Programme Specification

Secondary University Led/School Direct (2020-21)

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	Department for Education
Final award	Postgraduate Certificate in Education (PGCE)
Name of Award	Secondary University Led/School Direct
Interim Exit awards	
FHEQ level of final award	Level 7
UCAS code	
Programme Code	7767
QAA Subject Benchmark or other external reference	Education Studies 2007
Programme Lead	Rachele Morse
Pathway Lead	

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. School/College/Sixth form. Secondary School experience in schools will be with pupils in the 11 to 16 age range, with possible opportunities in the 16-19 age range.

Achievement of the Teachers' 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 programme 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.

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

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. You may work with groups of school pupils visiting the university, or work with peers on visits to schools. You will have opportunities to peer teach and to receive feedback from your peers. Training days in the university are mostly on Fridays.

Much time will be spent on placement learning in the classroom environment where you will be supported by both your school mentors and class teachers, and your university tutor during their visits to school. You will be placed in two contrasting schools during the course, with an increasing timetable of teaching. Your placement schools will be allocated based on your geographical location and the school environment in which your tutors feel you will make the best progress, while taking into account the need for a contrast between the schools. Schools will all be within the University Partnership area which is mostly in Southampton and Hampshire, but also in Wiltshire and Dorset. Students will need to bear the cost of any travel expenses to placements.

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.

You will study 4 modules. 3 are assessed at Masters Level and one at Undergraduate Level. The summative assessment for each of the three modules you will study at Masters Level will be assessed through assignments totalling the equivalent of 3 x 4000 words. At least one of these assignments will normally require some form of oral/presentational response. The assessment of the core module taught at UG level will involve the submission of a portfolio that evidences meeting the Teachers' Standards to the required level, and written reflections on the content of this portfolio.

Special Features of the programme

The PGCE (Secondary) programme trains Secondary school teachers within a research-based environment that is well-supported by a strong partnership of schools and mentors. This enables you to develop the necessary knowledge, skills and understanding to become a better critical and reflective practitioner. To further support this development the programme offers flexibility and personalisation as you are encouraged to follow your own areas of interest and work on different areas of need. This involves having choices within your assignments and taking part in a range of additional opportunities and focus days.

The programme also has a special focus on health, especially that of your own and the pupils you will teach. The Heath and Well-being Conference offers activities to carry out in school and strategies to support your own health and well-being in addressing the demands of teaching.

Students are offered opportunities to experience education in other cultures. We work with the British School of Kuwait to offer partially funded placements for trainee teachers wishing to experience teaching in an international setting. Students are also offered an opportunity to visit Kenya. This self-funded trip involves teaching in Kenyan classrooms as well as the usual sight-seeing excursions and is a real opportunity for you to challenge your educational philosophy in further developing your practice. This trip is subject to minimum numbers to make it viable.

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.

Additional information: School Direct 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 the Secondary phase (age 11-16). There is a greater emphasis placed on the school-based nature of your learning.

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 and young people.

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.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Pathway

Part I
Secondary University Led/Secondary School Direct pathways:
The award of Postgraduate Graduate Certificate in Education is determined through assessment outcomes. The recommendation for Qualified Teacher Status (QTS) is achieved in relation to the published Teachers' Standards and through partnership with associated schools and colleges.

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 one non-credit bearing modules (0 ECTS/0 CATS per module) which covers 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 the non-credit-bearing modules (0 ECTS/0 CATS per module) is 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 Teachers' Standards and the partnership agreement between the University and the placement institution i.e. with the support of curriculum tutors in University and mentors within the placement institution.

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

Secondary University Led and School Direct Route 2 pathway:
The programme is designed to cover all aspects of teaching. You will spend at least 120 days in school, in two school placements during the year. Prior to the first placement the emphasis of the university programme is on understanding how to teach the key concepts and processes in a curriculum subject, as well as learning about: planning; behaviour management; the use of ICT; and the development of literacy and numeracy within a subject. During your second placement the training programme is designed to deepen understanding of teaching by exploring issues such as: teaching diversity; controversial topics; the 14-19 curriculums; and inclusion.

