Faculty of Education, Health and Wellbeing
Institute of Education

PGCE Primary with Mathematic Specialism

WALSALL CAMPUS COURSE GUIDE 2015/6
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
</tr>
<tr>
<td>Your local Academic Faculty Office is:</td>
</tr>
<tr>
<td>Sister Dora (WP) Building</td>
</tr>
<tr>
<td>Walsall Campus</td>
</tr>
<tr>
<td>01902 518934</td>
</tr>
<tr>
<td>Your Student Centre (Here to Help) is:</td>
</tr>
<tr>
<td>HERE 2 HELP</td>
</tr>
<tr>
<td>WA Building</td>
</tr>
<tr>
<td>01902 323135</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Clair Jenkins
Head of Department, Primary ITE
clair.jenkins@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel: 01902 32</th>
<th>Room</th>
<th>E-mail: @wlv.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clair Jenkins (Head of Department, Primary ITE)</td>
<td>3186</td>
<td>WN333</td>
<td>clair.jenkins</td>
</tr>
<tr>
<td>Balbir Ahir</td>
<td>3288</td>
<td>WE106</td>
<td>B.K.Ahir</td>
</tr>
<tr>
<td>Tess Bayliss</td>
<td>TBC</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Emma Luckhurst</td>
<td>TBC</td>
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<tr>
<td>Tricia Bunn</td>
<td>3017</td>
<td>WE114</td>
<td>T.Bunn</td>
</tr>
<tr>
<td>Christy Caddick</td>
<td>2897</td>
<td>WE120</td>
<td>Christy.Caddick</td>
</tr>
<tr>
<td>Sue Fawson</td>
<td>1618</td>
<td>WE109</td>
<td>S.Fawson</td>
</tr>
<tr>
<td>Paul Gurton</td>
<td>3254</td>
<td>WE117</td>
<td>paul.gurton</td>
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<tr>
<td>Robert Heath</td>
<td>3256</td>
<td>WE107</td>
<td>robert.heath</td>
</tr>
<tr>
<td>Andy Hutchinson</td>
<td>2849</td>
<td>WE108</td>
<td>andrewhutchinson</td>
</tr>
<tr>
<td>Greg Jones</td>
<td>3130</td>
<td>WE116</td>
<td>G.H.Jones</td>
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<tr>
<td>Simi McConnell</td>
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<td>Simi.McConnell</td>
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<td>Rachel Morgan-Guthrie</td>
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<td>rmorganuthrie</td>
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<tr>
<td>Sarah Powell</td>
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<tr>
<td>Marc Smale</td>
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<td>WE119</td>
<td>msmale</td>
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<td>Matt Smith</td>
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<tr>
<td>Tracy Wallis</td>
<td>2893</td>
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<td>T.Wallis</td>
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<tr>
<td>Carol Wetton</td>
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<tr>
<td>Stephanie Brewster</td>
<td>3026</td>
<td>WA106</td>
<td>S.Brewster</td>
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<td>Faculty Enabling Tutor</td>
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### Student Support in FEHW

<table>
<thead>
<tr>
<th>WHO?</th>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as 'Here2Help'</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
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<tr>
<td></td>
<td>Links to our Graduate Interns</td>
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<td></td>
<td>Based on our Learning Centres</td>
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<td></td>
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<td>Online and in person support and guidance</td>
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<table>
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<th>WHAT?</th>
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<tbody>
<tr>
<td></td>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression</td>
<td>Transferable support on your academic study skills:</td>
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<tr>
<td></td>
<td>General support about study and student life</td>
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<td>Personal (pastoral) guidance</td>
<td>General skills guidance</td>
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<tr>
<td></td>
<td>Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Academic writing support</td>
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<td>Referencing</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135</td>
<td>Check who your tutor is on e:vision</td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources</td>
</tr>
<tr>
<td></td>
<td>Regular drop in sessions &amp; appointments City – MH building Walsall – WP building Burton Campus</td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
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</tbody>
</table>

*** Visit the [Student Support homepage](#) for more information ***
*** Also visit the Students Union [Advice and Support Centre](#) for impartial guidance ***
Student Voice
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
As a result of student feedback we have made the following improvements to the course by reviewing the assessment requirements and submission dates. Our aim is to allow all students the opportunity to focus fully on their centre-based and school-based work and therefore to ensure all students reach their full potential. As a team we also respond flexibly to students needs and have developed intervention groups to enable all students to make better than expected progress in their second attachment. We always work closely with students throughout the academic year and in the NQT year to make sure that the course fully supports the needs to the student and the emerging professional

