

## Course Specification

<b>Published Date:</b>	21-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton			
<b>School / Institute:</b>	School of Social, Historical and Political Studies			
<b>Course Code(s):</b>	SE111H01UV	University of Wolverhampton	Full-time	3 Years
<b>UCAS Code:</b>	VX13			
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours History with Secondary Education (QTS) Bachelor of Arts History with Secondary Education (QTS) Bachelor of Arts with Honours History with Secondary Education Studies Bachelor of Arts History with Secondary Education Studies Diploma of Higher Education History with Secondary Education Studies Certificate of Higher Education History with Secondary Education Studies University Statement of Credit University Statement of Credit			
<b>Language of Study:</b>	English			
<b>Date of DAG approval:</b>	05/Oct/2018			
<b>Last Review:</b>	2017/8			
<b>Course Specification valid from:</b>	2019/0			
<b>Course Specification valid to:</b>	2025/6			

## Academic Staff

<b>Course Leader:</b>	Dr Adam Burns
<b>Head of Department:</b>	Dr David Hussey

# Course Information

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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.

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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)

A general interest in History is essential, and ideally you will have studied A Level History (or equivalent).

### Basic Entry Requirements

- For BA (Hons) History with Secondary Education (QTS) all applicants must hold a GCSE English and Maths at grade C/4 or equivalent at the application stage
- International students might also need to meet certain English language requirements. Please follow this link to see whether you need to provide proof of your level of English proficiency:  
<https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/language-entry-requirements/>

In addition to the above requirement, you will also be expected to meet at least one of the following entry criteria:

- A levels at grades BBC - CCC
- BTEC QCF Extended Diploma grade MMM, or BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction)
- Successful completion of the [International Foundation Year in Social Sciences](#)
- For mature students (over the age of 21) with non-standard qualifications, please see <http://wlv.ac.uk/mature> for further information about alternative routes to entry
- For international students with non-UK qualifications, please consult the guidance provided at this site: <https://www.wlv.ac.uk/international/our-locations/your-country/>

### Pre-entry Professional Skills Tests

Applicants for initial teacher training (ITT) courses, such as this one, are required to have passed mandatory [professional skills tests](#) before the start of the course.

You will not be eligible to register and take the tests until after you have submitted an application for the degree programme.

An offer of a place will not be made until you have attended a formal interview with Institute of Education staff where you will be expected to demonstrate satisfactorily your suitability to train to teach. All applicants must meet the NCTL requirements for Initial Teacher Training.

Those successful in the audits and at interview will be subsequently required to meet enhanced Disclosure and Barring Service (DBS), fitness to teach, medical and prohibition order check requirements.

If you have accepted a Conditional or Firm Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee (all of which are subject to change year on year). You will also need an Occupational Health Check and a prohibition check prior to starting the course.

Those who do not meet the entry requirements may be offered an alternative course.

Opt-in points:

During Year 1 a student can move to the route which includes recommendation for QTS provided they have undergone the all of the processes in outlined in the section above. Students will be required to satisfy the requirements of the DfE for Initial Teacher Training PRIOR to beginning the route for recommendation for QTS.

The last opt-in date is the 1st September prior to the commencement of Level 5 studies.

### Distinctive Features of the Course:

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History is important: it shapes our lives and moulds our identities. Our fascinating course allows you to examine a wide range of themes and issues across a range of nations and periods. Focusing on the cultural, political, social and economic aspects of historical change, you will be encouraged to study particular areas of historical interest and controversy in depth. In your studies, you will learn the essential historical techniques of critical analysis, research methods and the skills required for handling and processing information.

This course provides the opportunity for you to attain Qualified Teacher Status (QTS) at the end of a three-year undergraduate programme in History, enabling you to teach in secondary schools without the need for a further postgraduate qualification: an offering unique to the University of Wolverhampton.

History is perennially popular subject in secondary schools and colleges, meaning there is always a vibrant jobs market for History teachers offering great opportunities for a rewarding and respected career in the secondary education sector for our graduates.

This course is ideal for those who already plan to teach once they have completed their university studies, but also offers the flexibility for students to change their mind, with the option to opt-out of the Secondary Education elements at the end of Year 1 and follow the BA (Hons) History course instead.