During the programme you will work in two different schools, supported and guided by mentors.

Secondary School Direct Route 1pathway only:
The programme is designed to cover all aspects of teaching. It alternates University- and school-based training in a way designed to integrate and build on your learning in each context.

Initially the emphasis is on understanding how to teach the key concepts and processes in a curriculum subject or phase, as well as learning about planning, behaviour management, the use of ICT, and the development of literacy and numeracy. Progression through the programme deepens understanding of

teaching by exploring themes and issues such as: teaching diversity; controversial topics, curriculum policy and guidance; and Inclusion.

During the programme you will work primarily in the lead school, but you will undertake a second school placement supported and guided by mentors.

Secondary University Led/Secondary School Direct pathways:
Subject Knowledge Enhancement (SKE): In some disciplines you can ask to be considered for a Subject Knowledge Enhancement (SKE) course. This would normally take place at the University and prior to starting the PGCE (including School Direct pathway) programme. Prospective applicants should apply in the normal manner and discuss their preferred options at interview. Applicants given a place on the SKE course should normally progress on to the PGCE programme, however this progression route is not automatic and will depend on your performance/attainment during the SKE course.

Students who achieve the Post Graduate Certificate in Education may APEL their 30 ECTS/60 CATS credits towards a full Masters Degree (90 ECTS/180 CATS credits).

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 up to the start and during the course of the programme. All students will be subject to an enhanced Disclosure and Barring Service (DBS) check and may 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 2020-21	10	Compulsory
EDUC6355	Assignment 2 2020-21	10	Compulsory
EDUC6356	Assignment 3 2020-21	10	Core
EDUC2056	Assignment 4 2020-21	0	Core

Progression Requirements
The programme follows the University's regulations for *Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes* or *Progression, Determination and Classification of Results: Postgraduate Master's Programmes.* Any exemptions or variations to the University regulations, approved by AQSC are located in *section VI of the University Calendar*.

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 or FE setting placements;
- 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 for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School 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.

Further details on the University's quality assurance processes are given in the ***Quality handbook***.

Career Opportunities

Most trainees achieve a job as an NQT immediately after their training. Employment rates are traditionally around 97%.

External Examiner(s) for the programme

Name: Dr Nicolas Peatfield – Bath Spa University

Name: Mr Andrew Czismadia - Newman University Birmingham

Name: TBC

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 they take 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
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.
Field course clothing	Only applicable for Science and Geography Modules - You will need to wear suitable clothing when attending fieldcourses, e.g. waterproofs, walking
Field Equipment and Materials	Only applicable to Science and Geography modules. 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. 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.
Fieldwork: logistical costs	Travel costs - Trainees may need to pay to get to a venue. Any other costs are covered by the University.
Lab Coats	Only applicable for Science Modules - The University/School placements will provide
Laboratory Equipment and Materials	Only applicable to Science Modules 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.
Occupational Health, DBS checks or vaccinations	Occupational Health Questionnaire In order to demonstrate 'Fitness to Teach', an online Occupational Health questionnaire must be completed and paid for (approx. £30). Disclosure and Barring Service You are required to undertake and pay for an enhanced Disclosure and Barring Service (DBS) check in order to gain access to schools and a place on the programme.
Optional Visits (e.g. museums, galleries)	If any visit is offered as an optional visit, then trainees are expected to bear the full cost.
Parking costs (including on placements at hospitals)	Trainees are expected to bear any parking costs themselves.
Placements (including Study Abroad Programmes)	Travel costs Trainees are expected to pay for the cost of getting to and from each school placement 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.
Printing and Photocopying Costs	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. 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. http://www.southampton.ac.uk/isolutions/students/printing-for-students.page.
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	Essential books are listed on the Module Profile under Resources. 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.
Uniforms	Smart, formal clothing is expected to be worn on school placements.

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*.