

Programme Specification

FE, Learning and Skills (2018-19)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

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| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of Study | Full-time |
| Duration in years | 1 |
| Accreditation details | Society for Education and Training (SET) |
| Final award | Postgraduate Certificate in Education (PGCE) |
| Name of award | FE, Learning and Skills |
| Interim Exit awards | None |
| FHEQ level of final award | Level 7 |
| UCAS code | N/A |
| Programme code | 5831 |
| QAA Subject Benchmark or other external reference | Education Studies 2007 |
| Programme Lead | Pauline Dixey (pad1y07) |

Programme Overview

Brief outline of the programme

The programme provides you with an opportunity to study the theory and practice of education from the perspective of learners, teachers, administrators, policymakers and other key stakeholders in the system of formal education.

You will undertake a combination of work based in the University and in an age appropriate setting i.e. College/Sixth form/FE sector.

Achievement of the Professional Standards for Qualified Teacher Learning and Skills (QTLS – FE) is an essential part of the practical placement experience and of the programme as a whole.

This experience will equip you with the knowledge; understanding and skills that you need to allow you to begin to develop as a professional educator. It will provide you with theoretical and research-based evidence to extend your knowledge and understanding and to allow you to reflect critically upon your own personal and professional

values.

The aim of the programme is to create reflective, research-led teachers who are able to critically analyse their own practice in order to make progress while training – and in their teaching careers.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

Whilst on this course you will experience a wide range of up to date approaches to teaching and learning, appropriate to FE, provided by university tutors and current FE practitioners from our partner colleges. Tutors will model and discuss teaching methods with you to enable you to develop a 'toolkit' of approaches suitable for your subject and the individual needs of your students. You will experiment with different approaches and techniques within small groups during informal and interactive sessions held each week at the university. You will be provided with verbal and written feedback on each aspect of the course to encourage you to improve your practical teaching skills and academic writing whilst working towards each module. Various techniques are used to determine your progress and you are encouraged to reflect upon feedback to develop and extend your skills and to self-assess your own development against the Professional Standards.

Depending on the scale and scope of the sessions, you will be encouraged to engage and participate in a number of ways. You will also be expected to take responsibility for your own learning and make contributions to the sessions and work collaboratively with your peer group. You will find that sessions vary and may make use of data sets, case study materials, problem-solving activities, group discussions, presentations, video, audio, other electronic resources and potentially educational artefacts. Much time will be spent on placement learning in the classroom environment. In summary:

- Lectures, seminars, small group meetings, tutorials, directed and self-directed study, independent research;
- Placement in College: Learning in a practical classroom environment.

You are provided with a suitable placement at a local college, A placement is allocated based upon the subjects you are able to and that you wish to teach and this is determined at interview. You are usually placed at one college for the whole of the course, In addition to your main placement you are also provided with a range of opportunities to experience college life at other placement locations. Usually you attend college for three days of each week whilst on the course.

Assessment

Formative assessment procedures and summative assessments, including assignments, are designed to enable you to demonstrate and develop your knowledge and understanding, and intellectual and transferable skills.

The summative assessment for each of the three Masters-level modules you will study will be assessed through assignments totalling the equivalent of 3 x 4000 words. At least one of the three assignments will normally require some form of oral/presentational response.

In addition to the three masters' level assignments, the PGCE FE Learning and Skills has an additional 2 modules, not awarded at Masters Level. These Modules link to the requirements of the awarding body – SET, are assessed at level 5 and notionally equivalent to 15 ECTS each. These additional modules are: 'Preparing to Teach (FE)' and the other, which is excluded from applications for accreditation of prior learning, is: 'The Professional Practitioner'.

Additionally, your Practice in College will be assessed via a 0 credit module that has 3 assessment points and one exit point at the end of the programme. This exit point will be centred around the Portfolio for achieving QTLS.

Special Features of the programme

The PGCE FE will provide you with the opportunity to train to teach in a general college of further education or in a sixth form college. You are supported at all stages of your development to meet the academic study

requirements and to develop your teaching practice. You have direct access to a Personal Academic tutor throughout all aspects of the course and in addition you are supported by a subject specialist mentor whilst in placement. Additional support is also available from a university link tutor who will be an experienced and practicing teacher located at your placement college. This person is also familiar with the requirements of the PGCE – FE at Southampton and can offer you additional guidance on academic requirements if required.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

