

## **Programme Specification Postgraduate Certificate in Education**

Programme code: \*\*\*\*\*(Post-Compulsory Education)

### **Preamble**

#### *National perspective*

This specification is a realignment of an existing programme, intended to bring initial teacher education for the Post-Compulsory Education (PCET) sector at the University of Southampton and associate centres within the new QAA Qualifications Framework. . The programme is delivered both at the University and the following centres:

- Bournemouth and Poole College
- Cricklade College (by School of Education )
- Defence Education and Training Service (Army)

Initial teacher education within PCET has tended to reflect the diversity and breadth of the sector itself. The “normal” entry route into the PGCE(PCET) is that candidates employed as teachers/trainers/instructors within the PCET sector are contractually required to undertake initial teacher training. Consequently, most PGCE(PCET) programmes are part-time, usually lasting two academic years. Entrants to this part-time programme will be graduates fulfilling teaching obligations at their own institutions. Since 2003, in order to qualify to teach in the Learning and Skills Council (LSC) funded sector, teachers/trainers/instructors must satisfy the requirements of the Further Education National Teaching Organisation (FENTO) as laid down by the Secretary of State for Education. These requirements are in the form of “Standards” that must be met by PCET teachers during the course of their professional training. These standards are available at **[www.fento.org](http://www.fento.org)**

As with the PGCEs in Primary and Secondary Education prior to 2003, the current PGCE(PCET) needs to be realigned within the QAA’s national qualifications framework and provide Masters level credits. All universities which offer PGCE(PCET) programmes are having to give consideration to the new qualifications framework. Some are realigning, by modifying the university-based programme content and outcomes academically upwards and placing them firmly at Master’s level. Other universities are choosing to have a completely professional qualification by constituting both the academic programme and placement at Graduate Certificate (H) level. This programme specification adopts the former approach and follows the University of Southampton model as adopted on the PGCE for Primary and Secondary teachers. This approach affirms the quality and rigorous nature of the Southampton University PGCE programmes.

It is understood that higher education institutions which are maintaining a professional orientation by designating their programmes at the ‘Graduate Certificate’ level are naming their qualification professional Graduate Certificate in Education. This award has national currency as it demonstrates that the holder has met the FENTO standards and is consequently “approved” to teach within PCET. The difference between the Postgraduate Certificate in Education and the

professional Graduate Certificate in Education will be made very clear to students, potential employers and other interested bodies.

*The Southampton PGCE (PCET)*

The rationale for this programme is the preparation of teachers/trainers/instructors in the Post-Compulsory Education and Training Sector, including those delivering 14-19 curriculum, to meet the needs of educational institutions locally, regionally and nationally.

The structure of the programme has evolved through collaboration with partner colleges since 1992. These partner colleges are among the major employers of the programme's students and, as such, are representative of the needs of the sector. The quality of the programme has developed continuously since 1992 in response to comments from students and external examiners and to comply with changing statutory requirements. The programme has been formulated in line with the School of Education's strategic plan, and the revisions are fully consistent with the National Qualifications Framework Master's level descriptors, FENTO standards, OFSTED requirements for PCET ITE (2003), Institute for Learning and Teaching Higher Education (ILTHE), Institute for Learning (IfL), the Basic Skills Agency (BSA) and the QAA subject benchmark statements for Education Studies. Learning outcomes go beyond the benchmarks, reflecting the M level nature of the programme.

As with the other Southampton PGCE programmes the PGCE(PCET) has not previously been cast in terms of M level outcomes. Despite this, evidence of achievement of students on this programme over the last 4-5 years suggests that, within the new qualifications framework, it realigns more closely with a Postgraduate Certificate than a Graduate Certificate. Therefore, this programme specification, learning outcomes and academic programme have been produced in line with the other PGCEs requiring 60 M level credits for a Postgraduate Certificate.

We expect students to complete the programme and demonstrate full achievement at Postgraduate Certificate level at M level. There will be a minority of students who do demonstrate positive academic achievement but who do not show full academic achievement at Postgraduate Certificate level (i.e. they show a mixture of M and H level of achievement or all H level achievement). Such students would exit with a professional Graduate Certificate in Education, provided that they fulfil the criteria of the programme at H level.

Elements are taught at M level and have M level marking criteria. However, in addition, elements have H level marking criteria to record outcomes for the minority of students who do not achieve at M level but nonetheless demonstrate positive achievement.

The FENTO standards are professional standards for those teaching within the PCET sector. The university-based units are designed to build on these Standards, extending students' experience of the relevant underpinning ideas beyond the level required for recommendation for a statutory FENTO endorsed award. The achievement of the FENTO standards as part of the programme, as articulated in our current Certificate in Education award, is a necessary co-requirement for the award

of Postgraduate Certificate in Education (or professional Graduate Certificate in Education).

