

Course Specification

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Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	SE046P01AC	Ormiston South Wolverhampton & Bilston Academy	Full-time 1 Years
	SE046P01BJ	Berrybrook Primary School (ConnectEd)	Full-time 1 Years
	SE046P01DM	Earls High School (Dormston)	Full-time 1 Years
	SE046P01DO	Dosthill Primary School	Full-time 1 Years
	SE046P01FC	St Francis Catholic College (Wood Green)	Full-time 1 Years
	SE046P01GS	George Salter Academy	Full-time 1 Years
	SE046P01HP	Heath Park, Wolverhampton (CLPTTSA)	Full-time 1 Years
	SE046P01KC	The King's CE School	Full-time 1 Years
	SE046P01KI	Kingshurst School, Birmingham	Full-time 1 Years
	SE046P01PH	Pool Hayes Academy	Full-time 1 Years
	SE046P01RW	The Royal Wolverhampton School	Full-time 1 Years
	SE046P01SM	Smestow School	Full-time 1 Years
	SE046P01TG	Telford Partnerships (Telford Langley School)	Full-time 1 Years
	SE046P01TS	Telford Partnerships (The Telford Priory School)	Full-time 1 Years
	SE046P01VA	STOUR VALE ACADEMY TRUST	Full-time 1 Years
	SE046P01WG	Wood Green ITT Alliance	Full-time 1 Years
	SE046P01WH	Wednesfield High Academy	Full-time 1 Years
UCAS Code:	2YK2		
Hierarchy of Awards:	Postgraduate Certificate in Education Secondary Education: Computer Science University Statement of Credit University Statement of Postgraduate Credit		
Language of Study:	English		
Date of DAG approval:	04/Sep/2017		
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:	Students are based at their School Direct location but receive all tuition on university campus.
Category of Partnership:	School Direct 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)

Distinctive Features of the Course:

The PGCE has three interrelated elements with critical reflection at the core.

- Professional studies
- Subject specialist studies
- School based teaching practice.

Subject specialist studies are concerned with the knowledge, understanding and teaching of a particular subject. They focus on the key principles and key components of subject knowledge, the ability to apply principles and knowledge in the classroom, and the assessment of pupils' achievements.

Professional studies are concerned with teachers' professional values, roles, responsibilities and development, together with whole school issues in education. Professional studies are taught through Subject studies as well as some whole cohort lectures, mixed group seminars, two days in schools working in mixed subject groups and a Primary school placement.

School based teaching experience involves developing competence in classroom teaching to standards described in national legislation.

Phase 1: October - December

Phase 2/3: February – May.

Educational Aims of the Course:

The Faculty of Education, Health and Wellbeing's Master's level Post-graduate Certificate (PGCE) in Secondary Education provides a high standard of education and training for those preparing to take up a teaching post in the secondary 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 in Secondary Education 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 course has also been designed to develop secondary school teachers who will be:

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

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.

The aims of the course are to develop trainee teachers who are able to:

- a) display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;
- b) research and analyse pedagogical practice and reflect critically on their own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;
- c) show their understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;
- d) demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children's well-being in their classrooms, schools and wider society; act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

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)

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
7SE017	Professional Standards for Teachers 2	0	INJR	Core
7SE016	Subject Specific Learning Project	20	SEM2	Core
7SE014	Professional Learning and Development for Teachers	20	INJR	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 Computing 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.

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 Computing teaching

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 Computing teaching.

PGCE Course Learning Outcome 4 (PGCECLO4)

Ability to deal with complex issues in secondary Computing 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 Computing 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 Computing 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:

Learning activities to support the learning outcomes will include;

- Reflective Journal Entries
- University Professional Studies Sessions
- University Specialist Subject Sessions
- Audit and action planning
- Construction of personal timeline of education
- Review of progress towards standards to Qualified Teacher Status
- Experience in school, including:
- Professional studies placement
- Primary School placement
- Two major teaching placements
- School-based activities and tasks
- Personalised opportunities for enhanced professional development
- Compiling teaching files
- Record of Professional Development
- Subject Specific Research Project
- Career Entry and Development Portfolio.

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:

The PGCE 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.

The “M” level PGCE 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 to write chapters of a “reflective journal”. This journal will be monitored in tutorials by your tutor and will provide a key source of information for your assessed assignments.

There is a wide range of resources available for your learning, including on-line materials for each module (on CANVAS), web-based information on www.ewlv.org.uk and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme.

Employability in the Curriculum:

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

The masters credits gained can be built on, through further study, to gain a Post Graduate Diploma in Education or a Master’s Degree in Education.



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