- To equip you with a rigorous knowledge and understanding of the core areas of education – teaching, learning and assessment, professional values and practice;
- To recognise the complex interrelationship between educational theory, policy and practice;
- To enable you to apply educational analysis to issues of your own professional practice;
- To introduce you to conceptual and analytic methods used in educational research, and to provide opportunities for the development and application of these tools;
- To enable you to develop critical, evaluative and reflective thinking in the context of your own professional practice;
- To enable you to develop a range of skills and abilities that will contribute to your effectiveness as a professional educator;
- To support you as an independent learner, and in planning your studies and subsequent career development.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. Relevant research and inspection evidence relating to pedagogy and professional values;
- A2. Methods of small-scale educational research and enquiry;
- A3. Theories of teaching and learning and pedagogical content knowledge;
- A4. Methods of formative and summative assessment, their strengths and limitations;
- A5. The role and application of ICT in education and the implications arising from its use and abuse;
- A6. The professional code within which teachers operate, and teachers' professional values;
- A7. Diversity of learners' needs and appropriate learning and teaching approaches;
- A8. The range of stakeholders involved in the education of children, young people, adults.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Use research evidence effectively in your professional practice;
- B2. Assess critically the relationship between theory and your professional practice;
- B3. Use ICT competently in retrieving, interpreting, assessing and presenting information about pedagogy and your professional practice;
- B4. Demonstrate familiarity with principal sources of educational information and data, and organise and present such data in an informative manner;
- B5. Apply professional ethics to your own practice;
- B6. Make effective use of a range of learning strategies;
- B7. Conduct observation of teaching, noting good practice; teaching strategies, skills and methods;
- B8. Participate in peer reflection

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Organise and communicate your opinions and arguments in speech and writing, showing confident use of specialist vocabulary;
- C2. Use ICT competently, including e-mail, the internet, and basic office applications, PowerPoint, interactive white boards and be able to judge where the use of ICT is not appropriate;
- C3. Process and synthesize empirical and theoretical data, to present and justify arguments;
- C4. Work independently, demonstrating initiative and self-management;
- C5. Interpret and use graphical and tabular presentation of data in a critical and constructive way;
- C6. Articulate your own preferred learning styles and strategies, reflect on these in the light of learning theories, and use them to organize an effective work pattern including working to deadlines.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

The award of Postgraduate Certificate in Education is determined through assessment outcomes. Post qualification a recommendation for Qualified Teacher Learning and Skills (QTLS) is achieved in relation to the published standards and through partnership with associated colleges.

This is a full-time programme taken over one academic year (or for route two over an agreed longer duration of up to 24 months). The programme starts in September and follows a traditional pattern of an academic year.

The programme is designed to cover all aspects of teaching. There are three main phases during the year, with a placement in a College. These will run concurrently throughout the year. The first phase places an emphasis on understanding how to teach the key concepts and processes, as well as learning about planning, behaviour management, the use of ICT, and the development of literacy and numeracy within a subject. The second phase deepens your understanding of teaching by exploring issues such as: teaching diversity; controversial topics; the wider 14-19 and adult curriculum; and Inclusion. The third phase links the feedback from Mentors, Tutors and self-reflection to create a rounded practitioner.

The programme has three modules taught at FHEQ Level 7 (10 ECTS/20 CATS per module) and one non-credit bearing module (0 ECTS/0 CATS per module, FEHQ Level 4) which covers the professional/placement aspects and 2 modules at FHEQ Level 5. Detailed information regarding each module will be available to you via the Student Record Self-Service system once you enrol at the University.

Normally non-credit-bearing modules (0 ECTS/0 CATS per module) are focussed on work-based (college) placements. You will be taught these skills in classroom-based environments or at university. During placements your progress will be monitored and judged through the professional standards and the partnership agreement between the University and the placement institution i.e. with the support of subject and professional tutors in University and tutors and mentors within the placement institution.

During the programme you will work in at least one placement, supported and guided by subject-specific mentors. Assessment is based chiefly on your ability to teach; it also includes the three masters' level assignments plus two additional undergraduate modules noted above. You will also need to undertake several short tasks. You will receive thorough preparation and feedback for all these, which are designed to develop your knowledge and understanding of effective teaching and learning.

As is usual with all similar programmes you are required to pass each M level module at 50% or higher in order to APEL credit against an appropriate Masters programme.

This PGCE follows the Standalone regulations for Masters Programmes.

Exemption/Variation to Regulations

Exemption: This programme is exempt from Clauses 5.1 to 5.6 of section 5 (Repeat) (Progression, Determination and

Classification of Results: Standalone Masters Programmes). No repeat is permitted.

DBS

Continuation on regulated programmes is subject to consideration of any criminal convictions. Students are required to inform the Faculty of all criminal convictions. All students will be subject to an enhanced Disclosure and Barring Service (DBS) check.

Health

Continuation on your programme is subject to specific health requirements (consistent with the provisions of the Equality Act [2010]). Students are required to inform the Faculty of any health problems, throughout their period of enrolment, relevant to their future employment as a professional.

