

## Course Specification

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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Education		
<b>Course Code(s):</b>	PE030H01UW	University: Walsall Campus	Full-time 3 Years
<b>UCAS Code:</b>	X120		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Primary Education Bachelor of Arts with Honours Primary Education Studies (Transfer required) Bachelor of Arts Primary Education Studies (Transfer required) Diploma of Higher Education Primary Education Certificate of Higher Education Primary Education		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	16/Sep/2024		
<b>Last Review:</b>	2024/5		
<b>Course Specification valid from:</b>			
<b>Course Specification valid to:</b>	2029/0		

## Academic Staff

<b>Course Leader:</b>	Mr Carl Longmore
<b>Head of Department:</b>	

# Course Information

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

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## Entry Requirements:

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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 BA (Hons) in Primary Education course must:

1. Have achieved a standard equivalent to a grade 4 in the GCSE examinations in English (English Language or English Literature), mathematics and a science subject
2. Hold 96 UCAS points gained through A level or equivalent qualifications
3. As part of the selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.
4. Meet enhanced DBS checks, fitness to teach and medical check and prohibition order check requirements, including a check of the children's barred list.

The DfE publish statutory guidance for accredited ITT providers and our entry requirements will reflect the criteria and supporting advice.

## Distinctive Features of the Course:

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Our tutors are recognised for the excellent support we provide. We have high aspirations for all trainee teachers and our course provides opportunities to deepen and broaden your learning and prepare you well for employment. We are proud of our pastoral support, including support to maintain good mental health and well-being and we place a strong emphasis on inclusion, equality and diversity.

Our expert tutors are passionate about education and we have a wealth of expertise across the team, including adaptive teaching, inclusion and SEND, Early Years, behaviour, outdoor learning, wellbeing, and of course, all National Curriculum subjects.

We have strong partnerships with schools and mentors and the involvement of expert colleagues is embedded in our course.

We include trips and visits to experience teaching in diverse settings, build pre-service teacher transferable skills that serve our diverse community.

Trainee teachers attend Inclusion and Learning conferences with expert colleagues to complement a strong curriculum. We also incorporate Masterclass sessions – trainee teachers learning from each other and expert colleagues as they progress through the course. Our expert colleagues include alumni, specialists and a host of nationally recognised experts.

We incorporate agile learning platforms where digital content complements and extends our face to face learning, promoting the love for, and importance of, digital literacy.

We have strong faith community links that support our developing faith curriculum teaching

We also have collaboration with sport based organisations to promote healthy and active lifestyles amongst our students.

We incorporate school pupil visits for trainees to plan and deliver contextually relevant learning whilst supporting aspirations.

Our lovely campus at Walsall is easily accessible and we have large car parks and also free shuttle transport.

### Educational Aims of the Course:

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Our course is designed to enable you to be well prepared for the realities of teaching. Our curriculum is carefully sequenced to enable you to develop your teaching skills and subject knowledge.

### Intakes:

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September

### Major Source of Funding:

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Office for Students (OFS)

### Tuition Fees:

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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
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00

### PSRB:

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None

### Course Structure:

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## September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

Module	Title	Credits	Period	Type
4PE013	Placement 1- The Beginning Trainee Teacher	20	IN YR	Core
4PE014	Professional Learning 1 The Beginning Teacher: How Children Learn and Behaviour Management	30	IN YR	Core
4PE015	Introduction to the Core Subjects in Primary Education	30	IN YR	Core
4PE016	Introduction to the Foundation Subjects in Primary Education	30	IN YR	Core
4PE017	Introduction to Academic Skills for Trainee Teachers	10	IN YR	Core

## September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

Module	Title	Credits	Period	Type
5PE019	Placement 2: The Developing Trainee Teacher	30	IN YR	Core
5PE020	Professional Learning 2: Inclusion and Adaptive Teaching	30	IN YR	Core
5PE022	Developing Core Subject Knowledge and Pedagogy	30	IN YR	Core
5PE023	Developing Foundation Subject Knowledge and Pedagogy	20	IN YR	Core
5PE024	Teachers as Researchers	10	IN YR	Core

## September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

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

Module	Title	Credits	Period	Type
6PE026	Placement 3: Embedding Practice	30	IN YR	Core
6PE027	Professional Learning 3: Enhancement and Preparing to be an Early Career Teacher	30	IN YR	Core
6PE028	Embedding Core Subject Knowledge and Pedagogy	20	IN YR	Core
6PE029	Embedding Foundation Subject Knowledge and Pedagogy	10	IN YR	Core
6PE030	Teachers as Researchers: Research Project	30	IN YR	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:

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4.5.1: - In accordance with Professional Body requirements for Qualified Teacher Status (QTS) there will be no right to repeat practice modules (repeats will only be allowed for theory modules).

