UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	19-May-2026
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Status:	Course currently being validated

Core Information

Awarding Body / Institution:	University of Wolverhampton			
School / Institute:	School of Education and Psychology			
Course Code(s):	PE041P01UW	University: Walsall Campus	Full-time	1 Years
Hierarchy of Awards:	PRG_CODE.PAW=P_NAME.DUMMY=PE041P01UW			
Language of Study:	English			
Date of DAG approval:				
Last Review:				
Course Specification valid from:				
Course Specification valid to:				

Academic Staff

Course Leader:	
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:

Educational Aims of the Course:

Intakes:

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.

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Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

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:

4.5.1 In accordance with Professional Body requirements for Qualified Teacher Status (QTS) students will only be allowed one attempt to resit a placement.

4.5.5 There will be no right to retake practice modules but retakes will be allowed for theory modules.

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

Ofsted Initial Teacher Education Inspection Framework

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 critical understanding of subject and phase specific knowledge and curriculum frameworks, underpinned by relevant educational theory, research, and policy in primary education (Knowing)	
PGCE02 Demonstrate a critical understanding of subject and phase specific knowledge and curriculum frameworks, underpinned by relevant educational theory, research, and policy in primary education (Knowing)	
PGCE03 Make informed decisions to design, implement and evaluate inclusive teaching, learning and assessment strategies, using a range of pedagogical approaches to promote pupil progress and attainment and meet the needs of all pupils (Doing)	
PGCE04 Make informed decisions to design, implement and evaluate inclusive teaching, learning and assessment strategies, using a range of pedagogical approaches to promote pupil progress and attainment and meet the needs of all pupils (Doing)	
PGCE05 Demonstrate consistently high standards of personal and professional conduct and knowledge, skills and behaviours consistent with the Teachers' Standards in order to be a reflective, inclusive teacher (Being)	
PGCE06 Critically reflect on your own achievements and identity as a teacher, forge positive professional relationships and demonstrate a commitment to continuous professional development (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The PGCE Primary Education programme is structured to help you build confidence step by step, starting with foundational knowledge and gradually progressing to more complex teaching skills. You will be introduced to foundational concepts early in the course, which are then revisited and developed over time through a sequenced curriculum. This approach helps you deepen your understanding, refine your practice and build towards meeting the Teachers' Standards with confidence.

The course has centre-based training and lectures, twenty days of Intensive Training and Practice (ITaPs) and a minimum of 120 in placements. Assessed Placements are undertaken in two different schools. One will be in Key Stage 1 (age 5-7) and one with be in Key Stage 2 (age 7-11). During placements you will be supported by a trained mentor in the school and you will plan, teach and assess lessons. This will gradually increase during each placement. Placements are full time for the duration of the placement.

Your centre-based teaching will take place at our Walsall campus and lectures are usually Monday to Friday 9am to 4pm. Lectures are supplemented and enhanced by additional material on our Virtual Learning Environment (VLE), Canvas. Face to face sessions and online activities are carefully planned and sequenced and support inclusive and engaging learning experiences.

You will undertake a range of activities that will support your knowledge skills and behaviours needed to be teacher. For example, group work and discussion will

help you to forge positive professional relationships and presentations and micro-teaches will help you to speak accurately and clearly in front of different audiences as well as model effectively. In addition, opportunities for approximations of professional practice enable you to practice key elements of learning in a safe space that supports confidence building and the development of practical classroom skills.

The course promotes digital fluency as an essential part of your development as a teacher. You will learn how to use digital tools effectively and ethically, including the responsible use of AI to support planning, workload management, and pupil learning. You will reflect on your own digital skills, set development goals, and learn how to use technology in creative and inclusive ways to enhance teaching and support pupil progress. Digital skills are developed throughout the programme, helping you to confidently use a range of tools for learning, communication and teaching

Assessment Methods/Assessments:

Purposeful integration is at the heart of the provision where curriculum, teaching and assessment are aligned. Therefore, all assessments support strengthening of both academic and professional knowledge and understanding.