The academic programme and requirements leading to the award of the Postgraduate Certificate in Education consists of three units - *Action Research, Teaching Learning and Assessment in PCET and The Context of PCET* – each of 20 credits. The units include university-based study of educational theories and practices combined with research and development of these during teaching practice.

Completion of the PGCE (PCET) will allow progression to completion of a higher degree in Education.

### **Admissions and recruitment**

The programme seeks to recruit students with good academic qualifications. Students are required to have an Honours degree. Candidates would normally be teachers, trainers or instructors currently working within the post compulsory education and training sector. The amount of teaching should be sufficient to enable the candidate to gather evidence against the units of competence and to meet the requirements of the course, and provide scope for, development. The programme is supported by the SOE's Marketing Office, which targets local and regional colleges, training and instructional establishments. All information is also available to prospective students on the SOE website.

Disabled applicants and registered students are supported in every reasonable way possible. All candidates who identify a disability are invited to discuss their learning needs with the University's disability coordinator. Candidates are encouraged to seek guidance about their own circumstances, and will be referred to relevant publications, and to the University's disability services.

The admissions policy and selection process of the SOE for the Postgraduate Certificate in Education are written and conducted to comply fully with the statutory framework requirements and the University of Southampton's notes for selectors for postgraduate admissions.

### **Programme Structure**

The programme is designed to take students with at least Honours Degree level qualifications and to equip them with the professional knowledge, understanding and capabilities relating to educational theory and practice in order to become professional and reflective educators. Candidates without an Honours Degree may be eligible for entry on to the Certificate in Education [PCET].

The unit *Action Research* provides a tool for improving teaching and learning. In order to fulfil the 'Action' part of the concept, teachers are required to identify a problem or issue and take steps that are intended to improve the quality of their teaching and students' learning. The 'Research' element requires them to systematically describe and / or measure:(i) the issue/problem and (ii) the impact of their actions. It provides an appreciation of the relationship between theoretical and practical knowledge and its application in diverse contexts. The starting point of such research will be the recognition by candidates that there is scope for

improvement in their teaching. This task also presents the opportunity to reflect upon and develop teaching and learning in the candidate's specialist subject area. Candidates will need to be able to provide research evidence that attempts to measure the aspect of their teaching they seek to improve.

The unit *Context of PCET* aims to provide students with an understanding of the wider national and / or inter-national context. It provides course members with an opportunity to research and present their findings on an issue in post-compulsory education and training. Students are required to critically evaluate educational issues and engage in open dialogue with their peers. Course members will be encouraged to examine changes and new developments that are taking place in their specialist subject area.

The unit *Teaching Learning and Assessment* will provide evidence of the essential teaching skills that are required by teachers in the PCET sector and reflected in the standards of FENTO, ILTHE and requirements of OfSTED. These skills represent what in the future may be legally termed the "Qualified Teaching Status" for the sector. They constitute a compulsory element of the teaching skills required in a PGCE (PCET) as articulated by the sector's governing agencies. The essay provides trainees with an opportunity to reflect on their professional practice and analyse the relationship between theory, practice and how they have learned from others. The essay reflects the type of intellectual task required by the ILTHE.

### **Teaching, Learning and Assessment**

Teaching on the programme is intended to model and exemplify good practice. Sessions are intended to be interactive and stimulating, drawing on the academic backgrounds of the students. Modes of learning include: timetabled sessions (which include all lectures, seminars, small group meetings and tutorials); personal tutorials; directed and self-directed study. Video, web-based, case study and fieldwork resources are also used. Formal lectures and seminars are used primarily to provide an overview of material and to develop and illustrate key concepts. In interactive sessions and in their own practice students are expected to implement and evaluate the principles of teaching, learning and professional values to which they have been introduced during the programme.

All students are assessed both formatively and summatively. Experience at all stages of the programme is tracked and recorded. Staff and students regularly negotiate targets for students' further development during the programme. Methods of assessment are designed in line with the intended learning outcomes and intended skills development for the programme. These methods are reviewed by SOE programme boards and published in student handbooks and other programme literature.

## **Appendix 1: Intermediate exit qualifications**

We expect students to complete the programme and demonstrate full achievement at Postgraduate Certificate level, showing M level achievement in all Units. There will be a minority of students who do demonstrate competence in practical teaching but who do not show full academic achievement at Postgraduate Certificate level (i.e. they show a mixture of M and H level of achievement or all H level achievement). Such students would exit with a professional Graduate Certificate in Education, provided that they fulfil the criteria of the programme at H level.

Elements are taught at M level and have M level marking criteria. However, in addition, elements have H level marking criteria to record outcomes for the minority of students who do not achieve at M level but nonetheless demonstrate positive achievement.

