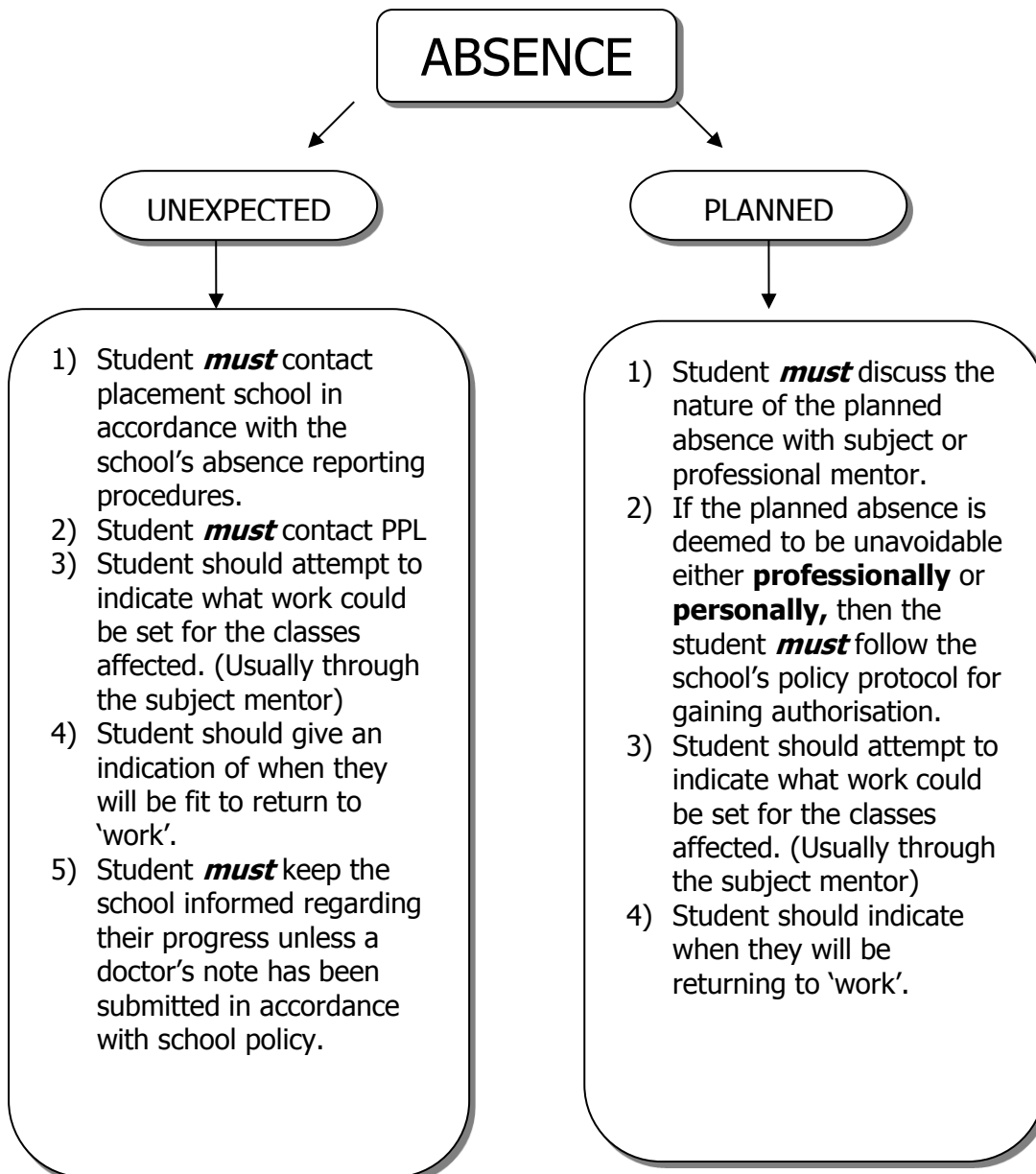
Full attendance is expected for all aspects of the course. Professional responsibility must be demonstrated in placement, school and university settings. Poor attendance could lead to serious problems with your ability to fulfill the requirement of qualified teacher status.