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.
If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University's Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Clair Jenkins, Head of Department, Primary Initial Teacher Education (clair.jenkins@wlv.ac.uk)

PGCE with Specialist Maths Specialism
The PGCE Primary with Maths Specialism is a one year programme that leads to qualified teacher status in It is a similar course to the general PGCE Primary in Education route but with slight modifications to allow for a specialism to be developed in primary mathematics.
Trainees undertake five modules, four of which are completed alongside the general primary cohort of trainees. The core curriculum module in the Maths specialist route is modified to allow for additional mathematics input on best practice in teaching, learning, leadership and mentoring. Mathematical subject knowledge is also enhanced through additional taught sessions on curriculum content from expert practitioners. Trainees on the maths specialism route still receive extensive input into the teaching of English, Science and the other Foundation subjects.

The educational aims of the course are:

- enable them to have a broad and balanced knowledge and understanding of the principal features of primary education and specific additional knowledge in the area of mathematics;
- to engage meaningfully with fundamental questions concerning the aims and values of education and its relationship to society;
- to question research about educational issues in a clear, lucid, ethical and coherent manner;
- to value and respect and show commitment to the communities in which they work;
- to demonstrate sensitivity to the needs of others, respecting their individual rights, and supporting their intellectual and social development;
- to become excellent teachers of mathematics with extended subject and pedagogical knowledge beyond that of the non-specialist PGCE.

The course learning outcomes are:

1. Understand the aims, principles and design of the curricular appropriate to the age range of children they are being trained to teach and use this effectively to support teaching and learning;
2. Demonstrate a knowledge and understanding of the processes of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children's learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.
3. Demonstrate the knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons appropriate to the children for which they are being trained to teach.
4. Demonstrate subject specific knowledge, skills and understanding relating to the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. A specific focus is the development of deep subject and pedagogical knowledge in Mathematics. This includes confidently engaging with new and emerging technologies and digital literacy’s for administration and management as well as to directly support teaching and learning in the classroom.
5. Demonstrate an awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher’s role and the roles of others in safeguarding and promoting the well-being of children. Trainees will further their knowledge of coaching and mentoring in the area of mathematics as part of the specialist element.
6. Reflect confidently on their own value systems, development and practices and actively engage in professional dialogue and research, questioning concepts and theories encountered in their studies. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.
These will be achieved through the following learning activities:

Trainees develop knowledge and understanding by:

- engaging in lectures, seminars and workshops with tutors, peers and school-based trainers e.g. mentors and curriculum leaders/co-ordinators, subject specific specialists;
- undertaking research and self-directed study into current issues and practice (in parts of the course this is specific to Mathematics);
- observing and working with leading practitioners;
- undertaking teaching placements;
- undertaking a series of task-related experiences (some of which are specific to Mathematics) in schools and other appropriate educational contexts;
- reflecting on their own and others’ experiences and practices.

Trainees develop subject-specific skills by:

- engaging in lectures, seminars and workshops with tutors, peers and school-based trainers e.g. mentors and curriculum leaders/co-ordinators, subject specific specialists;
- undertaking research and self-directed study into current issues and practice (in parts of the course this is specific to Mathematics);
- observing and working with leading practitioners;
- undertaking teaching placements;
- undertaking a series of task-related experiences in schools and other appropriate educational contexts (some of which are specific to Mathematics);
- reflecting on their own and others’ experiences and practices.

Trainees develop intellectual skills by:

- undertaking personal research and directed study, including focused observations, in preparing for sustained periods of teaching (school attachments);
- preparing for and undertaking school attachments to demonstrate attainment of the QTS Teacher Standards (2012);
- Compilation of portfolio, written assignments, school-based tasks and presentations to tutors and peers to demonstrate competent use of intellectual skills.

Trainees develop key skills by:

- engaging in lectures, seminars, workshops and self-directed and directed study;
- preparing for and undertaking school attachments to demonstrate attainment of the QTS Teacher Standards (2012);
- observing and working with leading practitioners;
- undertaking a series of task-related experiences in schools and other appropriate educational contexts.

Further to this, to satisfy the requirements of this course and to be recommended for the award of Qualified Teacher Status (QTS), you must show sufficient evidence of achieving the professional standards for the award of QTS as outlined in current National College documentation. Underpinning these Standards are rigorous requirements to demonstrate appropriate professional conduct, as well as perform effectively in all aspects of the teacher’s role. You will have to discharge the professional responsibilities and duties of teachers during all phases of the course, including those periods when working in an educational setting (e.g. in a primary school). For example, you must develop and be able to demonstrate a number of skills, some of which are listed below

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge which will enable you to maintain pupils’ interest in the subject, and address misunderstandings.
5. Plan and teach well-structured lessons.
6. Fulfil wider professional responsibilities including making a positive contribution to the wider life and ethos of the school and developing effective professional relationships with colleagues.

