

Programme Specification

Pre-ITT Subject Knowledge Enhancement (SKE) (2019-20)

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.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	1
Accreditation details	None
Final award	Postgraduate Certificate in Education (PGCE)
Name of Award	Pre-ITT Subject Knowledge Enhancement (SKE)
	Pre-ITT SKE: Biology
	Pre-ITT SKE: Chemistry
	Pre-ITT SKE: Computer Science
	Pre-ITT SKE: Mathematics
	Pre-ITT SKE: Physics
Interim Exit awards	Postgraduate Certificate in Education (PGCE)
FHEQ level of final award	Level 7
UCAS code	
Programme Code	8302 (includes 8303, 8304, 8305, 8306, 8307)
QAA Subject Benchmark or other external reference	
Programme Lead	Matt Perks (mp2n12)
Pathway Lead	Biology: Jan Lewis
	Chemistry: Caro Garrett
	Computer Science: Cynthia Selby
	Mathematics: Lucy Hoyes
	Physics: Matt Perks

Programme Overview

Brief outline of the programme

This programme aims to equip students with the subject knowledge needed to become a successful classroom teacher. It will focus on ensuring that students have sufficient subject knowledge to be able to meet Teacher Standard 3 in their subject specialism, as part of their programme leading to the award of QTS.

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

Teaching sessions are based on best-practice to maximise learning and to reflect the nature of teaching and learning in schools and colleges. There will be a variety of approaches including direct instruction, carefully scaffolded inquiry-based learning, seminar sessions, independent and self-directed study, and flipped learning where appropriate. This is delivered through a blended learning approach consisting of taught sessions in the University and a variety of independent study tasks, which may include online learning, guided by a tutor. Students spend some time in University. Taught sessions are usually full days. Continuous formative assessment and feedback is a feature of the module, facilitated by working in small groups during taught sessions. There will be individual tutorials to evaluate progress and set targets. There may also be school or college placements as part of this module, where students will spend time in classrooms observing and participating in the teaching of their subject-specialism. These are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

Assessment

Continuous formative assessment and feedback is a major feature of the programme, facilitated by working in small groups. There will be individual tutorials to evaluate progress and set targets. Formative assessment will include self-assessment, peer-assessment and feedback to teaching groups and individuals, in relation to activities set in taught sessions and independent learning tasks. Skills related to any subject-specific elements of assessment in schools and colleges will form part of this formative assessment element of the programme. The summative assessment for this programme consists of the submission of a portfolio of work that demonstrates that the student has been successful in meeting the required standards for SKE programmes funded by the NCTL. Specifically, this portfolio will be required to demonstrate that the student has the level of subject-specific knowledge and understanding to be able to meet Teachers' Standard 3 as part of their subsequent programme leading to the award of QTS. The required contents of this portfolio will reflect the subject-specialism of the student but will include assessment tasks that reflect the nature of assessment in that subject-specialism in schools and colleges, and may include GCSE and A-Level past paper questions, presentation records, work demonstrating competence in practical, or programming, or project-based skills.

Special Features of the programme

There may also be school or college placements as part of this module, where students will spend time in classrooms observing and participating in the teaching of their subject-specialism. These are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

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

- Enable you to develop a range of knowledge, understanding, and skills within your subject specialism, which will contribute to your effectiveness as a subject-specialist teacher and ensure you have sufficient subject knowledge, and pedagogical content knowledge to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the award of QTS
- Equip you with the subject-specific intellectual and research skills to access resources such as professional literature, textbooks, online resources, assessment specifications, CPD courses, and professional colleagues, so that you are able to continue to develop your own subject-specific

knowledge, understanding, and skills as an early-career teacher

- Support you as an independent learner, and in planning your studies and subsequent training and career development
- Ensure you have sufficient subject-specific knowledge, understanding, and skills to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the award of QTS
- Ensure you have sufficient pedagogical content knowledge to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the award of QTS

Programme Learning Outcomes

Knowledge and Understanding

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

- A1. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* The subject-specific knowledge, understanding, and skills required to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the award of QTS.
- A2. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* The subject-specific pedagogical content knowledge required to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the award of QTS.

Teaching and Learning Methods

Teaching sessions are based on best-practice to maximise learning and to reflect the nature of teaching and learning in schools and colleges. There will be a variety of approaches including direct instruction, carefully scaffolded inquiry-based learning, seminar sessions, independent and self-directed study, and flipped learning where appropriate. This is delivered through a blended learning approach consisting of taught sessions in the University and a variety of independent study tasks, which may include online learning, guided by a tutor. Students spend some time in University. Taught sessions are usually full days. Continuous formative assessment and feedback is a feature of the module, facilitated by working in small groups during taught sessions. There will be individual tutorials to evaluate progress and set targets. There may also be school or college placements as part of this module, where students will spend time in classrooms observing and participating in the teaching of their subject-specialism. These are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

Assessment Methods

Continuous formative assessment and feedback is a major feature of the module, facilitated by working in small groups. There will be individual tutorials to evaluate progress and set targets. Formative assessment will include self-assessment, peer-assessment and feedback to teaching groups and individuals, in relation to activities set in taught sessions and independent learning tasks. Skills related to any subject-specific elements of assessment in schools and colleges will form part of this formative assessment element of the programme.