All students on the programme are expected to behave with professionalism throughout all components. This means you are required to attend all sessions, to be punctual and to communicate according to university policy requirements if you are unavoidably absent or late. Comments related to your professionalism are made on your confidential reference.

Because this is a professional course, not turning up to a session is like a teacher failing to turn up to teach a class in school because he/she thought it would be nice to have the day off to catch up on other things. We do not think we can put it any more plainly than that! In other words, it is not something you can choose to miss because you have better things to do. If you are timetabled to be in school or to attend a session, then you are professionally required to attend. If you miss the session without good reason (see below), then we will simply add the number of unexplained absences to your School Direct record. When a prospective employer asks for your attendance rate, as is often the case, we will be able to provide not only the number of legitimate absences, but also the number of unexplained absences; indeed, your overall professionalism is a very important part of the reference that is compiled on you jointly by the school and University.

Information on UoC student Code of Conduct can be found at [Student Code of Conduct and Adjudication](#)

Of course, you are allowed to be ill or absent for particular reasons. If you are **unexpectedly absent** (e.g. because of illness) you must contact your host school as soon as you are able to do so. **You should also contact your PPL on the morning of the first day of absence before 8:30am and every additional day absent, before the same time.** If you are absent at a time when you should be in school, then you must contact the school personally, as well as contacting the PPL. In terms of placements, then please note that you are regulated, in terms of your attendance and professionalism, as if you are a member of staff in your school. What this means in practice is that expectations regarding attendance are very different from those expected of a 'normal' university student. Below is a simple diagram to clarify what the university expects of you whilst you are on placement.





The University and Lead School Direct School will fully support the placement school as regards the application of their staff attendance protocols and policies to students whilst on placement as if they were a member of staff at that school.

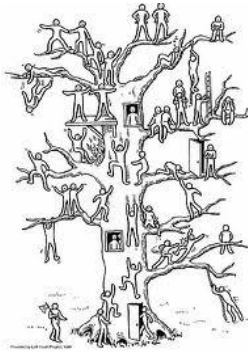
### **Leave of Absence**

If you know in advance that you will not be able to attend Sacred Heart Roman Catholic Primary School or your host school, you need to complete a Leave of Absence form. These are available from [ciplancaster@cumbria.ac.uk](mailto:ciplancaster@cumbria.ac.uk) and must be agreed and signed by the PPL. A copy of all Leave of Absence forms will be placed in your university record. Leave of Absence will only be granted for important reasons such as family illness, bereavement etc. You should not arrange to take holidays during university terms or during school placement time if the school term dates do not coincide with university term dates.

**Please note** that it is your responsibility to ensure you have undertaken appropriate measures to catch up on work you have missed. You should proactively ask for guidance from tutors about how to further catch up after you have used Blackboard notes and tasks, spoken to other students about missed work, and undertaken further reading.

Further information regarding attendance can be found in Section D5 of the Academic Regulations (see [www.cumbria.ac.uk/academicregs](http://www.cumbria.ac.uk/academicregs))

## Evaluation of the Programme



### **The role of the student representative**

On the SD PgCE programme, we would like one of you to take on the role of Cohort Representative (or 'rep'). Time will be allocated for you to decide who is going to carry out the role during your first few weeks.

The 'rep' will be responsible for directly liaising with the PPL and UPL at regular intervals, offering feedback from the cohort on their course and training. The course rep may be required to feedback to the university at quality committees.

### **Student evaluations**

All training and placements will be evaluated. A summary of these evaluations is passed on to the UPL and forms part of the evidence for the programme and School Annual Evaluatory Review. At the end of the programme you will be asked to complete a number of quantitative and qualitative summative evaluations, asking you to reflect your experience over the whole year. Responses to these are undertaken and will be made available for the following year's cohort to read.

