

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton			
School / Institute:	Institute of Education			
Course Code(s):	SE120P01UV	University of Wolverhampton	Full-time	1 Years
Hierarchy of Awards:	Postgraduate Certificate in Education Secondary Education: Engineers Teach Physics University Statement of Credit Secondary Education: Engineers Teach Physics			
Language of Study:	English			
Date of DAG approval:				
Last Review:				
Course Specification valid from:	2021/2			
Course Specification valid to:	2027/8			

Academic Staff

Course Leader:	
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
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

An undergraduate degree, or equivalent.

An undergraduate engineering or material science degree at class 2:2 or above, or equivalent, is required to apply to this pilot course. If your degree is not engineering or a related subject, please apply to our Physics course.

Your degree subject should be in Engineering, Physics or a similar subject. Otherwise, you will need to prove your subject knowledge in some other way.

Grade 4 (C) or above in English and maths, or equivalent qualification.

We will consider candidates with pending GCSEs.

We will consider candidates who need to take a GCSE equivalency test in English or maths.

We will only consider the University of Wolverhampton equivalency tests.

You will have interest in all aspects of science along with a particular aptitude for physics from your engineering background. You will have an ability to think creatively about presenting the subject to others in original and practical ways, utilising contexts from the field of engineering. Candidates will be expected to teach the whole science curriculum, but with a particular focus on physical processes. Above all, you will need a real commitment to the education of young people.

Distinctive Features of the Course:

The University of Wolverhampton is one of the West Midlands' largest providers of teacher education, with many of our graduates going on to work within the region. Our tutors are all experienced teachers who have worked with our partnership and family schools for many years.

We are proud of our long-standing tradition of training teachers of Early Years, Primary, Secondary and Post Compulsory Education.

You will have access to high-quality, bespoke subject knowledge enhancement courses.

You will have access to free Professional Skills Test Support.

We offer high-quality learning facilities, including well-equipped teaching rooms, cutting-edge learning spaces, lecture theatres and a social learning environment.

There is a clear progression route to the Early Careers Framework and Master's degree study, with opportunities to use PGCE credits to embark upon further study following successful completion of the course.

We provide access to leading research in the field of Education that enables trainees to develop as reflective practitioners.

OFSTED May 2021 said: "The partnership provides effective training, both in the university and partner settings, that prepares trainees well to teach their subjects. Trainees learn how to apply relevant research to their teaching. They become reflective practitioners, committed to ongoing professional development. Trainees are also well prepared for the realities of teaching."

"Staff provide excellent support. University tutors provide effective help with issues such as managing workload and maintaining good mental health and well-being. In partner settings, mentors help to develop trainees' teaching skills while providing strong professional role models."

Educational Aims of the Course:

Engineers Teach Physics is a new one-year PGCE (QTS) initial teacher course. It has been tailored to support trainees with a background in engineering and material science.

The course will focus on physics subject knowledge that engineers and materials science graduates are not likely to have studied at undergraduate level. The course will utilise the fantastic practical experience and knowledge that engineers have, which can help to make physics teaching come alive. If you are an engineer who has interest in all aspects of science, but in particular physical sciences, associated with forces, energy, mechanics, electrical effects, and enjoy investigating them in a practical setting, then this course will suit you.

Our Postgraduate Certificate in Education (PGCE) in Secondary Education provides a high standard of training for those preparing to take up a teaching post in the secondary school sector. The course complies with statutory guidance from the Department for Education for Initial Teacher Training courses, covering the 5 core areas of the ITT Core Content Framework of behaviour management, pedagogy, curriculum, assessment and professional behaviours.

The PGCE in Secondary Education is specifically designed to ensure that those who are successful will be recommended for the award of Qualified Teacher Status (QTS) - the professional award required by those who wish to teach in a maintained school.

Engineering applies mathematics and areas of science to solve real world problems in different contexts. Whether you are a career changer, or recently graduated having studied engineering, this course will prepare and develop you to become ready for teaching. With your subject knowledge and commercial experience, engineers will be able to present contexts that will engage and enthuse students. Transferable skills which you will have developed in an engineering background, will give you a strong position to progress your career within a school environment into positions of responsibility.

Our course looks at key ideas which underpin the teaching of physics in schools and the way children's understanding of concepts develops. As a trainee you will learn how to teach physics to pupils in the 11-16 age range within the secondary age phase, with additional primary and post-16 enhancements. You will learn how to develop skills, knowledge, and understanding for teaching physics through a combination of university-led and school-led training.

Successful completion of the course will lead to recommendation for the award of Qualified Teacher Status (QTS), along with 60 credits at Master's level.

One of our strengths is that we have a vast network of high quality partnership schools in which to place you for the extended school placements. We ensure that you receive high quality school-based training by selecting schools with highly trained mentors and a proven track record of excellent trainee outcomes. We will also take other factors into consideration when placing you, such as your geographical location and transportation, to provide you with the best possible experience in a convenient and suitable setting.

The University-led elements of the course take place at our Walsall Campus. Our PGCE starts in early September and ends in June, and it is an intensive academic and professional training course that effectively prepares you for your first teaching post and beyond.

The course comprises of two extended school placements in your subject specialism and two periods of University-based teaching – September to October and January to February. The programme also includes a short Primary school placement and additional opportunities for a range of enhancements to your course; for example, experience of teaching pupils with special educational needs or teaching pupils for whom English is

an additional language.

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

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
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	INYR	Core
7SE016	Subject Specific Learning Project	20	SEM2	Core
7SE014	Professional Learning and Development for Teachers	20	INYR	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:

Exemption from clause 1.2.3 for delivery outside the standard University Academic Calendar in order to enable completion of 120 days on placement

Exemption from clause 1.2.4 for delivery in line with PSRB requirements and in alignment with similar course diets.

Exemption from clause 4.3.3 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.

Exemption from clause 4.3.5 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)

Approval Date 27/09/22

Reference Points:

[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, March 2022)

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-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, February 2022) [Ofsted Initial Teacher Education Inspection Handbook](#)

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:

The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status (QTS) and the academic standards required for the award of PGCE.

The assessment methods will include:

Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice.

Completion of school-based activities to demonstrate the ability to observe and research into classroom practice; Two sustained periods in school undertaking the full range of the teacher's duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age groups for which they are being trained.

Also, there will be a report on a short placement in a primary school; Compilation of evidence files; Record of Professional Development. The PGCE Secondary Education Engineers Teach Physics (11-16) 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. This course 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 these will provide a key source of information for your assessed assignments.

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).

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.

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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:

[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

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/.

Employability in the Curriculum:

We hold employment fairs and host events from schools, agencies etc to support trainee teachers in gaining their first teaching post. Employability is firmly embedded in the professional standards of the course.