

Course Specification

Published Date:	07-Aug-2024
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education		
Course Code(s):	PE034P01UW	University: Walsall Campus	Full-time 1 Years
Hierarchy of Awards:	Postgraduate Certificate in Education Primary Education with Mathematics Postgraduate Certificate Primary Education Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	02/Sep/2024		
Last Review:	2024/5		
Course Specification valid from:			
Course Specification valid to:	2029/0		

Academic Staff

Course Leader:	Mr Marc Smale
Head of Department:	

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 Primary Education must:

- 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
- Hold a first degree from a United Kingdom higher education institution or equivalent
- As part of the selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.
- 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:

- The PGCE Primary Education with mathematics is an initial teacher training and education course and leads to the recommendation of Qualified Teacher Status. Upon completion of our initial teacher training course, you will be able to embrace the value and contribution reflective and reflexive practice are as tools for continued professional development and improvement. Your practice will be underpinned by evidence informed practice and strong subject knowledge to deliver outstanding pedagogical content knowledge in readiness for your Early Career training. The course also offers an ambitious curriculum to develop further opportunities to lead within field of study.
- We have a strong partnership with our schools who complement the centre-based provision of our course and reinforce learning through real experiences of teaching and learning. There is a clear connectedness of provision between centre-based and placement-based training to support the best learning opportunity for you to achieve strong outcomes. We will organise placements for you in supportive environments, with access to expert colleagues and trained mentors.
- Our course curriculum planning is focussed on depth and active retrieval practice to support mastery of learning and practice. We will deliver foundational concepts and revisit them to support deepening your knowledge and understanding. This approach supports rigour in both subject knowledge and pedagogical knowledge of both National Curriculum core and wider curriculum subjects to support you to become concept and skill-builders so they are focused on the concept and skills of the subject so that pupils are proficient in it
- We track progress at pivotal points within provision of initial training to support trainee needs through required intervention.
- Deliberate practice is to be instilled to support deconstruction of practice and deepen your knowledge and understanding.

- This course will offer an enhancement opportunity where a student can focus on mathematics as a particular area of specific field of study at Centre-based training. It will be complemented with gaining experiences in specific setting aligned to good practice in primary mathematics for an enhancement placement-based provision.
- Engaging and successfully completing the course include:
- Recommendation for Qualified Teacher Status (QTS)
- 60 academic credits at Masters level, the Primary PGCE can open doors to further study and other employment opportunities.
- 120 days teaching in schools plus additional days which focus on very specific teaching skills and experiences.

Educational Aims of the Course:

PGCE Course Provision Mission Statement:

Upon completion of our initial teacher training course, our trainees will be able to embrace the value and contribution reflective and reflexive practice is as a tool for continued professional development. Their practice will be underpinned by evidence informed practice and strong subject knowledge to deliver outstanding pedagogical content knowledge in readiness for their ECT year 1 training. The course also offers an ambitious curriculum to develop further opportunities to lead within field of study.

PGCE Aims and Objectives:

- To engage and value the contribution reflective practice supports and develops pedagogical knowledge, content knowledge and pedagogical content knowledge
- Centre-based training is underpinned by research informed and evidence informed practice and the programme of centre-based provision with placement-based provision supports connectedness of curriculum, teaching and assessment
- Curriculum planning is focussed on depth and active retrieval practice to support mastery of learning and practise
- To offer a course that is highly desirable to potential applicants and maintains our reputation within the local community and our Partnership schools. To support a desirable course and support our trainees to become leaders in school provision, offer enhancement provision, in addition to meeting the ITT criteria for the recommendation of QTS.
- Ensure rigour in both subject knowledge pedagogy of both National Curriculum core and wider curriculum subjects to support our trainees to become concept and skill builders so they are focused on the concept and skills of the subject so that pupils are proficient in it.

Tracked progress measures in place at pivotal points of initial training to support trainee needs with required intervention.

Deliberate practice is to be instilled to support deconstruction of practice and deepen trainee knowledge and understanding.

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
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:

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.

Module	Title	Credits	Period	Type
7PE021	Professional Knowledge and Development	20	IN YR	Core
7PE022	Core Content Knowledge	20	IN YR	Core
7PE024	Placement 1: Beginning Pedagogical Content Knowledge	0	IN YR	Core
7PE025	Placement 2: Developing towards Embedding Pedagogical Content Knowledge	0	IN YR	Core
7PE026	Wider Curriculum and Specialism: Mathematics	20	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:

Section 1.2.6: - In order to complete the 120 placement days required by the PSRB, the delivery calendar for this course does not conform to the standard University academic calendar. A delivery calendar, specific to this course, will be provided to students.