Part I Core

| Code | Module Title | ECTS | Type |
|----------|-------------------------------|------|------------|
| EDUC6354 | Assignment 1 | 10 | Core |
| EDUC2056 | Assignment 4 | 0 | Core |
| EDUC2052 | Preparing to Teach (FE) | 0 | Core |
| EDUC2053 | The Professional Practitioner | 0 | Core |
| EDUC6355 | Assignment 2 | 10 | Compulsory |
| EDUC6356 | Assignment 3 | 10 | Compulsory |

Progression Requirements

The programme will follow the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) or the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters Programmes](#) as set out in the General Academic Regulations in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)

- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

The PGCE FE is the smallest course within the Initial Teacher Education programme with a maximum of twenty students recruited each year. The Programme Director is also your Personal Academic Tutor (PAT) and hence is able to monitor and support closely all aspects of your development whilst on the course. In addition you will also benefit from the immediate support provided by a subject specialist tutor whilst in your placement college. You can also contact a university link tutor located at the placement college if you require any additional support or guidance in relation to the placement.

- Support from Programme Leaders and administrators;
- The tutorial system – you will have designated tutors to support different aspects of learning;
- Your programme handbooks and materials generally provided in electronic format;
- Library services and computer facilities;
- Study skills support in the form of advice/feedback from tutors and online resources (<http://www.studyskills.soton.ac.uk/>);
- A designated Mentor in an FE placement;
- A partnership/administrative office for placement and academic support.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires at appropriate points during the programme;
- Acting as a student representative on the various committees (eg Staff/Student Liaison Committees, Faculty Programmes Committee or providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.
- Discussions with tutors and programme leaders;
- Student representation at meetings with external examiners and Ofsted inspectors.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty;
- Programme validation, normally every five years;
- External examiners, who produce an annual report
- Ofsted inspection visits;
- A national Research Assessment Exercise (our research contributes directly to the quality of your learning experience);
- Institutional review by the Quality Assurance Agency;
- IQER (in colleges)/SET.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

External Examiner(s) for the programme

Name: Ms Rebecca Eliahoo - University of Westminster

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

| Type | Details |
|--|---|
| Parking costs (including on placements at hospitals) | Trainees are expected to bear any parking costs themselves. |
| Computer discs or USB drives | Only applicable to Computer Science Modules - Generally equipment required will be supplied by the University. Students are expected to have access to a personal computer/device and usual devices such as memory sticks etc. |
| Stationery | There are no unusual stationery costs for any module. You will be expected to provide your own day-to-day stationery items, (e.g. pens, pencils, notebooks, etc.). |
| Textbooks | <p>Essential books are listed on the Module Profile under Resources.</p> <p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p> |
| Laboratory Equipment and Materials | <p>Only applicable to Science Modules</p> <p>All materials will be provided to you at no additional cost. However, you will need provide yourselves with such items as a ruler; a pair of compasses; set squares; protractor; pencils (including coloured); eraser; calculator, penknife. These can be purchased from any source.</p> |
| Placements (including Study Abroad Programmes) | <p>Travel costs Trainees will need to pay to get to all placement venues.</p> <p>Disclosure and Barring Certificates or Clearance Trainees are expected to pay for a DBS check, unless they have a portable DBS, or a current DBS issued by the University of Southampton, already in place.</p> <p>Trainees will need to pay for a Fitness to Teach Health Check.</p> |
| Fieldwork: logistical costs | Any other costs are covered by the University. |
| Field Equipment and Materials | <p>Only applicable to Science and Geography modules.</p> <p>A number of essential items will be provided to you e.g.: field notebook(s); compass-clinometer; geological hammer; steel tape measure; map case; pocket lens (x 10); safety helmet; safety goggles; bottle of dilute hydrochloric acid, as appropriate.</p> <p>However, you will need provide yourselves with a ruler; a pair of compasses; set squares; protractor; pencils (including coloured); eraser; calculator, penknife. These can be purchased from any source.</p> |
| Optional Visits (e.g. museums, galleries) | If any visit is offered as an optional visit, then trainees are expected to bear the full cost. |

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| Lab Coats | Only applicable for Science Modules - The University/School placements will provide |
| Field course clothing | Only applicable for Science and Geography Modules - You will need to wear suitable clothing when attending fieldcourses, e.g. waterproofs, walking |
| Uniforms | Smart, formal clothing is expected to be worn on school placements. |
| Printing and Photocopying Costs | <p>Assignments are to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy, such as copies of pupil work.</p> <p>Photocopying and Printing costs incurred in school placements are paid by the school. There are limits on the amount of copying and printing that can be done by any individual in most schools. Students need to take this into account when deciding what to print.</p> <p>http://www.southampton.ac.uk/isolutions/students/printing-for-students.page.</p> |

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.