Faculty of Education Health and Wellbeing

Institute of Education

POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)
SECONDARY EDUCATION

WALSALL COURSE GUIDE 2016/7
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>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Sister Dora (WP) Building Walsall Campus 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>HERE 2 HELP WA Building Walsall Campus 01902 323135</td>
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</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.

Fay Glendenning,
Head of Secondary Education, Principal Lecturer
Fay.Glendenning@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name - Responsibility</th>
<th>Telephone/Room</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Michelle Lowe, Director of Education</td>
<td>Tel: 01902 323265 Room WN317</td>
<td><a href="mailto:Michelle.Lowe@wlv.ac.uk">Michelle.Lowe@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Fay Glendenning, Head of Secondary Education</td>
<td>Tel: 01902 323151 Room: WN333</td>
<td><a href="mailto:Fay.Glendenning@wlv.ac.uk">Fay.Glendenning@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Angela Gault, Head of Education Partnerships</td>
<td>Tel: 01902 323156 Room: WN333</td>
<td><a href="mailto:A.Gault@wlv.ac.uk">A.Gault@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Peter Taylor, PGCE Secondary Course Leader</td>
<td>Tel: 01902 322805 Room: WE104</td>
<td><a href="mailto:p.w.taylor@wlv.ac.uk">p.w.taylor@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

PGCE tutors – Subject

<table>
<thead>
<tr>
<th>Name - Responsibility</th>
<th>Telephone/Room</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Brewster, Faculty Enabling Tutor</td>
<td>Tel: 01902 323026 Room: WG023</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Edward Carline, Pathway Leader: Physical Education</td>
<td>Tel: 01902 323289 Room: WE003</td>
<td><a href="mailto:Eddie.Carline@wlv.ac.uk">Eddie.Carline@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Diane Cochrane, Subject Tutor: Mathematics</td>
<td>Tel: 01902 323240 Room: WE007</td>
<td><a href="mailto:diane.cochrane@wlv.ac.uk">diane.cochrane@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Nicola Copitch, Pathway Leader: English</td>
<td>Tel: 01902 323241 Room: WE111</td>
<td><a href="mailto:n.copitch@wlv.ac.uk">n.copitch@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr David Cooper, Subject Tutor: Mathematics</td>
<td>Tel: 01902 322881 Room: WE011</td>
<td><a href="mailto:d.cooper@wlv.ac.uk">d.cooper@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Sue Giacoletto, Secondary Tutor: Business Studies</td>
<td>Tel: 01902 323040 Room: WE112</td>
<td><a href="mailto:s.giacoletto@wlv.ac.uk">s.giacoletto@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Tel.</td>
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<tr>
<td>Bill Green</td>
<td>Subject Tutor: Science</td>
<td>01902 323246</td>
</tr>
<tr>
<td>Julie Hall</td>
<td>Pathway Leader: Drama</td>
<td>01902 323049</td>
</tr>
<tr>
<td>Debbie Haynes</td>
<td>Subject Tutor: English</td>
<td>01902 323241</td>
</tr>
<tr>
<td>Dot Heslop</td>
<td>Subject Tutor: Physical Education</td>
<td>01902 321618</td>
</tr>
<tr>
<td>Bill Myers</td>
<td>Pathway Leader: Psychology and Social Sciences</td>
<td>01902 322873</td>
</tr>
<tr>
<td>John Owen</td>
<td>Pathway Leader: Computer Science</td>
<td>01902 323196</td>
</tr>
<tr>
<td>Lisa Page</td>
<td>Subject Tutor: Mathematics</td>
<td>01902 322890</td>
</tr>
<tr>
<td>Mike Rickhuss</td>
<td>Pathway Leader: Mathematics</td>
<td>01902 323044</td>
</tr>
<tr>
<td>Tracey Sheldon</td>
<td>Pathway Leader: Modern Languages</td>
<td>01902 323195</td>
</tr>
<tr>
<td>Greg Shilton</td>
<td>Subject Tutor: Computer Science</td>
<td>01902 323094</td>
</tr>
<tr>
<td>Dr Sean Starr</td>
<td>Subject Tutor: Science</td>
<td>01902 322882</td>
</tr>
</tbody>
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### Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
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</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in 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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<tr>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</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 Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
</tbody>
</table>

