UNIVERSITY OF WOLVERHAMPTON

# Course Specification

| | |
|---|---|
| **Published Date:** | 24-Jul-2026 |
| **Produced By:** | Multi Type Usr Record For All Personnel |
| **Status:** | Validated |

# Core Information

| | | | | |
|---|---|---|---|---|
| **Awarding Body / Institution:** | University of Wolverhampton | | | |
| **School / Institute:** | School of Education and Psychology | | | |
| **Course Code(s):** | SE160P01AC | Wood Green ITT Alliance (Ormiston South Wolverhampton & Bilston Academy) | Full-time | 1 Years |
| | SE160P01FC | Wood Green ITT Alliance (St Francis Catholic College) | Full-time | 1 Years |
| | SE160P01HP | CLPT (Heath Park) | Full-time | 1 Years |
| | SE160P01KC | The King's CE School (now St Regis CE Academy) | Full-time | 1 Years |
| | SE160P01MP | CLPT (Moseley Park) | Full-time | 1 Years |
| | SE160P01PE | Wood Green ITT Alliance (St Peter's Collegiate Academy) | Full-time | 1 Years |
| | SE160P01PF | CLPT (Coppice Performing Arts School) | Full-time | 1 Years |
| | SE160P01PH | Wood Green ITT Alliance (Pool Hayes Academy) | Full-time | 1 Years |
| | SE160P01QM | Wood Green ITT Alliance (Queen Mary's Grammar School) | Full-time | 1 Years |
| | SE160P01UW | University: Walsall Campus | Full-time | 1 Years |
| | SE160P01WG | Wood Green ITT Alliance (Wood Green Academy) | Full-time | 1 Years |
| | SE160P01WH | Wood Green ITT Alliance (Wednesfield High Academy) | Full-time | 1 Years |
| | SE160P01WO | Wood Green ITT Alliance (Wodensborough Ormiston Academy) | Full-time | 1 Years |
| | SE160P01WR | Wood Green ITT Alliance (Burton Borough School) | Full-time | 1 Years |
| **Hierarchy of Awards:** | Postgraduate Certificate in Education Secondary Education: Physical Education<br>Postgraduate Certificate Secondary Education: Physical Education<br>University Statement of Credit Secondary Education: Physical Education | | | |
| **Language of Study:** | English | | | |
| **Date of first cohort:** | 31/Aug/2026 | | | |
| **Specification valid from:** | 2025/6 | | | |

# Academic Staff

| | |
|---|---|
| **Course Leader:** | Miss Sue Giacoletto |
| **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

## Distinctive Features of the Course:

Choosing to train as a secondary school teacher is an exciting step, and our Postgraduate Certificate in Education (PGCE) in Secondary Education is designed to give you the confidence, skills and professional grounding to thrive in the classroom. You'll receive high-quality training that meets all Department for Education requirements for Initial Teacher Training, and successful completion of the course leads to a recommendation for Qualified Teacher Status (QTS) - the essential professional award for teaching in maintained secondary schools. You'll also gain 60 Master's-level credits as part of your PGCE, giving you a strong foundation for future academic or professional development.

Across this one-year programme, your learning will take place both at the University and in a range of educational settings. You'll spend 120 days on placement in at least two secondary schools (ages 11–16), supported by experienced teachers who will help you grow from observing lessons to confidently leading your own. You'll also take part in 20 days of Intensive Training and Practice, focusing on key themes that will sharpen your classroom expertise.

Throughout your training, your subject specialist tutor will guide you, and we work closely with a large network of high-quality partnership schools to ensure you receive excellent school-based mentoring. You'll learn through a rich mix of teaching approaches: teacher-led input, pupil-focused exploration, peer collaboration, problem-based learning, e-learning and personalised target-setting, so you can develop your own authentic teaching style.

Your progress will be assessed through a variety of meaningful tasks, including written assignments, school-based investigations, and evaluations of your practical teaching. You'll move gradually from observing lessons, to teaching small groups, to planning and delivering sustained sequences of lessons. Reflection is central to the course, helping you grow into a thoughtful, adaptable and confident practitioner.

The programme runs over 180 days, with two extended school placements - one in the autumn term and another in the spring/summer terms, supported by University-based teaching blocks in September–October and January–February. You'll also benefit from a short primary placement and opportunities to enhance your experience, such as working with pupils with special educational needs, teaching post-16 learners, or supporting pupils for whom English is an additional language.