Modules the exemption apply to:

4PE013 Placement 1 The Beginning Trainee Teacher

5PE019 Placement 2 The Developing Trainee Teacher

6PE026 Placement 3 Embedding Practice

Approved by AFRSC 09/04/24

## Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

This course is subject to DfE statutory guidance and accompanying advice

Equality Act (2010)

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](#)

The ITT Core Content Framework (ITT CCF)

Department for Education Initial Teacher Training (ITT): Criteria and Supporting Advice. Statutory guidance

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

Safeguarding – Keeping Children Safe in Education

## Overview of Assessment:

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As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study	
CERTHE02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.	
CERTHE03 Evaluate the appropriateness of different	

**CERTHE04** Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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**CERTHE05** Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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**DIPHE01** Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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**DIPHE02** Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

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**DIPHE03** Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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**DIPHE04** Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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**DIPHE05** Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

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**DIPHE06** Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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**BHONS01** Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

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**BHONS02** Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

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**BHONS03** Demonstrate conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

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**BHONS04** Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or

original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

## Modules

**BHONS05** Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

**BHONS06** Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility decision-making in complex and unpredictable contexts the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

## Teaching, Learning and Assessment:

The BA (Hons) in Primary Education 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 practice. A substantial part of your training will take place in school with teaching practice and regular professional dialogue with your school-based mentor and expert colleagues. You will need to be able to learn from experience and to identify your own needs in this/these settings.

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.

The BA (Hons) in Primary Education 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.

The curriculum and assessment requirements of the course are based on the need for trainee teachers to demonstrate that they have reached the standards required for Qualified Teacher Status by the end of their course and the academic standards required for the award of BA (HONS). The assessment methods may include:

- Written assignments, discussions, reports, case studies, microteach 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
- Sustained periods in school/educational setting undertaking the full range of the teacher's duties, including planning, teaching and assessing, 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.

Modules will have formative and summative assessment methods. Trainee teachers will have opportunities for formative feedback in all modules before summative assessments are submitted

Feedback for assessments will be given formatively through discussion with Tutors, which can include written and verbal feedback, and peer feedback from other trainee teachers, through, for example, 'Assessment Cafes'.

Formative feedback will also be given by expert colleagues (this will be quality assured by Lead Mentors and QA processes)

Formative feedback will be given to support the trainee teacher develop subject and pedagogical knowledge as well as applying this in teaching.

Trainee teachers will be encouraged and supported to reflect on feedback from expert colleagues to move forward in their teaching

Formal feedback for summative assessments will be through our VLE, Canvas.

The use of anti-plagiarism software is incorporated in the Virtual Learning Environment (VLE), Canvas, and trainee teachers can use this formatively before submitting work.

## Assessment Methods:

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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:

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General University support:

The [University Library](#) is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service [Library Assist](#).

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from [Skills for Learning](#).

The University also has a host of other services to support you, please take a look at the Student Support website: [www.wlv.ac.uk/current-students/student-support/](http://www.wlv.ac.uk/current-students/student-support/). If you have any questions, need help or advice then ASK@WLV is there for you: [www.wlv.ac.uk/current-students/askwlv/](http://www.wlv.ac.uk/current-students/askwlv/).

### Course Specific Support

All trainee teachers will have a Personal Tutor

Wellbeing sessions are incorporated in the curriculum

Mental Health and Wellbeing Champion

Level 4 will include compulsory attendance at study skills sessions

Signposted support will be given in formative and summative feedback

## Employability in the Curriculum:

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The curriculum is designed to meet the requirements of QTS which will enable trainee teachers to be employed as qualified teachers in maintained schools.

Employment fayre in Year 3; workshops; interview questions, portfolios, teaching a class you do not know; getting your first job

PTs will review and give feedback on personal statements

Mock interviews



Enhancement opportunities that strengthen CVs/application forms

Working with expert colleagues and school based mentors

Specific tutor with overview of employment and alumni



THE UNIVERSITY OF OPPORTUNITY