The summative assessment for this programme (marked Pass/Fail) consists of the submission of a portfolio of work demonstrating profound understanding of subject-specific knowledge for your subject specialism. A Pass must be achieved in order to progress to any Initial Teacher Training Programme (including PGCE). The portfolio of work must demonstrate that the student has been successful in meeting the required standards for SKE programmes funded by the NCTL. Specifically, this portfolio will

be required to demonstrate that the student has the level of subject-specific knowledge and understanding to be able to meet Teachers' Standard 3 as part of their subsequent programme leading to the award of QTS. The required contents of this portfolio will reflect the subject-specialism of the student but will include assessment tasks that reflect the nature of assessment in that subject-specialism in schools and colleges, and may include GCSE and A-Level past paper questions, presentation records, work demonstrating competence in practical or programming, or project-based skills.

Subject Specific Intellectual and Research Skills

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

- B1. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* Access resources such as professional literature, textbooks, online resources, assessment specifications, CPD courses, and professional colleagues, so that you are able to continue to develop your own subject-specific knowledge, understanding, and skills as an early-career teacher.
- B2. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* Learn independently, and plan their studies and subsequent training and career development.

Teaching and Learning Methods

Teaching sessions will develop the necessary profound subject knowledge and pedagogical content knowledge to provide the necessary foundation of knowledge and understanding, including subject-specific vocabulary and conventions, which is required to fully access resources such as professional literature, textbooks, online resources, assessment specifications, CPD courses, and professional colleagues. These resources will be used where appropriate in university teaching sessions and independent study tasks to develop familiarity.

The blended learning approach helps to develop the ability to learn independently.

Continuous formative assessment and feedback is a major feature of the module, facilitated by working in small groups and there will be individual tutorials to evaluate progress and set targets.

The structure of the independent study tasks requires students to plan their studies to fit with the university teaching sessions and their other commitments.

There may also be school or college placements as part of this module. These provide an opportunity for students to discuss training and career development with experienced teachers. These are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

Assessment Methods

The final assessment (marked Pass/Fail) is through a portfolio of work demonstrating profound understanding of subject-specific knowledge for your subject specialism. A Pass must be achieved in order to progress to any Initial Teacher Training Programme (including PGCE).

Successful completion of this portfolio requires students to demonstrate independent learning and an ability to plan their studies and draw on support when required. Tasks leading to the completion of this portfolio will require use of resources such as professional literature, textbooks, online resources, assessment specifications, CPD courses, and considerable collaboration and discussion with colleagues.

Transferable and Generic Skills

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

- C1. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* Work independently, demonstrating initiative and self-management.
- C2. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE:*

- Mathematics, Pre-ITT SKE: Physics only*) Use ICT competently, including e-mail, the Internet, and basic office applications, and be able to judge where the use of ICT is not appropriate.
- C3. *(For Pre-ITT SKE: Biology, Pre-ITT SKE: Chemistry, Pre-ITT SKE: Computer Science, Pre-ITT SKE: Mathematics, Pre-ITT SKE: Physics only)* Organise work and assignment requirements appropriately.

Teaching and Learning Methods

The blended learning approach helps to develop the ability to learn independently. The structure of the independent study tasks requires students to plan their studies to fit with the university teaching sessions and their other commitments. A considerable proportion of the work is self-assessed. These features of the programme help to develop the ability to work independently, and self-manage effectively. Direct instruction approaches are most effective for developing initial knowledge, understanding and skills, but as learning progresses guidance may be reduced to raise the level of challenge and allow students to demonstrate initiative and foster relevant skills.

ICT skills are introduced at all appropriate points in the programme whenever this can lead to more effective learning or efficient, or higher quality, completion of tasks. However, it is important that students develop an awareness of what is possible without access to technology and how this can lead to more effective teaching and learning. For this reason, where appropriate tasks will be designed to allow students to explore this dichotomy.

There may also be school or college placements as part of this module. These provide a new and therefore challenging environment where a professional approach, initiative and self-management are encouraged. Students will also be able to see the role of ICT in these 'real world' settings, and are likely to be exposed to both successful and less successful use, from which they can learn. These placements are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

Assessment Methods

The final assessment (marked Pass/Fail) is through a portfolio of work demonstrating profound understanding of subject-specific knowledge for your subject specialism. A Pass must be achieved in order to progress to any Initial Teacher Training Programme (including PGCE).

Where appropriate, there may be tasks requiring the use of ICT, or where use of technology may enhance outcomes or improve efficiency.

