

## Course Specification

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## 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			
<b>Language of Study:</b>	English			
<b>Date of DAG approval:</b>	05/Oct/2018			
<b>Last Review:</b>	2021/2			
<b>Course Specification valid from:</b>	2019/0			
<b>Course Specification valid to:</b>	2027/8			

## Academic Staff

<b>Course Leader:</b>	Dr George Gosling-Page
<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

Applicants must have achieved a standard equivalent to a grade 4 (previously Grade C) in GCSE English and Mathematics. If you are unsure whether you hold an acceptable GCSE equivalent qualification for ITT, please contact our Admissions Department [admissions@wlv.ac.uk](mailto:admissions@wlv.ac.uk) for clarification.

Please note we do NOT accept GCSE Short Courses, GCSE English Literature, GCSE Equivalent Tests from other institutions or organisations, Key Skills Level 2 or Functional Skills Level 2.

PLUS EITHER

Typical entry requirements: 96 UCAS points

- A Levels – grades CCC (excluding A Level General Studies and A Level Critical Thinking)
- BTECL3 Extended Diploma - grades MMM
- BTECL3 Diploma - grades DD
- OCR Cambridge L3 Technical Extended Diploma - grades MMM
- Access to HE Diploma (Full Award) - Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 24 at Merit or Distinction

## Important Requirements

As part of the Department for Education (DfE) ITT compliance, if you are successful you will be required to provide your ORIGINAL certificates to the University of Wolverhampton Admissions Unit.

We will not accept applicants onto our professional courses who have been unsuccessful on professional courses at other institutions of higher education.

You will also take part in a rigorous selection process designed to assess your readiness to train to teach.

## Interview and Selection

**First Stage:** All applicants that are successful with their application will be invited to complete a set of short professional scenarios involving reading, writing and numerical tasks. These will provide us with an audit of your existing strengths as well as indicate any areas where you need to develop your knowledge and understanding during your course. If you are offered a place following interview, you will be required to demonstrate your professional readiness through successful completion of all of the tasks as one of your conditions of acceptance before the course starts. This may mean that you are asked to attend support sessions in English and mathematics during your course to enable you to demonstrate a satisfactory level of proficiency by the completion of your course.

Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure these fundamental skills before being recommended for Qualified Teacher Status.

Second Stage: You will undertake either an observed group task or a subject-specific activity (if you are applying for secondary teacher training).

Third Stage: You will engage in individual face to face interview

We will be assessing your ability to be able to meet the Teachers' Standards by the completion of your course. Those successful in the audits and at interview will be subsequently required to meet enhanced DBS checks, fitness to teach and medical check and prohibition order check requirements. You will be expected to complete these forms once you have been successful and have a Conditional Offer.

If you have accepted a Conditional 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 £38.00 and a £6.00 ID check service fee. 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.

English Language requirements are normally IELTS 6.0 equivalent with a minimum of 5.5 in each area (unless otherwise stated) or equivalent accepted qualification <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/language-entry-requirements/>

We accept the Wolverhampton English Proficiency Exam (WEPE), our own exam for candidates. Please see <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/english-language-pathway-courses/wolverhampton-english-proficiency-examination-we/>

If you do not have the level of English required, you can also do our Pre-sessional. See <https://www.wlv.ac.uk/international/international-academy/english-at-the-international-academy/english-language-pathway-courses/english-language-pre-sessional-courses/>

### 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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Department for Education

## 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

## 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.

Module	Title	Credits	Period	Type
4HS004	Europe and the Americas, 1776-1914	20	SEM1	Core
4HS006	Understanding the Early Modern World	20	SEM1	Core
4HS008	Witnesses to History: Archives and Oral History	20	SEM1	Core
4HS005	Britain and the World	20	SEM2	Core
4HS007	Changing Times: Twentieth Century Histories	20	SEM2	Core
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	20	SEM2	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.

Module	Title	Credits	Period	Type
<b>Linked Option Group Rule:</b> Select a minimum of 60 credits and a maximum of 60 credits from the linked (*) groups.				
<b>* Group 02   Min Value: 0   Max Value: 20</b>				
Only select 5SE003 only if you have not passed 4SE001.				
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	20	SEM1	

**\* Group 01 | Min Value: 40 | Max Value: 60**

Select TWO modules if you are taking 5SE003.

Select THREE modules if you are not taking 5SE003.

5HS001	America and the Cold War, 1947-91	20	SEM1	
5HS006	Working Class Britain: Life, Politics and Culture 1880s-1980s	20	SEM1	
5HS010	The Great War 1914-1918	20	SEM1	
5HS013	Campaigning and Citizenship: Women's Activism, 1790s-1970s	20	SEM1	
5SE002	Professional Development: The Beginning Teacher	20	INJR	Core
5HS014	Research in Action	20	SEM2	Core
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	20	YEAR	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.