Assessment is structured to support learning by using a balanced mix of academic, practical and professional tasks. The course combines written assignments, presentations, school based activities and sustained teaching placements. The range of assessments ensure that trainees demonstrate: Academic understanding (through written assignments, research tasks, and critical reflection). Professional competence (through school based activities and extended placements). Subject and pedagogical knowledge (through presentations and Intensive Training and Practice).

Assessment exemplars of expected standards and success criteria are made available from the start of the programme, along with dedicated seminars to further support understanding and requirements of assessments. Our VLE will have assessment unpacking videos for each assessment. You will have opportunities to discuss in groups your understanding of the assignment requirements and ask questions to ensure you are confident about the expectations of each assessment.

Inclusivity is supported through a range of formative and summative assessments underpinned with clear rubrics and expectations that are designed following an inclusive framework to support a wide range of learners and needs. You will have regular opportunities for formative feedback.

There are regular Placement Briefings at pivotal points that focus on specific elements of placement so you are confident about the requirements for school placements, including how regular formative feedback is used to focus on targets

We encourage trainees to share with us if they have any barriers to learning so that we can discuss how we can remove barriers, offer support where needed and make reasonable adjustments. There are wider university teams that can also support with this and we can signpost and arrange meetings and support.

Further Information for Student:

Transition Support

The PGCE Primary Education with mathematics programme is carefully designed to help you settle into university study and succeed from the very start. Before the course begins, you will be supported through pre-induction webinars and supporting materials. You will be introduced to postgraduate study, critical writing, and expectations of professional practice. Induction week then builds your confidence by guiding you through university systems, learning platforms, and what successful Level 7 work looks like. You will also meet tutors, explore module expectations, and begin to understand how your learning connects to classroom practice.

Throughout the course, academic support is fully embedded into your learning experience. Sessions include clear modelling, worked examples, and access to high-quality assignment exemplars so you can see what success looks like. Tutors make academic language and expectations explicit, and there are regular opportunities to ask questions and check your understanding. Structured progress reviews help you set manageable goals, which is particularly valuable if you are returning to study or joining from a different educational background. The curriculum is designed to revisit key ideas over time, helping you build confidence and deepen your knowledge step by step.

Early assessments and feedback are designed to support your development rather than just measure performance. You will receive clear, focused feedback with practical next steps so you can improve quickly and feel prepared for larger assignments later in the course. Assessment deadlines are carefully spaced across the year to help you balance academic work with placement demands.

Your placements are fully integrated into the programme. You will be prepared through focused training before entering school, supported by trained mentors and university tutors during your placement, and guided through structured reflection afterwards. This helps you connect theory to real classroom experience and continuously improve your practice.

Your feedback plays an important role in shaping the course. Regular evaluations and discussions are used to refine teaching, adjust pacing, and ensure that the support you receive remains relevant, responsive, and effective throughout your training.

Please note that a trainee must pass all modules and all CLO (which includes the requirements set out in the ITT Criteria) to be recommended for Qualified Teacher Status (QTS).

Student Support

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 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:

A continuous improvement cycle ensures that the teaching curriculum is regularly updated to reflect current research, emerging theories and contemporary issues in the relevant age phase and subject areas. Teaching sessions are delivered by qualified teacher educators and expert colleagues who have extensive experience in both leading in schools and working in Initial Teacher Training.

Course Design and Responsiveness to Research

The PGCE is structured to stay responsive to new evidence, emerging theories, and national priorities. Module content is reviewed regularly to align with DfE ITT criteria, ensuring you engage with the most current practice. Staff use SMRSA-supported scholarly activity to integrate recent pedagogical research, policy updates and sector debates into taught sessions and online materials. This flexible design keeps the curriculum future-focused and grounded in contemporary classroom realities.

Engagement With Research and Inquiry

You will read, analyse and apply current peer-reviewed research. You will learn to evaluate evidence, question assumptions and link theory to practice through practitioner discussions and school-based investigations of policy and practice. These activities help you build critical thinking, critique practice and make informed decisions about teaching approaches and your own practice.

Creative and Critical Responses to Real-World Challenges

The course encourages you to address complex issues: inclusion, digital citizenship and social responsibility through intensive training and practice, case studies, problem-based, reflective tasks. You will explore how teachers can shape equitable classroom environments, respond to local community needs and foster pupils' independence and resilience. This prepares you to think strategically and act with professional agency in diverse school contexts.