It is also important to raise any concerns you have with the relevant tutor as they arise. As a team we have a commitment to your experience on this programme and will always do our best to ensure that you are able to succeed.

## External Examining



All HE programmes in the UK make use of independent, impartial academic advisers call external examiners. These are usually drawn from similar programmes in other institutions (in all probability your tutors will be external examiners elsewhere). Using their experience, external examiners provide authoritative comments on the standards of your programme and its comparability with similar programmes elsewhere. The aim is to help ensure that student performance at Sacred Heart Roman Catholic Primary School and the University of Cumbria is comparable with that of students following similar programmes in other UK universities. Outcomes of External Examiner reports are shared with all students.



### **Programme Teaching and Learning Methods**

Your learning experiences on this programme are built around three key elements – the contributory and qualificatory elements outlined above and the placements. Your **Professional and Academic Development Record (PADR)** has been designed to help you bring these elements together to enable you to synthesise these to develop effective, creative and critically reflective practice.

**Qualificatory work** is assessed through your progress on placements and ultimately through your ability to consistently meet the QTS standards by the end of your final placement. In all your placements you will be receiving regular oral and written feedback from your Associate Tutor and will get a report at the end of each placement, which will help you set targets. Both your extending and your developing placements are formally pass/fail placements. Placement assessment is moderated by a university Partnership Tutor who will visit and discuss your progress with you and your Associate Tutor. You will informally be assigned grades for elements of your practice using criteria as set out in the **QTS tracking grid**. If you fail your developing or your extending placement you will normally be given one reassessment opportunity (usually at the students own expense). In exceptional circumstances you may not be eligible for reassessment.

**Contributory work** is assessed through assignments relating to the contributory modules (PGPC6000, PGPC7010, PGPC7000). These assignments are designed to help you make meaningful connections between the different elements of your programme and to connect teaching practice with theoretical underpinning. They also allow you to be given credit for a range of key professional and academic skills. The pass mark for these modules is 50% because this is a Postgraduate Certificate of Education Course. Under the Postgraduate regulations, if you fail a module you will be entitled to one reassessment opportunity. However, you are only entitled to resubmit a total of 40 credits which means that you can only resubmit two out of three assignments. If you do fail all three modules, you may still exit with QTS providing you meet the criteria for that element.

At Sacred Heart Roman Catholic Primary School there are some learning and teaching approaches that will be used consistently throughout:

### **Modelling and analysing good learning and teaching practice**

It is important in all professional education that those who deliver the programme should themselves demonstrate, articulate and analyse skills which are transferable into the student teachers' repertoire. Tutors model good practice, share case study material and provide video evidence of good practice. They will use this (usually in seminars) as a basis for critical reflection and analysis.

### **Accessing a variety of learning strategies**

Those involved in teaching the programme are encouraged to use a variety of teaching styles. This is designed to support you to access your own preferred learning style(s) for some elements of the programme and to experience other styles in a supportive and co-operative setting. The range of strategies used on the programme incorporates: use of practice and theory related literature, including journal sources and web sites with a credible provenance (for example, to research further literature already accessed), lead lectures, seminars, practical workshops, role play, problem solving activities, tutorials, video observation, independent study – both directed and autonomous.

### **Research, innovation and critically reflective practice**

This programme is underpinned by the belief that good practice is evidence-based and that this basis has been systematically, rigorously and critically analysed. This means that you will be supported through seminars, tutorials, directed study and through your assessed assignments to develop the skills needed to draw on your own experience and literature to develop your practice in this way. The module 'Meeting Children and Young People's Needs Within and Beyond the Curriculum' will help you to bring together information from a range of sources and work as part of a team to meet children's needs in the most holistic way. The module 'Reflective Practice' will explicitly develop your skills as a reflective practitioner. The module 'The Creative and Effective Curriculum' and its related placement will encourage you to try out different learning and teaching approaches, take risks and critically reflect on this process.