## Postgraduate Certificate in Education (PCET)

<b>1 Awarding Institution</b>	University of Southampton
<b>2 Teaching Institution</b>	The programme is delivered both at the University and the following centres: <ul style="list-style-type: none"> <li>• Bournemouth and Poole College</li> <li>• Cricklade College (by School of Education)</li> <li>• Defence Education and Training Service (Army)</li> </ul>
<b>3 Accreditation details</b>	FENTO
<b>4 Final award</b>	Postgraduate Certificate in Education
<b>5 Name of award</b>	Postgraduate Certificate in Education (PCET)
<b>6 UCAS Code</b>	N/A
<b>7 QAA Subject Benchmark or other external reference</b>	Education Studies; FENTO & ILTHE standards; OFSTED standards; BSA requirements.
<b>8 Date specification was written and Programme Leader</b>	April 2004 Dr Martin Dyke

### 9 Educational Aims of the Programme

This 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. This 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.

Achievement of the FENTO Standards is an essential part of the programme.

The overall aims of the programme are:

- To develop your skills and expertise as a teacher
- To improve your knowledge and understanding of the field of practice
- To enable you to reflect upon and critique theory and practice.
- To provide you with the opportunity to work and learn in collaboration with others
- To raise your awareness of how diversity and context influence theory, practice and reflection

- To promote equal opportunities and a concern for learners' development
- To support you as an independent learner, and in planning your studies and subsequent career development

## **10 Learning Outcomes**

### **10.1 Knowledge and Understanding**

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

- A1. PCET policy, theory and practice
- A2. research and evidence relating to pedagogy and professional values
- A3. how to design and carry out a small-scale educational research enquiry
- A4. theories of teaching and learning
- A5. methods of formative and summative assessment
- A6. professional values and codes of conduct
- A7. diversity of learners' needs and appropriate learning and teaching approaches

Teaching and Learning methods: Small group work, lectures, seminars, tutorials, independent study, practice in PCET.

Assessment methods: Formative assessment records and summative assignments are designed to enable you to demonstrate your knowledge and understanding, and intellectual and transferable skills.

### **10.2 Subject Specific Skills**

Having successfully completed this programme you will be able to:

- B1. identify and support learners needs
- B2. plan and design a programme of learning
- B3. deliver a range of teaching and learning sessions in your subject specialism
- B4. assess student learning
- B5. evaluate, reflect upon and improve own practice
- B6. assess critically the relationship between theory and your professional practice
- B7. demonstrate familiarity with principal sources of educational information and data, and organise and present such data in an informative manner
- B8. apply professional ethics to your own practice

Teaching, learning and assessment methods: as in 10.1 above plus observation and assessment of teaching practice and products of teaching.

### **10.3 Transferable/general skills**

- C1 critically analyse policy, theory and practice
- C2 communicate and present oral and written arguments
- C3 use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches
- C4 interpret and present relevant numerical information
- C5 work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team
- C6 improve your own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage

learning, and to reflect on your own learning  
C7 analyse, synthesise, evaluate, and identify problems and solutions  
C8 work independently, demonstrating initiative and self-management.  
Teaching, learning and assessment methods: as in 10.1 above.

### **11 Programme Structure**

The programme's duration is normally two academic years' part-time study.

The academic programme and requirements leading to the award of Postgraduate Certificate in Education consists of three units - *Action Research, Teaching Learning and Assessment in PCET and The Context of PCET* – each of 20 credits. The units include university-based study of educational theories and practices combined with research and development of these during teaching practice.

Your teaching practice is an integral part of the programme.

Your professional experience as a teacher will be judged by your ability to meet the FENTO Standards as articulated in the unit specifications. Your progress in reaching the Standards is monitored throughout the programme. You are expected to engage in self-evaluation with regard to your professional practice and engage in regular target-setting, supported by tutors and or mentors. These Standards are an essential part of the programme as a whole and are built upon in the three units.

You will be expected to attend all taught sessions.

#### Professional Graduate Certificate in Education

If you demonstrate positive academic achievement but do not show full academic achievement at Postgraduate Certificate level (i.e. show a mixture of M and H level of achievement or all H level achievement), you would exit with a Professional Graduate Certificate in Education, provided that you fulfil the criteria of the programme at H level. Elements are taught at M level and have M level marking criteria. However, in addition, elements have H level marking criteria to record outcomes for students who do not achieve at M level but nonetheless demonstrate positive achievement.

## 12 Support for student learning

There are systems for the support of student learning in the partnership centres as well as available from central University facilities.