## Educational Aims of the Course:

## 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 |
|---|---|---|---|
| 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:

SE160P01UW (Full-time)

Professional Accreditation Body:
Department for Education

Accrediting Body:
Department for Education (DfE)

Accreditation Statement:
Accredited by the Department for Education (DfE) for the purpose of delivering initial teacher training programmes to achieve Qualified Teacher Status (QTS): Ages 11-16

Additional Notes:
Use for internal reporting purposes only

| Approved | Start | Expected End | Renewal |
|---|---|---|---|
| 15/Jan/2026 | 15/Jan/2026 | | |

## Course Structure:

# September (Full-time)

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7SE022 | Evidence Informed Teaching: Secondary Initial Teacher Training Placement Module 1 | 0 | INYR | Core |
| 7SE024 | Evidence Informed Teaching: Secondary Initial Teacher Training Placement Module 2 | 0 | INYR | Core |
| 7SE029 | Critical Perspectives on Theories of Learning to Develop Effective Subject Specific Pedagogy | 30 | INYR | Core |
| 7SE030 | Personal and Professional Development for Postgraduate Trainee Teachers (Secondary) | 30 | 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

## Regulations Exemption:

4.5.5:  - 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.

## 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

## 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 |
|---|---|
| **PGCERT01** Knowing (K1): Demonstrate a critical understanding of subject-specific knowledge and curriculum frameworks, underpinned by relevant educational theory, research, and policy in secondary education. | |
| **PGCERT02** Knowing (K2): Apply theoretical perspectives and research evidence to evaluate how pupils learn and develop, including factors affecting progression and achievement. Growing teachers from our community for our community, who are prepared for the realities of teaching. | |
| **PGCERT03** Doing (D1): Design, implement and evaluate inclusive teaching, learning and assessment strategies, using a range of pedagogical approaches to promote pupil progress. | |
| **PGCERT04** Doing (D2): Apply informed and responsive assessment practices, including the effective use of data to support, monitor, and report on pupil learning. | |
| **PGCERT05** Being (B1): Demonstrate professional values and behaviours consistent with the Teachers' Standards, including a commitment to safeguarding, inclusion, and the promotion of pupil wellbeing. | |
| **PGCERT06** Being (B2): Engage in critical reflection and professional enquiry to inform self-evaluation, respond to feedback, and support personalised continuous professional development as an early career teacher. | |

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

The course is structured to help students build confidence in foundational topics before progressing to more complex ideas and skills via a spiral curriculum. The ITT curriculum follows key themes which are aligned to school-based training mentoring and activities to provide clear on-going support for all trainee teachers.

In-person and online learning activities provide for a flexible approach to curriculum delivery.  Modules are designed via an inclusive framework which supports all learners to be successful.  All theoretical sessions link to professional practice providing for engaging learning experiences.

Trainee teachers are supported to develop the academic and digital skills they need to succeed in different types of learning activities through; group work, research-based activities, independent study, opportunities for approximations of professional practice enable Trainees to practice key elements of learning in a safe space that supports confidence building and the development of practical classroom skills.

A key aspect of the digital pedagogies curriculum theme focuses on the ethical use of digital tools, AI, and data both as a trainee teacher and classroom practitioner. A summative assessment requires Trainees to reflect on this aspect of learning and practice, helping Trainees to develop skills required for the profession and as postgraduate learners.

## Assessment Methods/Assessments:

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, sustained teaching placements, evidence files, and the End Point Assessment. 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).

The course includes several built-in opportunities for formative practice, through: Presentations to tutors and peers, which require focus on feedback on subject knowledge, communication, and understanding. School based activities, requirement Trainees observe, research, and practise teaching in real classrooms, receiving feedback from mentors and tutors. On-going teaching placements, enable sustained teaching, reflection, and improvement before final assessments, these are supported with regular placement visits those triangulate assessments. Intensive Training and Practice elements of the course focus on specific pedagogical skills that encourage ongoing reflection and refinement.  These approaches allow trainees to rehearse key skills and receive feedback in an on-going manner before the final summative assessment for the award of the Postgraduate Certificate in Education in the specialist subject and Qualified Teacher Status.

Intellectual skills such as critical thinking, problem-solving, and evidence based argument are developed through: Written assignments demand research, analysis, and critical reflection on teaching practice, presentations require students to articulate evidence based arguments and demonstrate secure subject knowledge.

The course uses varied formats: written work, presentations, practical teaching, research tasks, evidence files, and reports, allowing students with different strengths to demonstrate competence. 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.

Assessments mirror real-world teaching practice by requiring trainees to take increasing independent responsibility for planning, teaching, managing learning, and reflecting - exactly the tasks they will perform as qualified teachers.