School-based work is assessed through formal observations and the completion of a portfolio including a Record of Professional Development through which the professional standards are demonstrated.

The course is accredited, endorsed or approved (depending on the professional body requirements) This course adheres to the University's academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them.

The PGCE in Primary Education with Mathematics with a recommendation for QTS is subject to regulations over and above those set out in the University of Wolverhampton's Academic Handbook of Principles, Regulations and Procedures. This is because you are required to meet all the Standards set out in the current National College documentation and pass the Professional Tests to be recommended for QTS. To meet these requirements, the PGCE in Primary Education with Mathematics is presented as a coherent course.

Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

External Examiners
Prof. Des Hewitt – University of Derby
Dr. Carol Precious – formally of Canterbury Christchurch
Daniel Ayres – University of East London
Sue Davis – University of Leicester

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect
of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

**Academic Regulations**

This course follows the University's academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

**Exam Regulations**

The University also have regulations that specifically cover examinations. Exam Regulations

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

**Postgraduate and Masters Awards**

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
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<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

The PGCE (Post Graduate Certificate in Education) in Primary Education with Mathematics Specialism is a recommendation for QTS(Qualified Teacher Status) and is subject to regulations over and above those set out in the University of Wolverhampton's Academic Handbook of Principles, Regulations and Procedures.

To qualify for the award you must pass every module of the PGCE course. Completion of the whole course will lead to the achievement of 120 credits – 60 credits at Level 6 and 60 at Level 7 (M Level) – the award of the PGCE in Primary Education with Mathematics Specialism and a recommendation for the award of QTS.

**Interim Awards**

If you pass the Level 6 modules and, therefore, achieve 60 Level 6 credits and pass 40 level 7 credits, you will receive a Graduate Certificate in Primary School Teaching with Mathematics Specialism and a recommendation for the award of QTS.

If you pass 60 credits at Level 6 you will receive a Graduate Certificate in Primary Teaching Studies, but not a recommendation for the award of QTS.

You must pass Attachment 1 before you can move on to Attachment 2 and you are only allowed to re-sit an attachment module on one occasion subject to the agreement of the Academic Board. We cannot guarantee that a student can be found a school in which they can re-sit an Attachment as it is not a mandatory requirement of schools to engage with Initial Teacher Training. However, every effort will be made to find an alternative placement if agreed by the Board.

If you fail a module you will have the right to attempt the failed assessment once during the academic year to which it relates unless special circumstances exist. If you fail a second time, you
have the right to repeat a module. The University cannot guarantee that all modules will be available to be repeated, in which case you will be required to take a replacement module.

The university will need to ensure that you have met all the relevant standards set out in the current National College documentation in order for you to be recommended for QTS. This may mean, on occasions, ensuring that your subject knowledge and understanding continues to be secure beyond the point at which it is assessed in any particular module.

Please note that a pre-requisite for a pass mark for any single piece of work is that the standard of written English is acceptable.

Interim Awards

It is possible for you to qualify for one of two interim awards as stated and explained above (see Academic Regulations).

Course Information

<table>
<thead>
<tr>
<th>Year long modules</th>
<th>Description</th>
<th>Credits</th>
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<td>C 7PE007</td>
<td>Enhancing Mathematical Subject and Pedagogical Knowledge and the wider role of the Specialist Teacher</td>
<td>40</td>
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<tr>
<td>C 7PE003</td>
<td>Developing Children’s Subject Knowledge and Understanding</td>
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<tr>
<td>C 6PE011</td>
<td>Primary Professional Studies</td>
<td>20</td>
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<tr>
<td>C 6PE012</td>
<td>Primary School Based Training Attachment 1</td>
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</tr>
<tr>
<td>C 6PE013</td>
<td>Primary School Based Training Attachment 2</td>
<td>20</td>
</tr>
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</table>

In order to achieve the aims of the award you will need to undertake a study of the most important subjects that make up the primary school curriculum. You will, therefore, study the core subjects of English, mathematics and science in some detail together with technological understanding. You will also receive an introduction to the foundation subjects of the primary school curriculum and study areas of professional studies that provide an overview of education. Additional taught sessions and school based tasks will further the area of mathematics in order to deliver the requirements of the specialism aspect of the course.

