Course Specification

Published Date:	14-May-2021
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton			
School / Institute:	Institute of Education			
Course Code(s):	SE103P01UW	Walsall Campus	Full-time	1 Years
UCAS Code:	3CZ4			
Hierarchy of Awards:	Postgraduate Certificate in Education Secondary Education: Physical Education with French University Statement of Credit University Statement of Postgraduate Credit			
Language of Study:	English			
Date of DAG approval:	24/Sep/2018			
Last Review:	2016/7			
Course Specification valid from:	2016/7			
Course Specification valid to:	2022/3			

Academic Staff

Course Leader:	Mr Peter Taylor
Head of Department:	Mrs Fay Glendenning

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

All entrants to the PGCE Secondary Education course must:

Have achieved a standard equivalent to a grade 4 in the GCSE examinations in English and mathematics.

Hold a first degree of a United Kingdom higher education institution or equivalent qualification.

As part of the selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.

Distinctive Features of the Course:

Why Wolverhampton?

- The University of Wolverhampton is one of the West Midlands' largest providers of teacher education, with many of our graduates going on to work within the conurbation. Our tutors are all experienced teachers who have worked with our partnership and family schools for many years.
- We are proud of our long-standing tradition of training teachers of Early Years, Primary, Secondary and Post Compulsory Education.
- Access to high quality, bespoke subject knowledge enhancement courses,
- Access to free Professional Skills Test Support.
- High quality learning facilities, including well equipped teaching rooms, cutting edge learning spaces, lecture theatres and a social learning environment.
- A clear progression to Master's degree study, with opportunities to build on postgraduate credits to embark upon further study following successful completion of the course, including a fully tailored Newly Qualified Teacher module that can be completed during your induction year.
- Access to leading research in the field of Education that enables trainees to develop as reflective practitioners.

What do Ofsted say?

The University of Wolverhampton provision is particularly effective in developing highly professional teachers with the skills to reflect critically on the quality of their teaching in order to improve it. They are valued highly by the schools, colleges and other settings where they secure employment in the region. The university has an excellent reputation that enables it to build strong partnerships across the region to support high-quality teacher training and educational improvement. Employment rates in all phases are high, with many former trainees working in the region.

Ofsted (2013), *Initial Teacher Education Inspection Report*, London: Ofsted

Educational Aims of the Course:

The Postgraduate Certificate in Education (PGCE) Secondary Education Physical Education with French (11-16) provides a high standard of education and training for those preparing to take up a teaching post in the secondary school sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant standards framework.

The PGCE Secondary Education Physical Education with French (11-16) is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) - the professional award required by all those who wish to teach in a maintained school.

The aim of the Physical Education course is to develop thoughtful teachers who can respond effectively to the learning needs of young people in school by providing a balanced physical education programme. We also want to inspire a generation to become physically literate and active by providing well prepared, high quality physical education experiences for all students. As a trainee you will learn how to teach physical education to pupils in the 11-16 age range within the secondary age phase, with additional primary and post-16 enhancements. You will learn how to develop skills, knowledge and understanding for teaching physical education through a combination of university-led and school-led training. This course includes additional training in secondary French to enhance employability.

The course has also been designed to develop secondary school teachers who will be:

- empathetic and committed to pupils' learning;
- critically reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware
- capable of engaging in collaborative inquiry and practitioner research
- flexible and creative decision-maker

The course will also help a trainee to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach his/her their subject. Equally we seek to develop teachers who understand the needs of the individual pupil and the school community in which they will work.

Trainee teachers who are recommended for the award of QTS will be well-placed to obtain employment in schools.

The level 7 credits gained can be built on, through further study, to gain a Postgraduate Diploma in Education or a Master's Degree in Education

Intakes:

September

Major Source of Funding:

Department for Education

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
7SE013	Professional Standards for Teachers 1	0	SEM1	Core
7SE015	Subject Specific Learning and Development	20	SEM1	Core
7SE016	Subject Specific Learning Project	20	SEM2	Core
7SE017	Professional Standards for Teachers 2	0	INYR	Core
7SE014	Professional Learning and Development for Teachers	20	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable completion of 120 days on placement.