Module	Title	Credits	Period	Type
6HS004	Independent Study in History	20	SEM1	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	YEAR	Core
6SE007	Professional Development: The Developing Teacher	40	INJR	Core

**Group 02 | Min Value: 40 | Max Value: 40**

6HS017	Ending Empire in South Asia, 1914-1947	20	SEM1	
6HS010	From Unification to Auschwitz. Germany 1871-1945.	20	SEM1	
6HS015	Humanitarianism and Protest: Campaigning for Change in Modern British History	20	SEM1	

Continuing students will follow the programme indicated below:

## 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.

Module	Title	Credits	Period	Type
6HS004	Independent Study in History	20	SEM1	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	SEM2	Core
6HS015	Humanitarianism and Protest: Campaigning for Change in Modern British History	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 4.3.3 - Exemption in accordance with Professional Body requirements Qualified Teacher Status (QTS). There will be no automatic right to a resit/retake for any failed practice. This will be at the discretion of the Fitness to Practice panel.

Section 4.4.3 - Exemption in accordance with Professional Body requirements Qualified Teacher Status (QTS). 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

Section 4.5.1 - Students are normally required to gain a minimum of 120 credits before commencing the next level of study.

Effective date: Academic Year 2022/23.

### Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

## [Subject Benchmark Statements](#)

## [University Policies and Regulations](#)

Equality Act (2010)

## [Initial Teacher Training Criteria and Supporting Advice \(DfE, June 2020\)](#)

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 \(DfE, 2011\)](#)

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

## [Ofsted Initial Teacher Education Inspection Handbook \(Ofsted, June 2020\)](#)

### Overview of Assessment:

Learning Outcomes	Modules
<b>CERTHE01</b> 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.	
<b>CERTHE02</b> 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.	
<b>CERTHE03</b> Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.	
<b>CERTHE04</b> Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.	
<b>CERTHE05</b> Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.	
<b>DIPHE01</b> 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.	
<b>DIPHE02</b> 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	
<b>DIPHE03</b> 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.	
<b>DIPHE04</b> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	
<b>DIPHE05</b> 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.

## Learning Outcomes

## Modules

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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** 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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**BHONS02** Appreciate historical patterns of social, economic, political and cultural change and continuity in and across different historical periods and different parts of the world.

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**BHONS03** Analyse the historical construction and changing nature of identities, as defined principally by place, ethnicity, gender and class.

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**BHONS04** Engage critically with key historiographical debates and address these in depth using primary and secondary sources.

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**BHONS05** 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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**BHONS06** Understand the value of civic responsibility in your outlook toward and relationships with others in an historical and global context.

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**BHONS01** 1) 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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**BHONS02** 2) 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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**BHONS03** 3) Analyse the historical construction and changing nature of identities, as defined principally by place, ethnicity, gender and class.

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**BHONS04** 4) Engage critically with key historiographical debates and address these in depth using primary and secondary sources.

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**BHONS05** 5) 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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**BHONS06** 6) Understand the value of civic responsibility in your outlook toward and relationships with others in an historical and global context. 7)Analyse the historical construction and changing nature of identities, as defined principally by place, ethnicity, gender and class. 8)Display the technical pedagogical and historical competence to meet the standards required to be recommended for QTS and to teach History in secondary schools.

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Teaching, Learning and Assessment:

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The learning activities on this course will help you to develop distinctive graduate attributes that will make you stand out and enhance your 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

Teacher training routes are exempt from the traditional University semester schedules and students wishing to study on these routes should be guided to recognise that they will be required to attend University taught sessions at different times to those on traditional undergraduate routes. This will include commencing taught sessions at the start of September in Year 2 and Year 3 and continuing with school placements into early June.

## 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.

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.

### Assessment Methods:

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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 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](http://www.wlv.ac.uk/lib/skills).

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

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. Study skills-related materials will be provided via the VLE.

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and this underpins the skills focus for the assessment strategy for the History modules at each Level. Core academic skills (including academic writing, referencing, presentation skills, locating learning materials, active learning and time management) is the foundational focus at Level 4, along with introductions to the different types of historical evidence and materials encountered in the study of History. Historiography, critical reading and appreciation of different approaches to any topic are the focus at Level 5, while Level 6 supports the Independent Study and a move towards the student as producer with a focus of research skills. You will be coached in this mix of transferable skills and subject-specific ones throughout the course, with the assessment focus at each level is designed to develop the your skillset throughout your studies.

From Level 4, 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 be supported outside your modules, 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, which is mapped to the University Graduate Attributes Framework, 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 the course will also allow you to complete the requirements of the Wolverhampton Employability Award.



THE UNIVERSITY OF OPPORTUNITY