The year is divided into two semesters. The PGCE course consists of five modules; three at NQF Level 6 and worth 20 credits each and two at NQF Level 7 worth 40 credits and 20 credits respectively. You must pass all modules, details of which are given in the relevant module guides.

You will undertake two school attachments (NQF Level 6), one in each of the two university semesters. One attachment will focus on Key Stage 1 and the other on Key Stage 2. Each attachment consists of a sequence of one-day serial visits, followed by a block period in school. During both attachments, trainees will undertake a series of mathematics activities and tasks aimed at furthering knowledge around teaching and learning in mathematics.

This is a full-time course. You are expected to attend all sessions and attendance records are maintained. The National College stipulate a minimum number of days from the training programme that must be spent in schools.

Each taught module has specific aims and these are outlined in depth in Module Guides and through Additional Module Guidance. Each module aims to support and guide you as you progress.
through the course and will help you to understand the aims, principles and design of the curricular and how to use this effectively to support teaching and learning. Throughout your training, modules will also help you to understand the process of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children’s learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

Through the Professional Studies module you will be able to develop further your awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for professional learning and development through independent learning; an understanding of the teacher’s role and the roles of others in safeguarding and promoting the well-being of children.

Subject specific modules will support you in developing further your own subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently engaging with new and emerging technologies and digital literacies for administration and management as well as to directly supporting teaching and learning in the classroom. During mathematics specialism sessions trainees examine wider issues such as leadership within mathematics, catering for more able learners and maths in the EYFS and KS3.

School based training will provide you with the opportunity to demonstrate your knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons. To give appropriate recognition of your achievements the final school attachment module is currently graded using the University’s percentage marking scale. The grade for the final school attachment will be awarded as closely as possible in accordance with the criteria used by the inspection agency, the Office for Standards in Education (OFSTED), when awarding grades 1, 2, 3 or 4 in their assessment of trainees nearing completion of their training. The award of grade 4 for school attachment is a fail grade.

You will also be expected to become a reflective practitioner and to be readily able to engage with professional dialogue relating to your own value systems, research and questioning concepts and theories encountered in your studies. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.

Communications
One of the most important ingredients contributing to the success of any organisation – and the operation of a course like the PGCE in Primary Education with Mathematics - is an effective and efficient system of communication. At any time we may need to contact you on important matters relating to work or your personal life. You too from time to time will want to consult us, possibly urgently.

It is therefore essential that you follow the guidelines set out below.

Notice Boards and WOLF
Check your notice board (Ground floor, WN Block), each day that you are on the Walsall Campus. If you are not able to do this yourself, ask someone to do it for you. In addition to this, it is important that you check module details on WOLF and that you access your emails regularly.

Contacting Staff
In most cases your Personal Tutor will be your first line of contact, but in all cases, if the member of staff you wish to contact is not in her/his room, please leave a message with the administration team explaining briefly your query or concern and giving times when you could meet. If there is a
telephone number you can be contacted on, then please leave this. You are also invited to email members of the team but we would ask that you appreciate there are times when members of the team may have difficulty accessing emails due to their work in partnership schools, their teaching and research commitments. We aim to respond within a reasonable timeframe.

**Notification of address and other contact details**  
Please make sure that the Student Office and the Teacher Education Office have your up-to-date home and term-time addresses and other contact details. It may be necessary to contact you urgently and this can only be done if we have your current contact information accurately recorded.

**Illness and Absence**  
If you are ill and your performance has been or will be affected, you must let Student Office have official medical certification. Other personal and domestic problems may also affect your performance.

Although you will probably wish to discuss such matters with your Personal Tutor, the responsibility for submitting any request for extenuating circumstances to be taken into consideration is entirely your own.

It is essential that the Student Office is informed as soon as possible of all problems, whether they are health related or personal, so that your request for extenuating circumstances can be transmitted to the relevant Subject and Award Board. Informing the Student Office after the meeting of the Boards may be too late.

**Emergency Contact**  
We appreciate that there may be occasions when you are on Campus and people need to contact you in an emergency. To enable us to find you quickly, it is important that such people have full details of your course, timetable, location etc. In the event of an emergency, the following numbers can be used to contact you: 01902 3233216 or 01902 323109

However, you are asked to ensure that these numbers are used for emergencies only. When you are in school on attachment please ensure that the appropriate people (e.g. family) have the school contact number.

