

## Programme Specification

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### Primary University Led/School Direct (2017-18)

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                             | National College for Teaching and Leadership (NCTL) |
| Final award                                       | Postgraduate Certificate in Education (PGCE)        |
| Name of award                                     | Primary University Led/School Direct                |
| Interim Exit awards                               | Professional Certificate in Education               |
| FHEQ level of final award                         | Level 7   |
| UCAS code   |   |
| Programme code                                    | 4765  |
| QAA Subject Benchmark or other external reference | Education Studies 2007                              |
| Programme Lead                                    | Ian Campton (ic2e11)                                |

### Programme Overview

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#### 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. nursery schools, primary schools, special schools and secondary schools..

Achievement of the Standards for Qualified Teacher Status (QTS) 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 aims of the programmes are 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.

Full information about contact hours is provided in individual module profiles.

### Learning and teaching

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 including making contributions to the sessions and working 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 School: Learning in a practical classroom environment.

### 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 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.

## Special Features of the programme

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N/A

**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

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- To equip you with a rigorous knowledge and understanding of the core areas of education – teaching, learning, 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.

Additional information: School Direct (SD) pathway only:

The SD pathway has been created as a response to Government Policy. The SD pathway is offered to those of you wishing to teach in either the Primary phase (either age 3-7 or age 5-11, depending on what each alliance offers – please check with the alliances you are interested in). Greater emphasis is placed on the school-based nature of your learning.

## **Programme Learning Outcomes**

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### **Knowledge and Understanding**

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On successful completion of this programme a student 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 and young people.

### **Subject Specific Intellectual and Research Skills**

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On successful completion of this programme a student 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

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On successful completion of this programme a student 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

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The programme structure table is below:

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

### Part I

Primary University Led /Primary School Direct pathways:

The award of Postgraduate or Professional Graduate Certificate in Education is determined through assessment outcomes. The recommendation for Qualified Teacher Status (QTS) is achieved in relation to the published standards and through partnership with associated schools.

This is a full-time programme taken over one academic year. The programme starts in September and follows a traditional pattern of an academic year.

The programme has three modules taught at FHEQ Level 7 (10 ECTS/20 CATS per module) and three non-credit bearing modules (0 ECTS/0 CATS per module) which cover professional/placement aspects. 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 (school/college) placements. You will be taught these skills in classroom-based environments. During placements your progress will be monitored and judged through the teaching 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 mentors within the placement institution.

Assessment is based chiefly on your ability to teach; it also includes three assignments and several short tasks. You will receive thorough preparation for all of these, which are designed to develop your knowledge and understanding of effective teaching and learning.

The programme alternates University- and school-based training in a way designed to integrate and build on your learning in each context. At least 120 days of the course will be spent in school. As you are being trained to teach Primary aged pupils, the programme is designed to provide you with a good knowledge of the full primary curriculum across both key stages 1 and 2. This covers ages 5-11 for all University Led and most School Direct places, with a few alliances offering Primary (ages 3-7) routes. There is particular emphasis on English, Mathematics and Science and an overview of each foundation subject, a repertoire of pedagogic approaches (including the use of ICT), and an understanding of how these are underpinned by theory and research evidence. Equally importantly, during both University- and school-based learning, you will develop your practical understanding and skills in terms of teaching, learning, planning and assessment, and your awareness and understanding of underlying themes, such as 'Inclusion'. Mathematics specialism trainees have an additional focus on Mathematics.

You will track your performance continuously, with the support of subject and professional tutors in University and link tutors and class teacher mentors in schools. Formal summative assessment is based on your achievement against the standards for QTS in your practical teaching, as assessed in end-of-placement reports, and your Master's level academic assignments.

#### Primary University Led and School Direct Route 2 Pathway

You will undertake extended placements in two schools with further short placements to extend and enhance your learning. One extended placement will be in Key Stage 1 and one in Key Stage 2.

#### Primary School Direct Route 1 pathway:

During the programme you will work primarily in the base school, but you will undertake a second school placement. One placement will be in Key Stage 1 and one in Key Stage 2 unless you are following a 3-7 pathway in which case one will be in Early Years and one in Key Stage 1. Your training days will be delivered partly by the University and partly by the alliance.