The QTS components of the course have three interrelated elements with critical reflection at the core:

- Professional studies
- Subject specialist studies
- School based teaching experience

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, and days in a variety of schools (including teaching placements).

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 classrooms, and the assessment of pupils' achievements.

School-based teaching experience involves developing competency in classroom teaching to the standards described in national legislation.

### Educational Aims of the Course:

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With its curriculum structure providing a weighting of 66% of modules with the university's History, Politics and War Studies Department, this programme will provide you with excellent subject knowledge.

The range of modules you will study includes a core module in Year 1, which concentrates on the fundamentals of History as a discipline, along with a range of other options that help diversify and broaden your historical understanding. The modules available to you have been selected specifically to bolster your knowledge of topics which are likely to arise at Key Stage 3 and in the more popular GCSE and A-Level options at English secondary schools.

The university offers continuous support with study skills throughout the programme in a number of ways, as outlined in Student Support section of this form (below).

The course will provide you with a high standard of both historical subject content and pedagogical knowledge in addition to preparing you to take up a subject specialist teaching post in the secondary sector. The course reflects the specific and precise quality frameworks established by relevant government agencies, and complies fully with the relevant teaching standards framework. You will be provided with opportunities to contextualise and apply the knowledge gained on both sides of your degree as you develop a variety of teaching techniques during supervised work placements.

The BA (Hons) History with Secondary Education (QTS) course 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), which is the recognised professional award required by all those who wish to teach in a maintained school.

The course is also 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
- Knowledgeable – both in terms of the subject and pedagogically

The course will also help you to develop as a teacher who understands the links between subject knowledge and the curriculum knowledge needed to teach your subject. Equally, we seek to develop teachers who understand the needs of the individual pupil and the school community in which they will work.

Intakes:

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September

Major Source of Funding:

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National College for Teaching & Leadership (NCTL)

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

PSRB:

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None

Course Structure:

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**September (Full-time)**

**Year 1**

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

Module	Title	Credits	Period	Type
4HS001	The Pursuit of History	20	SEM1	Core
4HS002	Early Modern England	20	SEM1	Core
4PO005	Campaigning and Citizenship: Women in Britain and Empire 1790s-1970s	20	SEM1	Core
4HS003	The Making of Modern Britain, c1700 - c1819	20	SEM2	Core
4HS004	Europe and the Americas	20	SEM2	Core
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	20	SEM2	Core

## September (Full-time)

### Year 2

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

Module	Title	Credits	Period	Type
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	20	SEM1	Core
5HS010	The Great War 1914-1918	20	SEM1	Core
5SE002	Professional Development: The Beginning Teacher	20	INYR	Core
5HS001	The United States and the Cold War, 1945-1974	20	SEM2	Core
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	20	SEM2	Core

**For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Only elect 5SE003 only if you have not passed 4SE001

5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	20	SEM1	
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**For this option group you must choose a minimum of 0 credits and a maximum of 20 credits**

Only select 5HS012 if you are not taking 5SE003

5HS012	Minorities in the Twentieth-Century United States	20	SEM1	
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## September (Full-time)

### Year 3

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

Module	Title	Credits	Period	Type
6HS004	Independent Study in History	20	SEM1	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	SEM2	Core
6HS015	Charity and Campaigning in Modern Britain and Empire	20	SEM1	Core
6SE007	Professional Development: The Developing Teacher	40	YEAR	Core
6WR004	Trial by Fire: The American Civil War	20	SEM1	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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Section 1.2.3 - Exemption for delivery outside of the standard University Academic Calendar in order to enable students to complete the required hours for two placement modules;

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 1.3.3 - Exemption to exclude the use of non-subject option modules at Level 4, Level 5 and Level 6 in order to meet QTS requirements.

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 practice components at the discretion of the Assessment Board (second attempts are permitted for theory components);

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 4.4.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). Compensation will not be permitted for any core modules which are required in order to meet these standards;

4SE001 Subject-specific Pedagogy: Justifying the Specialist Subject

5SE001 Subject Specific Pedagogy: Teaching the Specialist Subject

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher

6SE008 Subject-specific Pedagogy: Investigating Practice.

Students are normally required to gain a minimum of 120 credits before commencing the next level of study.

APPROVED (by Chair's Action on 31/7/2018).