Preparation of this portfolio will require extensive independent work, initiative and self-management. Work will have to be well-organised and assignment requirements understood and acted upon.

Programme Structure

The programme structure table is below:

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

Pre-ITT SKE: All Pathways

Part I

The Subject Knowledge Enhancement (SKE) programme consists of one core module which is tailored to meet the subject knowledge requirements of the student or group of students. This means that Subject Knowledge Enhancement (SKE) programmes vary in length according to the needs of the student. Some students require a long SKE programme of up to 700 hours, others may require as little as 50 hours of subject knowledge input in order to enable them to have sufficient subject and pedagogical content knowledge to meet Teachers' Standard 3 as part of a subsequent programme of Initial Teacher Training (including PGCE) leading to the

award of QTS.

The programme is delivered through a blended learning approach consisting of taught sessions in the University and a variety of independent study tasks, which may include online learning, guided by a tutor. Students spend some time in University. Taught sessions are usually full days.

There may also be school or college placements as part of this programme, where students will spend time in classrooms observing or participating in the teaching of their subject-specialism. These are normally arranged within the UoS Education School partnership to ensure quality of experience and to tie in with PGCE placements and the wider collaborative work of the Education School in our community.

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

Part I Core

Code	Module Title	ECTS	Type
EDUC6470	Pre-ITT Subject Knowledge Enhancement 2019-20		Core

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes](#) and [Progression, Determination and Classification of Results: Postgraduate Master's Programmes](#) as set out 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.

Associated with your programme you will be able to access:

- Considerable individual support from tutors within teaching sessions and through individual conversations and tutorials.
- You may have access to placements in schools or colleges, where these are an appropriate element of your course.
- High quality teaching and learning resources.
- Relevant equipment and consumables for practical or other activities relevant to your subject specialism.

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:

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

- Completing student surveys for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Education Committee or providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Academic Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Academic Scrutiny Group.

The ways in which the quality of your programme is assessed, 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 for the PGCE course, which includes commentary on the role of the SKE in preparing trainee teachers, where relevant
- Institutional Review by the Quality Assurance Agency.

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

Career Opportunities

Students taking this programme will normally have a prior offer of a place on any Initial Teacher Training route that leads to QTS. It is expected that students completing this programme will all progress to Initial Teacher Training. This will then lead on to a variety of career options, typically teaching their subject specialism in 11-16, 11-18 or post-16 settings although some will have other opportunities in associated careers in education or working with young people in other settings.

External Examiner(s) for the programme

Name: Dr Lucy Kelly - University of Bristol

Name: Mr Andrew Czismadia - Newman University Birmingham

Name: Dr Nicholas Peatfield - Bath Spa University

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
Obtaining Disclosure and Barring Certificates or Clearance Subsistence costs	Trainees are expected to pay for an Enhanced DBS and Children's Barred List check, unless a satisfactory alternative is available, such as formal notification from another initial teacher training provider or employing school.
Parking costs (including on placements at hospitals)	Trainees are expected to bear any parking costs themselves.
Computer discs or USB drives	Generally, equipment required will be supplied by the University, however students in some subject specialism such as computer science are expected to have access to a personal computer/laptop or equivalent and the usual associated devices such as memory sticks etc.
Stationery	There are no unusual stationery costs for any module. Trainees will be expected to provide their own day-to-day stationery items, (e.g. pens, pencils, notebooks, etc.).
Textbooks	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. 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.
Laboratory Equipment and Materials	Laboratory equipment and consumables associated with any practical or field work in any subject specialism will be provided by the University at no additional cost. However, students may need to provide themselves with specialist personal stationary items such as a 30 cm clear polymer ruler; a set of compasses; set squares; protractor; pencils (including coloured); calculator, penknife. These can be purchased from any source.
Fieldwork: logistical costs	Students may need to pay travel costs to get to a venue. Any other costs are covered by the University. You will need to wear suitable clothing when attending any fieldwork opportunities, e.g. waterproofs, walking boots or wellies.
Optional Visits (e.g. museums, galleries)	If any visit is offered as an optional visit, then trainees are expected to bear the full cost.
Lab Coats	Where considered essential, the University and school or college placement will provide lab coats.
Uniforms	Smart, formal clothing is expected to be worn on school placements in line with the professional expectations of the school or college.
Printing and Photocopying Costs	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 a portfolio of work or independent study tasks. The cost of any printing or photocopying associated with this is the responsibility of the student. Photocopying and printing costs incurred as an essential part of any school or college placement are paid by the school or college but there are likely to be limits on the amount of copying and printing that can be done by any individual in most schools and colleges. Students need to take this into account when deciding what to print. Information about photocopying and printing on campus is available at http://www.southampton.ac.uk/isolutions/students/printing-for-students.page
Travel Costs for placements	Trainees are expected to bear any travel costs themselves.

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.