### **Independent Study**

During this programme you will experience a variety of teaching methods. These have been carefully planned in order to support your development through the programme. These include: group lectures, group seminars, group tutorials, learning sets, self-directed study, e-learning and surgery support.

These different methods will require varying levels of engagement and personal skills from you. All the above requires a lot of work from you, much of which will be self-directed. On a programme of this nature you cannot expect everything to be packaged and handed over to you as a comprehensive, complete toolbox. You need to be able to monitor your own needs, set personal targets and take responsibility (with support from us) for working on them. We will support you in doing this in a range of ways, such as guidance in documentation and from tutors. In addition to this, the Library and Student Service (LiSS) will provide online packages to help you throughout the programme.

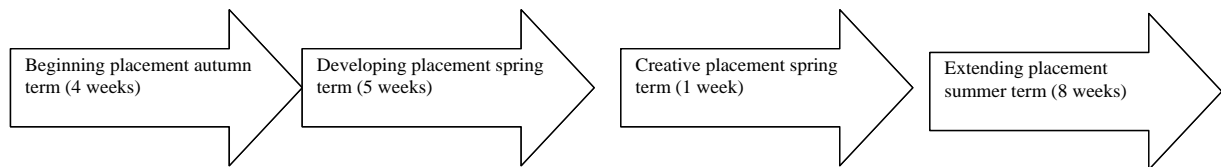
### **Progression**

This programme involves a carefully structured process of progression supported by a range of staff including your Personal tutor, Partnership Programme Lead, University Programme Lead. The progression throughout the programme is centred on your developing school experience. As you progress through the course your school experience will begin to include elements of research and pedagogical innovation and reflection. Your sessions at this time, while continuing

to support you in your development of professional knowledge and skills (and to ultimately ensure you meet the Teacher standards), will help you to develop research skills and the ability to critically analyse information from a range of sources.

## School Placement

### PgCE school placement timeline



- Students following the 5-11 pathway will have at least one placement in Key Stage One and Key Stage Two.

## Library and Student Services (LiSS)



Library and Student Services (LiSS) supports your learning, teaching and research needs by providing pro-active, academically focused services, innovative learning spaces and modern facilities. LiSS is responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. LiSS also support students with finance worries and hardship funds and provides advice on student facing policies such as complaints procedures and the sStudent progress Review process. For more details please refer to:

Student Services: [www.cumbria.ac.uk/StudentLife/Support/](http://www.cumbria.ac.uk/StudentLife/Support/)  
Libraries and learning: [www.cumbria.ac.uk/StudentLife/Learning](http://www.cumbria.ac.uk/StudentLife/Learning)  
Skills@Cumbria: [www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria](http://www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria)  
Subject library resources: [www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects](http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects)

Psychological Wellbeing Service:  
[www.cumbria.ac.uk/StudentLife/Support/HealthWellbeing](http://www.cumbria.ac.uk/StudentLife/Support/HealthWellbeing)

Careers Service: [www.cumbria.ac.uk/StudentLife/Support/Careers](http://www.cumbria.ac.uk/StudentLife/Support/Careers)  
Disability and SpLD: [www.cumbria.ac.uk/StudentLife/Support/Disability](http://www.cumbria.ac.uk/StudentLife/Support/Disability)  
Money Doctors: [www.cumbria.ac.uk/StudentLife/Finance/MoneyDoctors](http://www.cumbria.ac.uk/StudentLife/Finance/MoneyDoctors)

Student policies:  
<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/Home.aspx>

Information regarding attendance can be found in Section D5 of the [Academic Regulations](#)

Please refer to the Student Handbook, located on our website:  
[www.cumbria.ac.uk/studenthandbook](http://www.cumbria.ac.uk/studenthandbook) which has a wealth of information including the following:

