UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	18-May-2026
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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton			
School / Institute:	School of Education and Psychology			
Course Code(s):	PE038H01UW	University: Walsall Campus	Full-time	3 Years
UCAS Code:	X120			
Hierarchy of Awards:	Bachelor of Arts with Honours Primary Education Diploma of Higher Education Primary Education Certificate of Higher Education Primary Education			
Language of Study:	English			
Date of DAG approval:	14/Sep/2026			
Last Review:				
Course Specification valid from:	2025/6			
Course Specification valid to:				

Academic Staff

Course Leader:	Mr Carl Longmore
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

Our course is designed to develop confident, reflective and highly skilled teachers who are ready to make a positive difference in today's diverse classrooms. We combine academic excellence with extensive practical experience, ensuring you graduate with the knowledge, professional confidence and classroom expertise that schools value. Throughout your training, you will be supported by an experienced and dedicated team of tutors who are recognised for the high levels of academic guidance, pastoral care and professional mentoring they provide.

We set high expectations for all trainee teachers while creating a supportive learning environment that prioritises wellbeing, inclusion and personal growth. You will learn from tutors who are passionate about education and bring specialist expertise in areas such as adaptive teaching, inclusion and SEND, Early Years practice, behaviour management, wellbeing, and the full range of National Curriculum subjects.

Our strong partnerships with schools ensure that your learning is closely connected to classroom practice. Placements take place every year of the course and are supported by trained school mentors and university staff, enabling you to develop your teaching skills in real educational settings while receiving expert guidance and feedback.

What makes this course distinctive:

- **Extensive school partnerships** providing meaningful placement experiences each year, supported by trained mentors and university tutors.
- **Expert-led teaching** from specialists in inclusion, SEND, Early Years education, behaviour, wellbeing and the full range of National Curriculum subjects.
- **A strong focus on inclusion, equality and diversity**, preparing you to teach and support all learners.
- **Pastoral support and wellbeing guidance** to help you thrive personally and professionally throughout your training.
- **Masterclasses and conferences** featuring alumni, educational specialists and nationally recognised experts.
- **Enrichment opportunities**, including visits to diverse educational settings and collaborative learning experiences.
- **Innovative digital learning platforms** that complement face-to-face teaching and develop your digital literacy as an educator.
- **Strong community links**, including partnerships with faith organisations, schools and sport-based initiatives that promote active and healthy lifestyles.

Based at our welcoming Walsall campus, with excellent transport links and parking, you will join a supportive learning community while building the knowledge skills and behaviours needed for a successful career in teaching.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

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
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
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00

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
4PE018	Introduction to the Wider Curriculum	30	YEAR	Core
4PE019	Introduction to the Core Subjects in Primary Education	30	YEAR	Core
4PE020	Placement 1: The Beginning Trainee Teacher	30	YEAR	Core
4PE021	Succeeding at University	30	YEAR	Core

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
5PE025	Developing Core Subject Knowledge and Pedagogy	30	YEAR	Core
5PE026	Developing Wider Curriculum Subject Knowledge and Pedagogy (including Research)	30	YEAR	Core
5PE027	Placement 2: The Developing Trainee Teacher	30	YEAR	Core
5PE028	Professional Learning: Inclusion, Adaptive Teaching and SEND	30	YEAR	Core

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
6PE035	Embedding Core Subject Knowledge and Pedagogy	30	YEAR	Core
6PE036	Placement 3: Embedding Practice	30	YEAR	Core
6PE037	Professional Learning: Enhancing and embedding professional knowledge, skills and behaviours	30	YEAR	Core
6PE038	Teachers as Researchers	30	YEAR	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

Regulations Exemption:

This is a course that has additional/alternative rules set out by the Department for Education (DfE), a Professional Statutory and Regulatory Body (PSRB), in the Initial teacher training (ITT): criteria and accompanying advice. It is also subject to Ofsted inspection Frameworks. These are subject to change

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.

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Department for Education ITT Criteria and Supporting Advice

Initial Teacher Education Inspection Framework

Safeguarding – Keeping Children Safe in Education

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
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
DIPHE01 Demonstrate knowledge and application of the concepts and principles of your area(s) of study. (Knowing)	
DIPHE02 Demonstrate the application of those principles in an employability and/or professional practice context. (Knowing)	
DIPHE03 Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study. (Doing)	
DIPHE04 Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing)	
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. (Being)	
DIPHE06 Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals. (Being)	
BHONSN01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at the forefront of your discipline. (Knowing)	
BHONSN02 Apply the methods and techniques that you have learnt to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects (Knowing)	

Learning Outcomes	Modules
BHONSN03 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. (Doing)	
BHONSN04 Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing)	
BHONSN05 Developed analytical techniques and problem-solving skills that can be applied in many types of employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. (Being)	
BHONSN06 Developed analytical techniques and problem-solving skills that can be applied in many types of employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. (Being)	
BHONS01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at the forefront of your discipline. (Knowing)	
BHONS02 Apply the methods and techniques that you have learnt to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects (Knowing)	
BHONS03 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. (Doing)	
BHONS04 Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing)	
BHONS05 Developed analytical techniques and problem-solving skills that can be applied in many types of employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. (Being)	
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Teaching, Learning & Assessment Strategy/(Learning and Teaching):

Your learning on this course is carefully structured to help you grow in confidence in your knowledge, skills and behaviours. As you progress, you will apply these foundations to more complex ideas and this phased approach ensures you feel supported as your academic and professional skills deepen.

Teaching is delivered through a blend face to face centre-based training, guided self-study, and enhancement experiences, placements as well as periods of learning known as Intensive Training and Practice (ITaP). These formats are designed to complement each other. In-person sessions allow you to collaborate with peers, take part in practical activities, and engage in reflective discussions, while online learning and resources offers accessible, bite-sized content you can revisit at your own pace.

