

## Course Specification

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<b>Published Date:</b>	13-Aug-2024
<b>Produced By:</b>	Multi Type Usr Record For All Personnel
<b>Status:</b>	Validated

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## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Education		
<b>Course Code(s):</b>	SE126P01AC	Wood Green ITT Alliance (Ormiston South Wolverhampton & Bilston Academy)	Full-time 1 Years
	SE126P01FC	Wood Green ITT Alliance (St Francis Catholic College)	Full-time 1 Years
	SE126P01HP	CLPT (Heath Park)	Full-time 1 Years
	SE126P01HT	The Link Academy (formerly Hillcrest)	Full-time 1 Years
	SE126P01KC	The King's CE School (now Regis CE Academy)	Full-time 1 Years
	SE126P01KI	Kingshurst School, Birmingham	Full-time 1 Years
	SE126P01MP	CLPT (Moseley Park)	Full-time 1 Years
	SE126P01PE	Wood Green ITT Alliance (St Peter's Collegiate Academy)	Full-time 1 Years
	SE126P01PF	CLPT (Coppice Performing Arts School)	Full-time 1 Years
	SE126P01PH	Wood Green ITT Alliance (Pool Hayes Academy)	Full-time 1 Years
	SE126P01QM	Wood Green ITT Alliance (Queen Mary's Grammar School)	Full-time 1 Years
	SE126P01SE	The Streetly Academy	Full-time 1 Years
	SE126P01TF	CAT Institute of Education (Telford Priory School)	Full-time 1 Years
	SE126P01TG	Telford Partnership (Telford Langley School)	Full-time 1 Years
	SE126P01TJ	CAT Institute of Education (Telford Langley School)	Full-time 1 Years
	SE126P01TK	CAT Institute of Education (The Telford Park School)	Full-time 1 Years
	SE126P01TS	Telford Partnership (Telford Priory School)	Full-time 1 Years
	SE126P01UW	University: Walsall Campus	Full-time 1 Years
	SE126P01WG	Wood Green ITT Alliance (Wood Green Academy)	Full-time 1 Years
	SE126P01WH	Wood Green ITT Alliance (Wednesfield High Academy)	Full-time 1 Years
	SE126P01WO	Wood Green ITT Alliance (Wodensborough Ormiston Academy)	Full-time 1 Years
	SE126P01WR	Wood Green ITT Alliance (Burton Borough School)	Full-time 1 Years
<b>Hierarchy of Awards:</b>	Postgraduate Certificate in Education Secondary Education: Design Technology Postgraduate Certificate Secondary Education: Design Technology University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	02/Sep/2024		
<b>Last Review:</b>	2024/5		
<b>Course Specification valid from:</b>			
<b>Course Specification valid to:</b>	2029/0		

## Academic Staff

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**Course Leader:**

David Alden

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**Head of Department:**

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	School Direct Partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	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)

1. Have achieved a standard equivalent to a grade C/4 in the GCSE examinations in English and mathematics.
2. Hold a first degree of a United Kingdom higher education institution or equivalent qualification.
3. As part of the selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.

## Distinctive Features of the Course:

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### Why Wolverhampton?

- 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 conurbation. 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.
- Access to high quality, bespoke subject knowledge enhancement courses.
- High quality learning facilities, including well equipped teaching rooms, cutting edge learning spaces, lecture theatres and a social learning environment.
- A clear progression to Master's degree study, with opportunities to build on postgraduate credits to embark upon further study following successful completion of the course.
- Access to leading research in the field of Education that enables trainees to develop as reflective practitioners.

### What do Ofsted say?

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. For example, trainees in all phases finish their courses well prepared to manage behaviour.

Ofsted (2021), Initial Teacher Education Inspection Report, London: Ofsted

## Educational Aims of the Course:

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The Postgraduate Certificate in Education (PGCE) Secondary Education Design Technology (11-16) provides a high standard of education and training for those preparing to take up a teaching post in the secondary school 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 Secondary Education Design Technology (11-16) 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.

Design technology is an exciting secondary school curriculum subject, covering the areas of food technology, textiles, electronics and resistant materials. As a trainee you will learn how to teach design technology to pupils in the 11-16 age range within the secondary age phase, with additional primary and post16 enhancements. You will learn how to develop skills, knowledge and understanding for teaching design technology through a combination of university-led and school-led training.