[Assignment Submission](#)  
[Conduct Of Assessment](#)  
[Extenuating Circumstances](#)  
[Malpractice and Confidentiality Policy](#)  
[Marking and Moderation](#)  
[Student Absence](#)  
[Student Code of Conduct and Adjudication](#)  
[Student Services](#)  
[Students Union](#)  
[External Examiners](#)



## IT Support



You can access IT support by contacting the IT Service Desk by phone on ext 8888 (01228 88 8888 off campus) or by emailing [itservicedesk@cumbria.ac.uk](mailto:itservicedesk@cumbria.ac.uk). Their website is: [www.cumbria.ac.uk/icts](http://www.cumbria.ac.uk/icts).

The Service Desk opening hours during term time are 8.30am-6pm Monday to Thursday and 8.30am-5pm on Friday. If you call out of hours you will be able to leave a message or you can send an email, for your incident to be actioned the next working day

If your IT issue is linked to the school system please contact the school IT support. The contacts above are for issues linked to the University of Cumbria network.

## Personal Development Planning



The central document of the programme is the Professional and Academic Development Record (PADR). The function of the PADR is to provide a 'meeting place' that draws together all aspects of your initial teacher education. In doing so, it provides you with a mechanism to reflect upon your professional development alongside the Professional Standards for Qualified Teacher Status, drawing on prior experiences and school-based work. In addition to this it provides you with an opportunity to consider your academic development in relation to study skills and information fluency and to reflect upon the formative and summative feedback you receive from your school-based and university assessments. .

Throughout the year there will be a programme of workshops and seminars to directly support you with the job hunting, application and interview process.

You can seek guidance from the University's [Careers and Employability Advisers](#) who can help with skills profiles, applications and CV writing, interview preparation, job seeking skills and career planning. Check [www.cumbria.ac.uk/careers](http://www.cumbria.ac.uk/careers) for more details. If you are looking for an opportunity to make the most of your time at university and make your graduate job applications stand out from the rest, you should seriously consider doing the Career Ahead employability award:

<http://www.cumbria.ac.uk/StudentLife/Support/Careers/CareerAheadEmployabilityAward>

## Programme Assessment Strategy



The modelling of effective learning, teaching and assessment strategies is embedded throughout the programme. Both diagnostic and formative assessment approaches are used to support students with transition from level 6 to level 7 work. The programme uses a range of assessment approaches with an aim to supporting different learning styles. Formative and summative assessments will be mapped across the programme, avoiding bunching of assessments and to allow for formative feedback to be effective.

There is an expectation within the programme that students will take responsibility for their own learning and professional development. The Professional and Academic Development Record (PADR) and placement documentation are central to this, as they enable Personal Tutors and Associate Tutors in schools to track and personalise learning for the student.

Students have access to programme information, prior to starting the programme, via Blackboard. There are a range of online resources available to support student's subject knowledge. You may get additional support from your school.

All assessments within the programme have an integral school based element

- Summative Assessment Summative assessment is the process of evaluating (and grading) the learning of students at a point in time.
- Formative Assessment Formative assessment is designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and sustained.
- Diagnostic Assessment Diagnostic assessment is the process of evaluating the ability and preparedness for a programme or module of study, identifying possible learning problems.