## Further Information for Student:

Induction and professional standards sessions support trainee teacher to make the transition from graduate to postgraduate professional.

Assignments are carefully scaffolded to support all students to understand the rubrics of any assessment. This is reflected through Canvas topics, teaching session materials and student guidance booklets.  The course team make use of the central support systems at eh university to ensure attendance and engagement is maintained. As this is a professional course, all staff maintain the professional expectations of ensuring opportunities to share any needs / provide for inclusivity are recognised at interview and followed up throughout the course and with placement settings.  This is monitored by personal tutors who respond with swift intervention which is provided for all students on a weekly basis through the course documentation uploads.

Formative assessment points are provided at interim points throughout the course to enable trainees to gain constructive feedback to improve learning outcomes. Teaching sessions for the academic module are carefully scaffolded to ensure that trainees are able to use reflective models effectively to support the reflection on professional practice required for the assignment.

Student voice and regular surveys are conducted to provide feedback for course improvement, these take place at 6 key points throughout the year: 2 student voice meetings Semester 1 and Semester 2, 4 intermediate teaching surveys during the intensive training and practice elements of the course and again at the end of the course.  Flexibility is built-in to the course to enable sessions to be responsive to trainee teacher learning needs.

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 who have extensive experience in both leading in schools and working in Higher Education.  All teacher staff are engaged in educational research and are members of national and regional subject specialist and Teacher Training professional organisations.

The course is designed to enable trainee teachers to become reflective practitioners. Teaching sessions are designed to ensure that critical thinking skills are embedded as educational research and evidence informed practice are critiqued through teaching sessions, school-based tasks and reflections on practice.

The national curriculum in schools is reflected in the ITT curriculum which has a focus on enterprise, and social responsibility at all key stages of learning. Trainees encounter these concepts and integrate them into their professional practice. An annual audit ensures that these concepts are woven through the ITT curriculum.

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

Interdisciplinary collaboration is enabled through work with trainees in other areas of the faculty that support the intensive training and practice elements of the course. All trainees training to teach are supported to continue a commitment to lifelong learning via the on-going professional development target setting and subject knowledge enhancement during the course. Employability and resilience skills are embedded into teaching sessions to help students adapt to future challenges in their field or profession?

## Personalisation Opportunities:

The academic modules provide a range of knowledge and skills that support readiness to be an effective classroom practitioner including the development and enhancement of subject specific pedagogy underpinned with a strong understanding of theories of learning, as well as have the opportunity to choose an aspect of their personal and professional development that they would like to enhance and build upon as Early Career Teachers. The outcomes of the academic modules require teachers to identify professional development targets to support their transition to early career teachers.

The course is designed to integrate diverse perspectives and student identities via the inclusive lens taken to teaching sessions. The curriculum is designed to provide an inclusive approach to teaching and learning that recognises the needs of individual learners both as teachers and as pupils.  Trainees are training to teach in our diverse communities, which enables critical reflection on include theory and practice.  This makes learning more relevant, inclusive, and meaningful.

## Employability in the Curriculum/Employability and Professional Development:

Professional development is supported with school placements across contrasting settings, developing skills in planning sequences of lessons, leading interventions, or contributing to school improvement projects. Guest speakers and employer engagement support trainees to make realistic help students explore and prepare for relevant career pathways.

Trainees are supported to grow into confident professional via professional practice placement modules which explore values, ethics, safeguarding, and reflective practice. Ongoing mentoring ensures that trainees receive personalised guidance on their teaching style, strengths, and areas for development, and a portfolio of professional development, requires trainees to collect evidence of lesson planning, assessment, behaviour management, and impact on pupil learning.

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.

These professional expectations are embedded through: The Initial Teacher Training Early Career Framework, with modules mapped to standards. Standards are assessed through school-based tasks, such as reflective essays, lesson observations, and professional portfolios. School based evaluations, require mentors and university tutors to assess trainees against the standards in real practice, which ensure that trainees qualify with the competencies employers expect.

Trainees reflect on their strengths, receive feedback, and practise employability skills such through engagement in teaching sessions delivered by guest speakers and education experts, they gain formative feedback on their professional practice and gain experience in CV writing, interviews, and networking through the employability strand of the curriculum delivered.

Trainees are guided to make informed choices about training targets and assignment foci that align with their career ambitions and professional development, via the academic module which focuses on personal and professional development, alongside the continual target setting which leads to the Early Career Framework targets following the award of Qualified Teacher Status.