**Timetables**  
This is a full-time course. There are very few days in which you are not expected to attend centre-based training or when you will not be working in school. It is of paramount importance that you review your timetable thoroughly at the start of the year and develop a personal timetable identifying assessment dates and reading time. It is also important that you are available during half terms and some holiday periods to ensure that, if necessary, tutorials can be provided. Please note that the timetable is subject to change at short notice.

**Disclosure and Barring Service (DBS)**  
There are certain categories of offences that debar people from working with children or vulnerable adults. To commence this course you will be required to obtain a certificate of Enhanced Disclosure.

Please note that your full enrolment on the course is dependent upon receipt of an acceptable DBS certificate. It should be noted that you may be required to present your DBS number when entering a school and failure to do so, could mean that the school deny you entrance. If you lose your certificate, please report this at the earliest opportunity. It is your responsibility to ensure that your DBS certificate is valid and up to date.
Social networking website communication – Academic Misconduct

Please note that communication about school, school and University staff, other trainees, pupils and their families outside a professional capacity is inappropriate.

You must also note that any communication about school or University staff likely to breach confidentiality or bring an individual or organisation into disrepute may result in an investigation.

If the investigation reveals breach of terms and conditions of employment and/or the GTCE’s Code of Conduct or the University’s Fitness to Practice Code – the consequences could lead to termination of study.

If you have any doubt about the use of social networking please do not hesitate to consult the relevant professional body.

Please note, the use of social networking to divulge inappropriate information will be subject to investigation and may lead to your termination from a professional award.

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
- Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct
Cheating
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another
student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.
Full details about the University’s policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

Anonymous Marking
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

University Academic Calendar
There is slight variance to the University of Wolverhampton’s Academic Calendar start and end dates for Primary Initial Teacher Training. These dates are shared with trainees as soon as possible through course timetables prior to the start of each academic year and during the induction period.

Please note that there are no half-term holidays and that it is advisable to be available until the 13th July 2016, to ensure that if the final Attachment Module needs to be extended due to, for example, ill-health, this can be arranged.

Non completion of the stipulated number of days in school could result in a failed module and non-completion of the course.
Block attachments in schools

Further information will be provided in September by Partnership Office and can be seen on your individual timetable.

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc
- eVision helpdesk or your Student Centre

**Academic and Course related queries**
- Personal Tutor
- Course Leader
- Head of Department (by email)

**Module related queries**
- Module guide (on WOLF)
- Module Leader or Tutor

**Support for Study Skills**
- W: www.wlv.ac.uk/skills
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**Who to Contact for help when you are studying on campus**

**IT Problems**
- W: www.wlv.ac.uk/ITServices
- T: 01902 32(2000)

**Financial advice**
- W: www.wlv.ac.uk/moneymatters
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Careers & Employment Centre**
- W: www.wlv.ac.uk/careers
- E: careers@wlv.ac.uk
- T: 01902 32(1414)

**Special Needs (Students with disabilities)**
- Special Needs Tutor or Student Enabling Centre
- W: www.wlv.ac.uk/sec
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
  - W: www.wlv.ac.uk/counselling
  - E: counsellingservices@wlv.ac.uk
  - T: 01902 32(2572)

**Independent academic, financial, international and housing advice**
- Students’ Union Advice and Support Centre
  - W: www.wolvesunion.org/advice
  - E: advice.wolvesunion@wlv.ac.uk
  - T: 01902 32(2038)

**General queries**
- eVision helpdesk or your Student Centre
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space

Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study

All those who successfully complete PGCE in Primary Education with Mathematics and have passed the Professional Tests in English and mathematics will be recommended for the award of QTS.

This will allow you to take up a teaching post in a maintained school and to begin your induction into the teaching profession. The PGCE provides an ideal foundation for newly qualified teachers (NQTs). Further details of the induction procedures can be found on the National College website.

Upon completing the course successfully, you will be ideally placed to undertake the induction period that is designed to make sure that all NQTs are supported through the first year of teaching after gaining QTS. It also helps to ensure that future development is built on a firm foundation. There are two main aspects to the induction period; an individual programme of professional development and monitoring, and assessment against national induction standards. The induction period lasts for the equivalent of three school terms. Although your progress will not affect your QTS, you must complete induction successfully to continue teaching in a maintained school or non-maintained special school in England.

Many NQTs are supported by their local authorities to gain accreditation by completing successfully their induction period. This accreditation by an institution such as the University of Wolverhampton may provide these NQTs with credits that contribute towards a higher degree such as a Master of Education. During your course you will be given more information about such opportunities by the head of the Masters in Education programme.

Alumni

*We’re proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.

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