#### 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.

**Variation:** This programme has a variation to Clause 3.1 of section 3 (Progression) (Progression, Determination and Classification of Results: Standalone Masters Programmes). Students achieving a mark of 50 or higher in the three 10 ECTS/20 CATS FHEQ Level 7 core modules together with satisfactorily passing all three non-credit bearing modules will be awarded the Post Graduate Certificate in Education (PGCE). Students achieving a mark between 40 and 49 in at least one of the three 10 ECTS/20 CATS FHEQ Level 7 core modules together with satisfactorily passing all three non-credit bearing modules will be awarded the Professional Graduate Certificate in Education.

#### 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 and will be required to complete the DBS by Association form.

#### 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 |
| EDUC6355 | Assignment 2              | 10   | Core |
| EDUC6404 | Assignment 3 PGCE Primary | 10   | Core |
| EDUC6364 | Being the Teacher         | 0    | Core |
| EDUC6365 | Introduction to Teaching  | 0    | Core |
| EDUC6366 | Understanding Teaching    | 0    | Core |

## 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.

- 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 school-based setting placements;
- A partnership/administrative office for placement and academic support.

## Methods for evaluating the quality of teaching and learning

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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
- HEA/FE Guild/IQER (in colleges)/TA

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

## Criteria for admission

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The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

**Professional Skills Tests:** These government-set tests must be taken by all applicants and passed before starting the programme: Details can be found from the DfE website or the 'Get into Teaching' website. You will need to pass the tests within 4 weeks of accepting an offer and ideally before attending for interview.

**Experience:** Applicants invited to interview are required to have recently spent at least one week in a primary school normally in the UK.

**Selection process:** Applicants invited to interview undertake a formal interview, and will normally participate in a group task (e.g. a presentation or discussion) (and/or small group teaching activity for School Direct applicants) and carry out some written tasks (literacy, numeracy)

Intake (University led): 52

Intake (School Direct): 45

Average applicants per place: 4

**Disclosure and Barring Service (Formerly Criminal Records Bureau)**

You are additionally required to undertake an enhanced Disclosure and Barring Service (DBS) check in order to gain access to schools and a place on the programme.

**Fitness to Teach Health Check**

You are additionally required to undertake a 'Fitness to Teach' Health Questionnaire in order to be accepted on placement in a school setting

| Qualification | Grades   | Subjects required                         | Subjects not accepted | EPQ Alternative offer (if applicable) | Contextual Alternative offer (if applicable) |
|---------------|--|---|-----------------------|---------------------------------------|--|
| GCSE          | Grade C or above (or an equivalent standard in other qualifications approved by the University). | English Language, Mathematics and Science |                       |                                       |  |

| Qualification    | Grade/GPA  | Subjects requirements | Specific requirements |
|------------------|--|-----------------------|-----------------------|
| Bachelors Degree | We require a good Honours degree and accept a wide range of degree subjects where their relevance to |                       |                       |



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|--|--|--|--|
|  | primary teaching can be demonstrated. Most students hold a II:i degree or above, however we consider applicants with a II:ii degree where they can demonstrate particular strengths. |  |  |
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### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

### English Language Proficiency

The table below sets out the English proficiency requirements for this programme in terms of the IELTS test. We accept a range of other English proficiency tests including TOEFL and Cambridge Advanced/Proficiency. For full details of the recognised tests and the equivalent requirements in those tests please see [www.southampton.ac.uk/admissions-language](http://www.southampton.ac.uk/admissions-language).

| Overall | Reading | Writing | Speaking | Listening |
|---------|---------|---------|----------|-----------|
| 6.5     | 6.0     | 6.0     | 6.0      | 6.0       |

### Career Opportunities

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The vast majority of students are employed as teachers once they have completed the PGCE year (well over 90%) with many being employed in the partnership area.

### External Examiner(s) for the programme

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Name: Kate Brimacombe - University of St Mark and St John

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<br/>Trainees are expected to pay for the cost of getting to and from each school placement</p> <p>Disclosure and Barring Certificates or Clearance<br/>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>   |
| Fieldwork: logistical costs                          | Travel costs - Trainees may need to pay to get to a venue. 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><a href="http://www.southampton.ac.uk/isolutions/students/printing-for-students.page">http://www.southampton.ac.uk/isolutions/students/printing-for-students.page</a>.</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](http://www.calendar.soton.ac.uk).