### **Programme assessment**

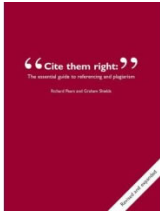
Module Code	Module Title	Method(s) of Assessment	Weighting	PgCE Approx assessment deadline (e.g. mid semester)
PGPC6000	Meeting Children and Young People's Need within and Beyond the Curriculum	Summative Group presentation (2,000 word equivalent) and reflective written piece 2,000 words Formative 1,000 words reflective writing	100%	Towards the end of semester 1
PGPC7000	The Creative and Effective Curriculum (M)	Summative portfolio 4,000 Individual assignment + annotated lesson plan 1,000	100%	Mid semester 2
PGPC7010	Reflective Practice (M)	Course work summative assessment 2,500 words. Course work formative assessment 2,500 words	100%	Formative throughout the course Summative towards the end of semester 2.
PGPC9000	Pedagogical Excellence in KS1 and KS2 (5-11 pathway)	Assessed through placement practice	NA	NA
PLCC9017	Beginning Placement	Assessed through placement practice	NA	Semester 1
PLCC9018	Developing Placement	Assessed through placement practice	NA	Early semester 2
PLCC9019	Extending Placement	Assessed through placement practice	NA	Mid semester 2

***Exact dates will be present on the PgCE Year Planner provided on Induction Day or on day 1 of the course.***

PgCE with QTS students must pass:

- Three Compulsory Modules: 'Meeting Children's Needs' at L6 and 'Creative and Effective Curriculum' and 'Reflective Practice' at L7
- One re-assessment opportunity for two contributory modules only (40 credits); re-assessment marks capped at 50%.
- Demonstrate sufficient engagement with Qualificatory module: assessed through school placement practice
- Complete Beginning placement
- Pass Developing placement
- Complete Creativity Placement
- Pass Extending placement
- Pass TDA skills tests – prior to entry

## Referencing



[Referencing](http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Referencing) For more details about referencing, please refer to [www.cumbria.ac.uk/StudentLife/Learning/Resources/Referencing](http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Referencing).

To access the interactive electronic edition of *Cite them right: the essential referencing guide* go to [Skills@Cumbria](#) on the University's Blackboard site. This publication primarily covers the Harvard style but also includes overviews and examples of all the referencing styles used at the university. The library subject resources pages also provides advice for the referencing style used for your subject: [www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects](http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects)



The University strictly and equitably imposes penalties for confidentiality breaches. For more information please refer to the Academic Regulations (see [Academic Regulations](#)) and the University Confidentiality Policy found at: [Academic Regulations](#)

## Assessment Word Limit



It is expected that you can demonstrate achievement of the learning outcomes for an assessment within the defined word limit. The upper limit specified may be exceeded by up to 10% without penalty. There is no lower limit but failure to include demonstration of the requisite learning outcomes will lead to a fail mark. Any excess beyond 10% will not be marked. Tutors will draw a clear line in the work to show where the work exceeded the word count in excess of 10% and the point at which they ceased to mark.

### Penalties

Any excess beyond 10% will not be marked. In the case of presentations, the presentation will be guillotined when the 10% leeway has been reached. Students should therefore be advised in the Module Guide that should the demonstration of any LOs occur **only** in the excess text which is not marked, they will risk failing the module.

Students who exceed or falsify the word count are subject to a penalty of 20% of the total mark for the assessment e.g. 10 marks for an assessment worth 50 marks, 20 marks for a 100 mark assessment.

Tutors will draw a clear line in the work to show where the work exceeded the word count in excess of 10% and the point at which they ceased to mark.

Further details about assessment word limits can be found in [Academic Regulations](#)



## Assessment Submission and Deadlines



General assessment guidelines, deadlines and description of assessment for each module are contained in the modules on Blackboard.

**You will receive guidance on how assignments are submitted during your induction day. It is proposed that the majority will be through an online mechanism.**

Coursework received **up to 3 days late** of the deadline **without** an extension will be marked as having been received late and a capped mark (40% undergraduate, 50% postgraduate) will be applied. Submission thereafter, without an agreed extension, will be regarded as non-submission and awarded zero. Where an extension has been agreed, if the work does not meet the agreed new deadline, then the submission will be marked as a 'non submission' and awarded a zero mark.

### **On-Line Submission**

Assignments which can be submitted in digital format may include images, video, websites and other multi-media work as well as conventional word processing assignments.

