

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton			
School / Institute:	Institute of Education			
Course Code(s):	PE027P01UV	University of Wolverhampton	Full-time	1 Years
UCAS Code:	3CYJ			
Hierarchy of Awards:	Postgraduate Certificate in Education Primary with Mathematics University Statement of Credit University Statement of Postgraduate Credit			
Language of Study:	English			
Date of DAG approval:	15/Jun/2018			
Last Review:	2018/9			
Course Specification valid from:	2018/9			
Course Specification valid to:	2023/4			

Academic Staff

Course Leader:	Mr Andrew Hutchinson
Head of Department:	Mrs Rachel Morgan-Guthrie

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 Primary PGCE course must:

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

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

To hold at least a grade 6 or 'B' equivalent at GCSE in Mathematics, with a preference for a Level 3-6 qualification that has a strong mathematical component

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

Have passed the [Professional Skills Tests](#) in Literacy and Numeracy.

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 have a 'high level of expertise/experience in the field of teaching and a long standing tradition of training teachers of Early Years, Primary, Secondary and Post Compulsory Education.
- We provide excellent mentor support (UoW and school based setting) as well as school based mentor training which is key to trainee success.
- Access to high quality placements
- A high level of academic student support
- Access to high quality, bespoke subject knowledge enhancement courses,
- Access to free Professional Skills Test Support.
- High quality learning facilities, including well equipped specialist teaching rooms, cutting edge learning spaces, lecture theatres and a social learning environment.
- A clear progression to Master's degree study, with opportunities to use PGCE 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 PGCE Primary Education With Maths Specialism prepares you to work with learners across key stages 1 and 2 as qualified teachers. It will also provide you with valuable understanding of early years practice in mathematics as well as the transition/practices into key stage 3. You will gain a specialism in the pedagogy, knowledge and the leadership of primary mathematics whilst also preparing to teach the full range of primary subjects. The one year programme provides you with the essential knowledge, skills and understanding to become an excellent classroom practitioner through Professional Studies, Mathematics Studies, Core and Wider Curriculum Studies and School Based Training. These areas are the inter-connecting strands of the course and are further woven together by the underlying focus of applying mathematics across the curriculum.

Throughout the course, students will be expected to work closely with their peers, professional colleagues and tutors through a range of lectures, seminars, workshops and blended learning opportunities. Students will be guided and supported to become excellent teachers of mathematics with extended subject and pedagogical knowledge beyond that of a general Primary PGCE.

Course Aims

- to gain a broad and balanced knowledge and understanding of the principal features of primary education and specific additional knowledge in the area of mathematics;
- to engage meaningfully with fundamental questions concerning the aims and values of education and its relationship to society;
- to question research about educational issues in a clear, lucid, ethical and coherent manner;
- to value and respect and show commitment to the communities in which they work;
- to demonstrate sensitivity to the needs of others, respecting their individual rights, and supporting their intellectual and social development;

Intakes:

September

Major Source of Funding:

National College for Teaching & Leadership (NCTL)

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

PSRB:

None

Course Structure:

September (Full-time)

Year 1

Module	Title	Credits	Period	Type
7PE009	Professional Standards for Teachers 1	0	SEM1	Core
7PE013	Professional Standards for Teachers 2	0	SEM2	Core
7PE010	Professional Learning for Teachers	20	YEAR	Core
7PE019	Core Curriculum and Enhancing Mathematical Understanding	20	YEAR	Core
7PE012	The Wider Curriculum	20	YEAR	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 the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). 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 (National College for Teaching and Leadership) requirements for Qualified Teacher Status (QTS) with no right to repeat practice modules (repeats will be allowed for theory modules);

7PE009 Professional Standards for Teachers 1 (0 credits)

7PE013 Professional Standards for Teachers 2 (0 credits).

AFRSC/17/22.1.3 PGCE Primary Education with Mathematics Specialism (QTS). 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)

This course is subject to the National College for Teaching and Leadership (NCTL) statutory guidance and accompanying advice.

Initial Teacher Training Criteria and Supporting Advice (DfE, February 2017) [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, September 2015) [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 primary education, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice 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. (c) to demonstrate subject specific knowledge, skills and understanding relating to the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. A specific focus is on the development of deep subject and pedagogical knowledge in Mathematics. This includes confidently engaging with new and emerging technologies and digital literacy's for administration and management as well as to directly support teaching and learning in the classroom.

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.

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 the discipline.

PGCE Course Learning Outcome 4 (PGCECLO4)

Ability to deal with complex issues 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, 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 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
7PE009	Professional Standards for Teachers 1	PGCECLO1, PGCECLO5, PGCECLO6
7PE010	Professional Learning for Teachers	PGCECLO1, PGCECLO5, PGCECLO6
7PE012	The Wider Curriculum	PGCECLO1, PGCECLO2, PGCECLO5, PGCECLO6
7PE013	Professional Standards for Teachers 2	PGCECLO1, PGCECLO2, PGCECLO3, PGCECLO4, PGCECLO5, PGCECLO6
7PE019	Core Curriculum and Enhancing Mathematical Understanding	PGCECLO1, PGCECLO2, 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 with additional reference to primary mathematics, 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 primary age groups for which they are being trained.
- Compilation of evidence files;
- Record of Professional Development.

The Postgraduate Certificate in Education (PGCE) Primary Education with Mathematics 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.