### Reference Points:

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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:

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CertHE Course Learning Outcome 1 (CHECLO1)

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.

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present and interpret information, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and 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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DipHE Course Learning Outcome 2 (DHECLO2)

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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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject 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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DipHE Course Learning Outcome 4 (DHECLO4)

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

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.

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DipHE Course Learning Outcome 6 (DHECLO6)

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 competencies.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Understand the problematic nature of interpreting the past in a critical way, the variety of theoretical and methodological approaches to the subject, and the multiplicity of sources available to historians.

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Demonstrate an informed appreciation of the processes of continuity and change over an extended time-span and how these have been affected by the contested exercise of power.

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Analyse the historical construction and changing nature of identities, as defined principally by place, ethnicity, gender and class.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Engage critically with key historiographical debates and address these in depth using primary and secondary sources.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Use appropriate technologies in digitally literate and enterprising ways to support historical research, process data and produce written work and presentational material.

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Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

Understand the value of civic responsibility in your outlook toward and relationships with others in an historical and global context. Act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

Understand the problematic nature of interpreting the past in a critical way, the variety of theoretical and methodological approaches to the subject, and the multiplicity of sources available to historians.

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Demonstrate an informed appreciation of the processes of continuity and change over an extended time-span and how these have been affected by the contested exercise of power.

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

Analyse the historical construction and changing nature of identities, as defined principally by place,



ethnicity, gender and class

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

Engage critically with key historiographical debates and address these in depth using primary and secondary sources.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

Use appropriate technologies in digitally literate and enterprising ways to support historical research, process data and produce written work and presentational material.

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Honours Degree Course Learning Outcome 6 (DEGCLO6)

Understand the value of civic responsibility in your outlook toward and relationships with others in an historical and global context

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Honours Degree Course Learning Outcome 7 (DEGCLO7)

Act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

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Honours Degree Course Learning Outcome 8 (DEGCLO8)

Display the technical pedagogical and historical competence to meet the standards required to be recommended for QTS and to teach History in secondary schools.

Overview of Assessment:

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Module	Title	Course Learning Outcomes
4HS001	The Pursuit of History	CHECLO1, CHECLO2
4HS002	Early Modern England	CHECLO1, CHECLO2
4HS003	The Making of Modern Britain, c1700 - c1819	CHECLO1, CHECLO2
4HS004	Europe and the Americas	CHECLO1, CHECLO2
4PO005	Campaigning and Citizenship: Women in Britain and Empire 1790s-1970s	CHECLO2
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	CHECLO1, CHECLO2
5HS001	The United States and the Cold War, 1945-1974	DHECLO3, DHECLO4, DHECLO5
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	DHECLO1, DHECLO3, DHECLO4, DHECLO5
5HS010	The Great War 1914-1918	DHECLO1, DHECLO3, DHECLO4, DHECLO5
5HS012	Minorities in the Twentieth-Century United States	DHECLO1, DHECLO3, DHECLO4, DHECLO5
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE002	Professional Development: The Beginning Teacher	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6HS004	Independent Study in History	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6HS015	Charity and Campaigning in Modern Britain and Empire	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6SE007	Professional Development: The Developing Teacher	DEGCLO6, DEGCLO7, DEGCLO8
6SE008	Subject-specific Pedagogy: Investigating Practice	DEGCLO6, DEGCLO7, DEGCLO8
6WR004	Trial by Fire: The American Civil War	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4

## Teaching, Learning and Assessment:

The learning activities on this course will help you to develop distinctive graduate attributes that will make you stand out and enhance our employability. These skills will be embedded into the curriculum throughout the course. On this course you will encounter a variety of learning activities designed to equip you with both subject-specific knowledge and a range of subject-specific and transferable skills. These are likely to include most of the following, depending on your choice of modules:

- Lectures
- Seminars
- Tutorials and supervisory meetings
- Interactive workshops
- Independent research
- Individual and group student presentations
- In-class quizzes and tests
- Formal examinations
- The use of digital resources for both assignments and in-class activities
- On-line forums
- On-line portfolios and blogs

- Teaching practice
- Teaching practice observations; coursework based on learning via teaching practice

Assessments: Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both yourself and your tutor with a gauge of progress. Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors will provide written feedback on the work. You should use this feedback to improve your performance on future assessments. Assessment methods are closely linked to the learning and teaching approaches used. A variety of assessment methods will be used during the course. These may include:

- Assignments
- Case studies
- Practical exercises
- Portfolios/e-portfolios
- Formal presentations
- Examinations and Time-constrained Assessments (tests)
- Group Project work
- Individual project Work
- Work-based assessments

Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development awareness.