In exceptional circumstances you may be required to submit assignments both electronically and in hard copy. Whatever the case, the requirements will be decided in advance and published in the relevant module guide on Blackboard.

By submitting your assignments electronically you are making a declaration of intellectual integrity. You are declaring that the work you are submitting is your own and that you have read the Academic Regulations relating to assessment of work, and you are declaring that the work complies with those regulations. You are also agreeing to allow your work to be compared against the work of others to detect plagiarism and collusion.

Assignments should only be submitted and received through a password protected, secure environment such as Blackboard™ or PebblePad™.

**E-mail is not considered a secure method of submitting assignments.** It is your responsibility, as with paper-based coursework, to make sure the work has been received. When using either the Turnitin option or the PebblePad™ gateway option an automated receipt in the form of an email is generated, and you should keep this as receipt as proof of submission. Without this you will not be able to claim that your work has been submitted.

## Extensions and Extenuating Circumstances

For explanation and guidance about extensions and extenuating circumstances refer to Appendix 3w of the Academic Procedures and Processes (see [Academic Regulations](#)) and also at:

<http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/YourCourse/Assignments.aspx>

<http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/YourCourse/ChangestoYourCourse.aspx>

An **extension** is a short-term authorised arrangement between you and your tutor based on a limited amount of extra time (not exceeding 10 working days), by which you can submit your work without penalty to the mark. **Extenuating circumstances** should be applied for where serious, unforeseeable and/or unpreventable factors outside your control may have adversely affected your performance within your programme of study. These factors may have prevented you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems. Everyday occurrences such as colds or known conditions (eg uncomplicated pregnancy, hay fever) will not qualify unless the effects are unusually severe. You can also make a claim if you have completed your assessment but feel your performance has been affected by extenuating circumstances.

The onus for reporting, and providing documentary evidence, lays with the student.

## Marking, Moderation and Feedback



Module Guides will provide assessment criteria used to mark your work.

Internally agreed feedback and provisional marks for exams and coursework should be disclosed to students **within 25 days**. This is before moderation by the External Examiner and confirmation of marks by the Module Assessment Board and hence marks will only be **provisional** at this point in time.

For more details about marking, moderation and feedback, please refer to Appendix 3b of the Academic Procedures and Processes (see [Academic Regulations](#)).

## Academic Malpractice (including Plagiarism)



Academic malpractice may be defined as any attempt by a student to gain an unfair advantage in assessment. The University values a culture of academic integrity, which underpins all aspects of the learning and teaching strategy. The majority of students are hard working and honest and understand the meaning of academic integrity. However, some students do not and sometimes cheat, for many reasons and in varying ways.

Cheating is considered to be a deceitful attempt to convey the impression of acquired knowledge, skills, understanding, or credentials. Such behaviour represents a contravention of the award regulations, which also undermines the academic standards of the University. The University regards any form of academic malpractice as a serious matter. The rules of discipline contained herein apply to all registered students of the University, irrespective of their mode or place of study.

Staff and students have a responsibility to be aware of the policy and procedures contained herein, to understand the seriousness of academic malpractice and to take every reasonable step to ensure that academic malpractice does not occur.

The University regards any form of academic malpractice as a serious matter. Where the incident has implications for fitness to practice an academic malpractice incident may lead to the Adjudication or Progress Review Procedure being initiated.

Five main types of malpractice are defined within the University's regulations, these are:

- Cheating in examinations
- Plagiarism
- Collusion in coursework
- Fabrication and falsification
- Impersonation.

All of these types of malpractice can be considered to be either minor or major malpractice with the exception of impersonation which is always considered under [Major Malpractice Procedures](#).

For more details about academic malpractice, please refer to Appendix 3d of the Academic Procedures and Processes (see <http://www.cumbria.ac.uk/AboutUs/Services/AQS/AcademicReg.aspx>)



### Induction

Our Induction day provides you with an opportunity to 'begin' the course before September. It will introduce you to your Partnership Programme Lead and group and start you off with some reading as well as some of the paperwork necessary prior to starting.

