

## Programme Specification

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### Non-Qualified Teacher Status/School Direct (2021-22)

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	Non-Qualified Teacher Status/School Direct
	Primary
	Secondary
	Secondary SD
Interim Exit awards	
FHEQ level of final award	Level 7
UCAS code	
Programme Code	6216
QAA Subject Benchmark or other external reference	Education Studies 2007
Programme Lead	Kate Freeth

### 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 work based in the University with opportunities to follow-up this theoretical work in an age appropriate setting i.e. School/College/Sixth form.

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.

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 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. In summary: lectures, seminars, small group meetings, tutorials, directed and self-directed study, independent research.

### **Assessment**

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 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**

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The PGCE (Primary and Secondary) programme trains 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.

**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 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**

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### **Knowledge and Understanding**

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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**

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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;
- B7. Conduct observation of teaching, noting good practice; teaching strategies, skills and methods;

### **Transferable and Generic Skills**

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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**

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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.

### **Primary Pathway**

Part I

The award of Postgraduate Certificate in Education is determined through assessment outcomes.

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. Between University sessions, you will be expected to be in a position where you can access the classroom, either through your enrolment on a QTS accredited route into teaching, or through teaching as an unqualified, or qualified, teacher in a school. You must be able to build on your learning in each context. You will be required to submit three Level 7 assignments over the course of the academic year.

The programme has three modules taught at FHEQ Level 7 (10 ECTS/20 CATS per module). Detailed information regarding each module will be available to you via the Student Record Self-Service system once you enrol at the University.

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.

#### Part I Core

Code	Module Title	ECTS	Type
EDUC6354	Assignment 1	10	Compulsory
EDUC6355	Assignment 2	10	Compulsory
EDUC6356	Assignment 3	10	Core
EDUC2056	Assignment 4	0	Core

## Secondary Pathway

#### Part I

The award of Postgraduate Certificate in Education is determined through assessment outcomes.

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. Between University sessions, you will be expected to be in a position where you can access the classroom, either through your enrolment on a QTS accredited route into teaching, or through teaching as an unqualified, or qualified, teacher in a school. You must be able to build on your learning in each context. You will be required to submit three Level 7 assignments over the course of the academic year.

The programme has three modules taught at FHEQ Level 7 (10 ECTS/20 CATS per module). Detailed information regarding each module will be available to you via the Student Record Self-Service system once you enrol at the University.

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).

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## 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

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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 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

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N/A

## External Examiner(s) for the programme

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Name: Mr Andrew Csizmadia – Newman University, Birmingham

Name: Dr Nicholas Peatfield – Bath Spa University

Name: Ms Sarah Smith – University of Greenwich

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	<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>
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	<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>
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)	<p>Travel costs Trainees are expected to pay for the cost of getting to and from each school placement</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>
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>
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>
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](http://www.calendar.soton.ac.uk).