Throughout the course, you will receive support to build the academic and digital skills you need to succeed. This includes help with academic writing at each level of study, understanding research, contributing to group work, and using digital tools confidently. Our virtual learning environment provides clear resources, exemplars, and materials to guide your independent study.

Your placement learning is purposefully integrated with your academic development. You will draw on experiences from your placements for discussions, assessments, and professional reflections, helping you link theory to real-world practice. Tutor and mentor support ensures you feel guided at every stage.

Digital fluency is embedded in the programme. You will learn how to use digital platforms ethically and effectively, including how to evaluate information, and where appropriate to use AI tools responsibly.

Assessment Methods/Assessments:

Assessment on this course is designed to support your learning, recognise your professional experience and help you develop the skills needed for successful undergraduate study whilst training to be a teacher.

Assessments are designed to help you develop intellectual skills including critical thinking, problem solving and reflecting on evidence informed practice. Through critical reading, analysis of research and reflective inquiry, you will learn to build evidence-based arguments, consider different perspectives and address complex professional issues. Work-based tasks also encourage you to apply theory to practice and evaluate the impact of your decisions on children's learning and development.

To ensure inclusivity, assessments offer clear instructions, exemplars and marking criteria. Tutors will provide guidance and signpost further support if you have specific learning needs and reasonable adjustments can be arranged where appropriate. You will also be encouraged to personalise aspects of your assessments; for example, by choosing themes relevant to your professional interests.

Assessments are spread carefully across the year to ensure a manageable workload and to allow you time to build your confidence.

Further Information for Student:

Structured induction period introducing academic expectations, university systems, digital platforms (VLE, library systems), and wellbeing services.

Personal tutor allocation, with a scheduled early check-in to identify needs related to academic confidence, or personal circumstances.

Inclusive curriculum design that uses diverse examples, avoids assumed prior knowledge, and foregrounds equity, children's rights, and anti-discriminatory practice.

Close collaboration with university services (disability support, wellbeing, financial support), with proactive signposting by tutors.

Feed-forward feedback that explicitly shows how early work links to expectations in future assignments and assessments.

Use of exemplars and assessment unpacking to demystify assessments across each module.

Clear information and Handbook outlining roles, responsibilities, assessment processes, and communication flow between university tutors and setting mentors.

Regular mentor meetings whilst on placement with trained mentors who have received training and guidance from the university.

Tutor visits (virtual and face-to-face) to provide developmental feedback and ensure alignment between academic learning and practice.

Structured reflective practice activities, to support deep learning from practice.

Responsive module evaluation processes, with tutors summarising feedback and stating clear "You said – We did" actions.

Regular course rep / student voice meetings ensuring ongoing dialogue with the cohort, as well as evaluations that support development.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, student success coaching for students in early stages, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

Your course is regularly reviewed and refreshed to make sure it reflects the latest research, priority areas and current issues in primary education. Module content is updated each year so that you engage with new policy developments, contemporary debates and innovative approaches. This ensures your learning remains relevant and evidence informed. We have an experienced Strategic Partners' Group and Curriculum Advisory Group who support in the co-design of the course.

You will be encouraged to engage actively with research throughout the programme. You will explore this research through reading, discussion and critical reflection, and you will also develop your own inquiry skills through reflective practice tasks and research-informed assignments. These experiences help you become a confident, critical thinker who can evaluate evidence and apply it meaningfully in professional contexts.

The University of Wolverhampton's Graduate Attributes—**Global Citizen, Knowledgeable, Professional, and Digitally Fluent**—are woven throughout the curriculum. You will explore different perspectives on early years and primary education, build knowledge of child development and pedagogy, strengthen your professional identity and develop digital skills that support ethical and effective practice, including the responsible use of AI and digital tools.

The course also encourages interdisciplinary thinking and lifelong learning. You will work with peers from diverse professional backgrounds, engage with ideas from education, health, psychology, and social care and will understand the importance of and contribute to multi-agency team working.

Personalisation Opportunities:

This course is designed to recognise trainees arrive with different levels of experience in school settings. Throughout the course, you will have opportunities to shape your learning so that it feels meaningful, relevant and aligned with your future career goals.

Many opportunities allow you to choose a focus that relates directly to your personal interests or the needs of the children and families you will work with. For example, you can select themes for reflective inquiries and choose research topics that matter to you. Flexibility means you can develop expertise in areas that are most important to your professional identity, such as inclusion, SEND, oracy, assessment, to name but a few.

The course values your identity and lived experience and you are encouraged to bring your cultural, linguistic and professional perspectives into discussions and reflections. You will have opportunities throughout the course for enrichment and enhancement

Employability in the Curriculum/Employability and Professional Development:

Throughout this course, you will be supported to grow as a confident and reflective teacher. Your placement experiences will give you a chance to apply your learning in real settings, respond to live challenges and build a portfolio of practice that showcases your strengths.

You will be encouraged to develop a strong professional identity by engaging with reflective practice and research-informed decision-making. Assessments often draw on your experiences, enabling you to evidence your skills, impact and professional growth as well as your knowledge, skills and behaviours.

Professional standards and high expectations around safeguarding, inclusion, and ethical practice, are embedded throughout your modules, placement experiences and assessments. This ensures you understand what is required in the workplace and can demonstrate competence and confidence in order to demonstrate you meet the Teachers' Standards by the end of the course.

The course provides structured opportunities for you to reflect on your strengths and development needs. You will receive regular feedback from tutors and mentors, take part in professional discussions and complete reflective tasks that help you identify your next steps.

Support is available for key employability skills, such as developing a strong personal statement and preparing for interviews.