Section 4.3.3 - Exemption in accordance with Professional Body requirements for Qualified Teacher Status (QTS). There will be no automatic right to a second attempt for any failed assessment components.

Section 4.3.5 - Exemption in accordance with Professional Body requirements for Qualified Teacher Status (QTS) with no right to repeat practice modules (repeats will be allowed for theory modules);

7SE013 Professional Standards for Teachers 1 (0 credits)

7SE017 Professional Standards for Teachers 2 (0 credits).

Effective date: September 2017.

APPROVED

Reference Points:

Quality Code - Part A: Setting and Maintaining Academic Standards. Including;

Qualifications Frameworks

Characteristics Statements

Credit Frameworks

Subject Benchmark Statements

Quality Code - Part B: Assuring and Enhancing Academic Quality

University Policies and Regulations

Equality Act (2010).

Initial Teacher Training Criteria and Supporting Advice (DfE, June 2020) Initial Teacher Training Criteria and Supporting Advice

The recommendation of Qualified Teacher Status (QTS) is subject to meeting the Teachers' Standards. These standards set the minimum requirements for teachers' practice and conduct.

Teachers' Standards (DfE, 2011) Teachers' Standards

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, June 2020) Ofsted Initial Teacher Education Inspection Handbook

Learning Outcomes:

PGCE Course Learning Outcome 1 (PGCECLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, in secondary Physical Education teaching with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

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PGCE Course Learning Outcome 2 (PGCECLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level in secondary Physical Education teaching

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PGCE Course Learning Outcome 3 (PGCECLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in secondary Physical Education teaching.

PGCE Course Learning Outcome 4 (PGCECLO4)

Ability to deal with complex issues in secondary Physical Education teaching both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCE Course Learning Outcome 5 (PGCECLO5)

Demonstrate self-direction and originality in tackling and solving problems, in secondary Physical Education teaching, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCE Course Learning Outcome 6 (PGCECLO6)

Demonstrate the qualities and transferable skills necessary for employment in secondary Physical Education teaching requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable situations c) the independent learning ability required for continuing professional development.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7SE013	Professional Standards for Teachers 1	PGCECLO1, PGCECLO5, PGCECLO6
7SE014	Professional Learning and Development for Teachers	PGCECLO1, PGCECLO2, PGCECLO5, PGCECLO6
7SE015	Subject Specific Learning and Development	PGCECLO1, PGCECLO2, PGCECLO5, PGCECLO6
7SE016	Subject Specific Learning Project	PGCECLO1, PGCECLO2, PGCECLO3, PGCECLO4, PGCECLO5, PGCECLO6
7SE017	Professional Standards for Teachers 2	PGCECLO1, PGCECLO5, PGCECLO6

Teaching, Learning and Assessment:

The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status (QTS) and the academic standards required for the award of PGCE. The assessment methods will include;

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
- Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;
- Two sustained periods in school undertaking the full range of the teacher's duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age groups for which they are being trained. Also, there will be a report on a short placement in a primary school;
- Compilation of evidence files;
- Record of Professional Development.

The PGCE Secondary Education Physical Education with French (11-16) employs a wide range of learning and teaching methods, including formal lectures, small group seminars and practical workshop sessions. All will provide examples of good practice in teaching, which you will reflect upon as you develop your own teaching styles. Much of your training will take place in school with teaching practice and regular professional dialogue with your school-based tutor. You will need to be able to learn from experience and to identify your own needs in this setting

You will be expected to participate actively in your own learning and development. Reading is an essential part of the process and you will be given directed reading to inform taught sessions and wider reading to

develop your knowledge and understanding.

This course requires you to develop skills as a *reflective* practitioner. You will be encouraged to think and write reflectively at all times in a focused and disciplined manner. You will be required to keep field notes in school and these will provide a key source of information for your assessed assignments

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Students will be supported by a university subject tutor during the course. Whilst on placement in school students will also be supported by a school-based mentor and professional tutor

Employability in the Curriculum:

Trainee teachers undertake a minimum of 120 days training in school as part of this course. Successful completion of the school placement modules leads to recommendation for Qualified Teacher Status (QTS). Trainee teachers recommended for the award of QTS will be well-placed to obtain employment in schools as qualified teachers