The first days of the year are dedicated to ensuring you have the best possible arrival on to the programme by spending time in both school and university.

On the 2<sup>nd</sup> September you will register at the University and be welcomed by your UPL. You will also have a tour around the university and have the opportunity to gather and hear information from LiSS (Library and Student Service), Students' Union and the Chaplaincy. During the first week you will also be inducted in to using Blackboard, the online virtual learning environment. You will receive your library card and student network password.

A full programme of induction and mentor support is offered to all training, beginning with a pre-induction day on Thursday 24<sup>th</sup> June 2014.

### Communication

E-mails and Blackboard are the main methods of communication. Please make sure that you check these on a daily basis.

Please note that university email accounts will be used for programme communication.

In the unlikely event that a tutor has to cancel a scheduled session, you will be notified through one or all of the following Blackboard, e-mail or text message.

## **Personal Tutor(s)**

You will all be allocated two Personal Tutors when you start your programme (one academic and one pastoral). Their names and contact details will be made available to you at the start of the academic year. Your Personal Tutors will teach you for at least one of the assessed modules and will be a key source of support and information. As well as holding tutorials specifically as your Personal Tutor, the role will normally encompass:

- Provision of professional development advice;
- Provision of academic advice;
- Assist in maintenance of the Professional and Academic Development Profile;
- Assistance in preparing students for seeking employment;
- Initial point of contact for matters of a personal and non-academic nature;
- Responsibility for providing advocacy during Adjudication Processes;
- A reference point for advice regarding access to other services within the University;
- Take an active role in creating your Confidential Reference.
- Teaching you!

## Student Policies and Procedures



The University has a number of policies and procedures in place, in the event of problems arising. These include:

[Assignment Submission](#)  
[Conduct Of Assessment](#)  
[Extenuating Circumstances](#)  
[Malpractice and Confidentiality Policy](#)  
[Marking and Moderation](#)  
[Student Absence](#)  
[Student Code of Conduct and Adjudication](#)  
[Student Services](#)  
[Students Union](#)  
[External Examiners](#)

Please refer to the Student Handbook, located on our website:  
[www.cumbria.ac.uk/studenthandbook](http://www.cumbria.ac.uk/studenthandbook) which has a wealth of information.

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### Teaching Staff for Programme

Module Code	Module Leader	Other staff involved in teaching module
PGPC6000	Karen Mills	Zabeer Adam, Mike Stubbs
PGPC7000	Karen Mills	Zabeer Adam, Martin Johnson
PGPC7010	Karen Mills	Zabeer Adam, Martin Johnson
PGPC9040	Catherine Parkinson	Amy McGlade, Hayley Dewhurst
PGPC9000	James Callow	Sophie Middleton, Chris Brannan, Ben Tipton, Barbara Burne, Karen Harrison, Sue Owen

## Programme Overview

[illegible]



## Glossary

Some commonly used acronyms are listed below:

EAB	Faculty of the Education, Arts and Business
AQD	Academic Quality & Development
CAT	Credit Accumulation and Transfer
EE	External Examiner
FASC	Faculty Academic Standards Committee
FDL	Flexible Distributed Learning
H&W	Faculty of Health & Wellbeing
LiSS	Library and Student Services
MAB	Module Assessment Board
PT	Personal Tutor
DQC	Department Quality Committee
CIP	Course Information Point
SaMIS	Student & Management Information Service
SD	School Direct
UAB	University Assessment Board
PPL	Partnership Programme Leader (School Based)
UPL	University Programme Leader (University link to the school)
PL	Programme Leader (University based overall programme lead)
MB	Management Board
SG	Steering Group
AT	Mentor or Associate Tutor
PREO	Partnership, Research and Enterprise Office
UoC	University of Cumbria
NCTL	National College for Teaching and Leadership