### 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:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journals 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. Libraries also provide access to wide range of online information sources, including e-books, e-journals and subject databases.

Libraries also provide you with academic skills support via the [Skills for Learning programme](#). While on campus you can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. You can also access a range of online skills materials at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills).

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

### Course Specific Support

At Level 4 you will be shown how to locate and access the University's 'Skills for Learning' pages, which also

informs you where the Study Skills section in the library is located. The Directorate of Academic Services (DAS) provides general academic skills support to everyone. You can attend a drop-in session for an individual, one-on-one discussion with a Learning and Skills Librarian for advice on areas such as academic writing, assignment planning, exam preparation and time management. In addition, there is a regular timetable of bookable workshops covering information and digital literacy skills, including academic referencing. You will be supported by a designated Liaison Librarian who is available to support research and project work. Further details on the DAS skills for learning page [http://www.wlv.ac.uk/lib/skills\\_for\\_learning.aspx](http://www.wlv.ac.uk/lib/skills_for_learning.aspx)

If you have a demonstrable need for a level of support greater than that which can be provided in office hours, you might be referred to the School of Social, Historical and Political Studies Academic Skills Support Team, as well as the series of study skills workshops offered in the Library. CANVAS topics on the VLE include study skills-related materials.

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and many of the Level 4 modules are geared towards developing your generic and subject-specific study skills. The Level 4 History module, 4HS001: The Pursuit of History, focuses specifically on strengthening a range of key academic skills as well as those more central to the study of History. You will be taught basic techniques in essay writing, presentation skills, book reviewing, critical reading and finding and utilising online and print materials via small workshops. The other Level 4 core modules require you to be reading every week and contain a variety of different assessments spread across the semesters to help hone the skills required at upper levels of the degree as well as those central to the Teachers' Standards. The modules selected also match closely to core knowledge required of History teachers at Key Stage 3 of the National Curriculum for History (England).

You will continue to be supported outside your modules in Levels 5 and 6, through the School of Social, Historical and Political Studies' academic skills programme, offering a mixture of walk-in surgeries and pre-booked appointments with tutors from the History, Politics and War Studies team. The University Library also hosts a ranges of workshops to support and develop key skills in: academic writing, referencing, presentation skills, revision and critical thinking.

Formative assignments and learning activities offer you opportunities to write and revise using feedback prior to submission for assessment. Formative feedback for revision encourages you to develop and hone problem-solving skills, writing, and critical thinking. You will also receive timely and frequent feedback, providing personalised study skills support.

Subject specific research skills are embedded in module learning activities - both in-class and out-of-class - and require you to use electronic and Library resources (e.g. e-books, online/print newspapers and various search engines, databases, and electronic archives) to regularly locate historical and historiographical information in order to complete assessment tasks.

Students will receive continuous individualised supervision, advice and support throughout their teaching practice.

### Employability in the Curriculum:

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Throughout the course you will build up professional and employability skills and learn to apply the knowledge acquired in an enterprising way. You will be expected to constantly nurture your own intellectual curiosity. The tools, methodologies and techniques learned have been carefully selected to prepare you with the skills that employers demand, and the opportunities for work-based experience and placements ensure that you gain vital experience in the field of secondary education.

This degree specifically prepares you for a career in teaching History at secondary level, providing you with a strong grounding of knowledge in a National Curriculum core subject to Undergraduate degree level, alongside a recommendation for Qualified Teaching Status. You will emerge with the solid capabilities in critical thinking, evidence gathering and evaluation, critical analysis, academic writing and problem solving skills, which are essential for a successful career in education at all levels.

The Secondary Education component of the course guarantees a minimum of 120 days of classroom

experience in Years 2 and 3 under the close supervision of experts in the field, providing one-to-one support with all aspects of your development as a teaching professional. The core modules in in the course will also allow you to complete the requirements of the Wolverhampton Employability Award.



THE UNIVERSITY OF OPPORTUNITY