In the department you will be able to access:

- the tutorial system – you will have a personal tutor
- departmental computer workstations
- study skills support from tutors and other staff
- individual needs analysis via your programme tutors to support your computing skills and understanding of educational research methods
- programme handbooks and guidance notes

In addition, during teaching practice you will normally receive support in the following ways:

- from your nominated mentor in support of your learning and professional experience
- visits from university tutors to observe, assess your teaching and support your learning and professional experience

The partnership centre and university provides:

- library support in the form of targeted sessions given by the librarian responsible for Education, explanatory leaflets and on-line tutorials ([www.library.soton.ac.uk](http://www.library.soton.ac.uk))
- study skills and learning styles advice from SAIC and at [www.academic-skills.soton.ac.uk](http://www.academic-skills.soton.ac.uk)
- Computing support from Information Systems Services (ISS) in the form of organised sessions and on-line tutorials ([www.iss.soton.ac.uk](http://www.iss.soton.ac.uk)) and helpdesks
- Learning Differences Clinic (LDC) which is part of Dyslexia Services and can conduct assessment for dyslexia and co-ordinate study skills provision ([www.dyslexia.soton.ac.uk](http://www.dyslexia.soton.ac.uk))
- counselling and Disability Services which can provide specialist information, guidance and support

Although students are admitted on academic criteria alone, disabled applicants and registered students are supported in every way possible, and you are asked to discuss any issues with your Tutors and raise matters with your partnership centre or University.

### **13 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:

- student evaluation questionnaires for the programme
- acting as a representative on the student consultative committee
- acting as a representative on the Course Board

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

- external examiners, who produce an annual report of the programme and individual units within the programme
- annual programme report to ASQC
- 5 year programme review
- regular staff appraisal
- peer observation of teaching
- the annual departmental operating statement to the Faculty Academic Standards Committee
- external inspection by Ofsted and other relevant agencies

### **14 Criteria for admission and progression**

Students taking this programme are required to have an Honours degree. The Certificate in Education (PCET) is available to non-graduates. You must also have GCSE passes (grades A\* to C) in English language and mathematics or literacy and numeracy at level two, or equivalent awards.

The admissions policy and selection process of the SOE for the Postgraduate Certificate in Education are written and conducted to comply fully with the statutory framework requirements and the University of Southampton's notes for selectors for postgraduate admissions.

Further information about the programme and its component units can be found in the student handbook and on the web at:  
[www.education.soton.ac.uk](http://www.education.soton.ac.uk)



**PGCE PCET**

**Table of Learning Outcomes covered in each unit**

**10 Learning Outcomes**

**10.1 Knowledge and Understanding**

- A1. PCET policy, theory and practice
- A2. research and evidence relating to pedagogy and professional values
- A3. how to design and carry out a small-scale educational research enquiry
- A4. theories of teaching and learning
- A5. methods of formative and summative assessment
- A6. professional values and codes of conduct
- A7. diversity of learners' needs and appropriate learning and teaching approaches

**10.2 Subject Specific Skills**

- B1. identify and support learners needs
- B2. plan and design a programme of learning
- B3. deliver a range of teaching and learning sessions in your subject specialism
- B4. assess student learning
- B5. evaluate, reflect upon and improve own practice
- B6. assess critically the relationship between theory and your professional practice
- B7. demonstrate familiarity with principal sources of educational information and data, and organise and present such data in an informative manner
- B8. apply professional ethics to your own practice

**10.3 Transferable/general skills**

- C1 critically analyse policy, theory and practice
- C2 communicate and present oral and written arguments
- C3 use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches
- C4 interpret and present relevant numerical information
- C5 work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team

	Units		
	Action Research	Context of PCET	Teaching Learning ...
A1. PCET policy, theory and practice	*	*	*
A2. research and evidence relating to pedagogy and professional values	*	*	*
A3. how to design and carry out a small-scale educational research enquiry	*	*	
A4. theories of teaching and learning	*	*	*
A5. methods of formative and summative assessment	*		*
A6. professional values and codes of conduct	*	*	*
A7. diversity of learners' needs and appropriate learning and teaching approaches	*		*
<b>10.2 Subject Specific Skills</b>			
B1. identify and support learners needs	*		*
B2. plan and design a programme of learning	*		*
B3. deliver a range of teaching and learning sessions in your subject specialism	*		*
B4. assess student learning	*		*
B5. evaluate, reflect upon and improve own practice	*	*	*
B6. assess critically the relationship between theory and your professional practice	*	*	*
B7. demonstrate familiarity with principal sources of educational information and data, and organise and present such data in an informative manner	*	*	*
B8. apply professional ethics to your own practice	*	*	*
<b>10.3 Transferable/general skills</b>			
C1 critically analyse policy, theory and practice	*	*	*
C2 communicate and present oral and written arguments	*	*	*
C3 use Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches	*	*	*
C4 interpret and present relevant numerical information	*		*
C5 work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team	*	*	*

C6 improve your own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning, and to reflect on your own learning

\* \* \*

C7 analyse, synthesise, evaluate, and identify problems and solutions

\* \* \*

C8 work independently, demonstrating initiative and self-management.

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