The subject specific sessions that will be delivered alongside the core content will equip you to deliver lessons at both key stages three and four and will enable you to innovate your practice under guidance and supervision of both your university tutors and school-based mentors. In design technology particularly, this will enable you to have a wider understanding of the practical nature of design technology lessons and expose you to a range of equipment and techniques that you can develop into coherent schemes of learning.

The course has also been designed to develop secondary school teachers who will be:

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

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.

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

The level 7 credits gained can be built on, through further study, to gain a Postgraduate Diploma in Education or a Master's Degree in Education.

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
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00

PSRB:

None

Course Structure:

## September (Full-time)

Module	Title	Credits	Period	Type
7SE019	How Pupils Learn in the Specialist Subject	20	IN YR	Core
7SE022	Evidence Informed Teaching: Secondary Initial Teacher Training Placement Module 1	0	IN YR	Core
7SE020	The Developing Educator	20	IN YR	Core
7SE021	Pedagogical Approaches in Context	20	IN YR	Core
7SE024	Evidence Informed Teaching: Secondary Initial Teacher Training Placement Module 2	0	IN YR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

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

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

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

Modules the exemptions apply to

- 7SE022 Evidence Informed Teaching Secondary ITT Placement Module 1
- 7SE024 Evidence Informed Teaching Secondary ITT Placement Module 2

Approved by AFRSC on 8th April 2024

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, October 2023) [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, December 2023) Ofsted Initial Teacher Education Inspection Handbook

[Core Content Framework](#) (Department for Education, 2019) Initial Teacher Training (ITT): Core Content Framework

Overview of Assessment:

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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.

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**PGCE01** Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in Secondary Design Technology teaching, 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.

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**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 in Secondary Design Technology teaching.

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**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 Secondary Design Technology teaching.

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**PGCE04** Ability to deal with complex issues Secondary Design Technology 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.

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**PGCE05** Demonstrate self-direction and originality in tackling and solving problems in Secondary Design Technology teaching, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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**PGCE06** Demonstrate the qualities and transferable skills necessary for employment in Secondary Design Technology teaching requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable situations • the independent learning ability required for continuing professional development.

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## Teaching, Learning and Assessment:

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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, portfolios 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;
- Record of Professional Development.

The PGCE Secondary Education Design Technology (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 mentor. You will need to be able to learn from experience and to identify your own needs in this setting. Pre-course induction tasks will also supplement your transition into this course.

The course will be delivered in both a collaborative fashion with lectures to the whole cohort that teach generic concepts of pedagogy, and then these are further explored and developed in subject-specific taught sessions. Subject knowledge is also an important element of taught content, to enable you to receive your minimum entitlement delivered as per the current Department for Education Core Content Framework. This combination of core knowledge and subject-specific input will allow you to meet the learning outcomes fully in the subject of art & design.

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 always think and write reflectively in a focused and disciplined manner. You will be required to keep notes in school, and these will provide a key source of information for your assessed assignments.

Your assignments have been designed to be inclusive in nature, giving opportunities to be assessed both academically through written assignments and presented submissions, and holistically during your school-based teaching placements through a portfolio. This mixture of assignment types will enable you to demonstrate your meeting of the course requirements through a variety of assessment methodologies consistent with other similar courses of this nature. Assessment feedback will be provided through our Canvas virtual learning environment, with regular observations of your teaching taking place during assessed placements also providing you with feedback of your progression in the classroom. Your record of professional development (RPD) will also be completed fortnightly to ensure targeted support towards the recommendation for Qualified Teacher Status is accurate and timely.

## 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:

The [University Library](#) is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service [Library Assist](#).

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from [Skills for Learning](#).

The University also has a host of other services to support you, please take a look at the Student Support website: [www.wlv.ac.uk/current-students/student-support/](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

Students will be supported by a university subject tutor during the course. Whilst on placement in school students will also be supported by a school-based mentor and senior lead mentor.

### Employability in the Curriculum:

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Trainee teachers undertake a minimum of 120 days training in school as part of this course. Successful completion of the school placement modules leads to recommendation for Qualified Teacher Status (QTS). Trainee teachers recommended for the award of QTS will be well-placed to obtain employment in schools as qualified teachers.



THE UNIVERSITY OF OPPORTUNITY