Embedding of Graduate Attributes

The University's Graduate Attributes (Global Citizen, Knowledgeable, Professional, Digitally Fluent) are embedded in the curriculum to support your development as a future-ready graduate and teacher through the implementation of the School of Education's values and vision – to be informed, inspiring and influential. All trainee teachers are required to adhere to the professional standards with the curriculum as well as reflect the principles of Fundamental British Values, rules of Democracy and additionally digital literacy.

Interdisciplinary Collaboration and Lifelong Learning

The PGCE promotes cross-disciplinary dialogue through forging positive professional relationships, school-based teamwork, and collaboration with specialists and expert colleagues (e.g. PRU, Behaviour, SEND, EAL/NTE, digital experts). Reflection, coaching and mentoring tasks help you adopt a stance of continual learning, essential for a profession shaped by policy change, emerging technologies and evolving pupil needs. The programme positions you as an adaptable practitioner who remains responsive to future educational challenges. It is also important to recognise that when you enter your career in teaching, you are further supported by an additional two years of additional training support as an early career teacher.

Personalisation Opportunities:

The PGCE Primary Education with mathematics programme offers a range of opportunities for you to personalise your learning so it reflects your interests, ambitions and lived experiences. All trainees benefit from core personalisation opportunities built into the programme, ensuring a consistent and equitable experience for everyone. Opportunities to personalise your learning are carefully sequenced across the year, allowing you to build, apply and revisit your chosen areas of focus in both university sessions and school placements. Within the course, you will engage with assignments and professional tasks that have opportunities for you to draw on your own experiences and explore areas of teaching that matter to you or align with your career goals.

You will also have opportunities to further personalise and develop your knowledge, skills and behaviours through enhancement activities. You will be supported to make informed choices about enhancement activities and focus areas through guidance from tutors, mentors, and expert colleagues, helping you link your interests to potential career pathways. Guidance throughout the year helps you reflect on your strengths and consider how your developing expertise aligns with future roles in education.

You will be encouraged to take ownership of your learning through regular reflection, target-setting and professional dialogue with mentors and tutors and these structured reflection activities help you evaluate your progress and identify next steps, shaping your development as a teacher. These personalised experiences help you build confidence, develop specialist knowledge and prepare to meet the needs of diverse learners in your future classroom.

Tutors and the wider university team work with you to identify and remove any barriers to your participation, ensuring that your background, experiences or circumstances do not limit your ability to succeed.

The course values and integrates your identity and experiences into your learning. Sessions such as anti-racism awareness provide space for open discussion, reflection, and the sharing of perspectives, helping you to develop inclusive approaches that reflect the diverse communities you will serve. You will be encouraged to draw on your own background and experiences to inform your teaching practice and professional identity.

Employability in the Curriculum/Employability and Professional Development:

Professional development is supported with school placements across contrasting settings, developing skills in planning, teaching and assessing sequences of lessons, leading interventions as well as fulfilling wider professional responsibilities.

Guest speakers and employer engagement support you explore and prepare for relevant career pathways.

You are supported to grow into a confident professional via professional practice placement modules which explore values, ethics, safeguarding, and reflective practice. Ongoing mentoring ensures that you receive personalised guidance on you teaching, strengths and areas for development.

The PGCE is closely aligned with sector requirements, including: The UK Teachers' Standards, which also includes meeting the professional standards in relation to employer expectations, such as safeguarding compliance, behaviour management competence, and effective communication, which ensure that you qualify with the competencies employers expect.

You will reflect on your strengths, receive feedback and practise employability skills such through engagement in teaching sessions delivered by guest speakers and expert colleagues, and gain formative feedback on your professional practice. You will gain experience in CV/personal statement writing, interviews, and networking through the employability strand of the curriculum delivered.

The programme provides structured preparation for placements, ongoing mentor supervision, and guided reflection. Career support seminars, where your develop your job application profiles, and an employment fayre, where trainees are given guidance and advice including mock interviews help you plan next steps and position yourself in the primary education workforce

The programme ensures that you enter the profession with the knowledge, skills and experience needed for a confident early-career in teaching.