Section 4.3.3: - In accordance with Professional Body requirements for Qualified Teacher Status (QTS) students will only be allowed two attempts at assessments. There will be no right to retake practice modules but retakes will be allowed for theory modules.

Section 4.5.1: - In accordance with Professional Body requirements for Qualified Teacher Status (QTS) there will be no right to the failed assessment(s) again as a resit. Students who have achieved an overall passing grade for a group of elements will not be permitted to resit any failed individual elements. repeat practice modules (repeats will only be allowed for theory module

Modules the exemptions apply to

7PE024 Placement 1 – Beginning Pedagogical Content Knowledge

7PE025 Placement 2 - Developing towards Embedding Pedagogical Content

Knowledge

Approved by AFRSC 09/04/24

Reference Points:

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

DfE ITT Criteria (most up to date).

DfE Core Content Framework (most up to date)

DfE Teachers' Standards

The Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)

The Education (Health Standards) (England) Regulations 2003

Overview of Assessment:

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
PGCE01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, 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: to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCE02 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.	
PGCE03 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.	
PGCE04 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.	
PGCE05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCE06 Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations the independent learning ability required for continuing professional development.	

Teaching, Learning and Assessment:

7PE021 Professional Knowledge and Development

Component 1: Presentation with submission:

15minute interview on professional learning journey to PGCE and QTS Award. The focus will be on reflexivity and a critical stance of trainee teacher progress. Along with a 500-word submission prior to presentation in response to the set VIVA questions.

Component 2: Portfolio of formative assessment: Critical pedagogical tasks during placement: reinforce connectiveness of provision and supporting purposeful integration of centre-based provision to placement-based provision; tasks on:

1. high expectations agenda and behaviour for learning.
2. formative assessment, scaffolding and intervention practice to ensure all children make progress in lessons (for example grouping, CPA, VVW, deployment of adults, homework; 5 a day)
3. summative assessment practice: moderation and statutory requirements
4. questioning and talk
5. how does the school support working SMART/WellBeing (workload: assessment and planning) and professional development of their staff?
6. how does the school support home/school links?

*non-QTS will involve reading reflection of one peer-reviewed article/grey literature of each identified theme.

Weighting

Component 1: 100% (summative)

Component 2: pass/fail (Formative)

7PE022: Core Content Knowledge

Component 1: Subject and Pedagogical Core Subject Portfolio. Combined portfolio consisting of formative Subject Knowledge assessment, action plan and supportive evidence. Focus on arithmetic, phonics and scientific skills.

Component 2: 10-minute digital screencast (or face-to-face) based on Placement 2, whole class tracking of pupil progress in core subjects and provide evidence of formatively assessing, scaffolding, providing intervention and making assessment judgements against expectations

(*non QTS: research informed based on literature alone rather than placement along with a 1 day critique of 2 schools provision of tracking and assessment)

Weighting

Comp 1: 0%

Comp 2: 100%

7PE026: Wider Curriculum and Specialism (mathematics)

<p>Component 1: written assignment (Or a digital storybook.): Enhancement focus 2500-word mini literature review which is research-informed on primary mathematics.</p> <p>Component 2: Practical competence</p> <p>pass/fail: 10 lesson plans of which 5 must be for a formal lesson observation of practice and reflective practice associated to each of wider curriculum themes of:</p> <ol style="list-style-type: none"> 1. humanities (history or geography); 2. creative (Music, Art & D&T) 3. Computing 4. PE 5. Understanding the World (RSE, RE, Languages). <p>10 lessons planned, consisting of 2 lessons per WC theme. 5 planned consisting of 1 less per WC theme, taught and assessed over the two placements. Weekly review included as evidence of reflection.</p> <p>*non-QTS: plan 10 lessons and share up to 5 that may have been observed – no requirement for formal lesson observation since this component is the QTS assessed element.</p>
<p>Weighting</p> <p>Comp 1: 100% (summative)</p> <p>Comp 2: pass/fail 0%</p>

7PE024 (Semester 1) & 7PE025 (Semester 2) (7PE024 is a pre-requisite to 7PE025):

7PE024 Placement 1: Beginning Pedagogical Content Knowledge

7PE025 Placement 2: Developing towards Embedding Pedagogical Content Knowledge

<p>Formative tasks during placement: week by week through mentoring feedback and University Moderating Tutor quality assurance feedback</p> <p>Connectedness tasks:</p> <p>Themed (need to be aligned to module content and CCF) tasks to embed learn how to statements of CCF to that of centre-based learn that provision.</p>
<p>Weighting: pass/fail 100% (formative)</p>

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.

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:

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/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support

Personal Tutor

Mental health and wellbeing support

Personalised targets

Employability in the Curriculum:

Employment fayre (3 sessions) built in to centre-based provision. References are updated bi-annually after each placement-based provision is successfully completed.



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