Contact:  
FEHWSupport@wlv.ac.uk  
Regular drop in sessions & appointments  
City – MX building 01902 321150  
Walsall – WA building 01902 323135  
Log a call – e:vision helpdesk (Help>contacts)  

Check who your tutor is on e:vision  
Meet with your personal tutor at regular intervals  
Visit SAMS to book an appointment http://FEHWSams.wlv.ac.uk/  

Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube

*** Visit the Student Support homepage for more information ***  
*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
Course Structure for Secondary PGCE

<table>
<thead>
<tr>
<th>L6/7</th>
<th>Post-Graduate Certificate in Education (PGCE)</th>
<th>120 credits</th>
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</table>

**Semester 1**

| C | 6SE001 | Professional Development 1: The Beginning Teacher | 40 credits |
| C | 6SE002 | Subject Specific Pedagogy 1: Teaching the specialist subject | 20 credits |

**Semester 2**

| C | 7SE001 | Professional Development 2: The Developing Teacher | 40 credits |
| C | 7SE002 | Subject Specific Pedagogy 2: Researching the specialist subject | 20 credits |

**Specialist Subjects**

These four core modules will be offered across these specialist teaching subjects: Art and Design; Biology; Business Studies; Chemistry; Computer Science; Design and Technology; Drama; English; Geography; History; Mathematics; Modern Foreign Languages; Physical Education; Physics; Psychology; Religious Education and Social Sciences.

**Awards**

All trainees studying the Postgraduate Certificate in Education will study 120 credits (60 at level 6 and 60 at level 7) for PGCE with QTS.

- **The Postgraduate Certificate in Education** will be awarded to trainees who achieve all 120 credits at level 6 and 7 (With recommendation for QTS). Thus to achieve the PGCE award, candidates must take and pass all four of the core modules that comprise the course (within resit/re-take arrangements stated in the Course Guide).

- **The Graduate Certificate in Secondary School Teaching** will be awarded to trainees who achieve 100 credits at level 6 and 7, including Professional Development 2: The Developing Teacher. (With recommendation for QTS). Such trainees will have also have submitted work for all modules and, whilst they may not have achieved a pass grade, they will have been judged to have provided evidence against standards as stated in module guides.

- **The Graduate Certificate in Secondary Teaching Studies** will be awarded to trainees who achieve 60 credits at level/s 6. Achievement of the level 6 modules are pre-requisites for the level 7 modules. (No recommendation for QTS).
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 Fay Glendenning, Head of Secondary Education

The educational aims of the course are:
The Master’s level Post-graduate Certificate (PGCE) in Secondary Education provides a high standard of education and training for those preparing to take up a teaching post in the secondary sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant standards framework. The PGCE in Secondary Education is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) - the professional award required by all those who wish to teach in a maintained school.
The course has also been designed to develop secondary school teachers who will be:
- empathetic and committed to pupils’ learning;
- reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware
- capable of engaging in practitioner research
- flexible and creative

The course will also help a trainee to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach his/her subject. Equally we seek to develop teachers who understand the needs of the individual pupil and the school community in which they will work.

The aims of the course are to develop trainee teachers who are able to:
1. display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;
2. research and analyse pedagogical practice and reflect critically on their own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;
3. show their understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;
4. demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children’s well-being in their classrooms, schools and wider society; act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Graduate Certificate in Secondary Teaching Studies</th>
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<tbody>
<tr>
<td>At the end of credits at Level 6, you, the student will be able to:</td>
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<tr>
<td>1. Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge</td>
</tr>
<tr>
<td>2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have</td>
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learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

4. Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audience

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable contexts
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Graduate Certificate in Secondary School Teaching

At the end of credits at Level 7, you, the student will be able to:

1. display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;

2. critically analyse pedagogical practice and reflect critically on your own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;

3. show your understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;

4. demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children’s well-being in their classrooms, schools and wider society;

5. act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

Postgraduate Certificate in Education (PGCE) Secondary Education

At the end of credits at Level 7, you, the student will be able to:

1. display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;

2. research and analyse pedagogical practice and reflect critically on your own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;

3. show your understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;
4. demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children’s well-being in their classrooms, schools and wider society;

5. act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

These will be achieved through the following learning activities:

Learning activities to support the learning outcomes will include:
- Reflective Journal Entries
- University Professional Studies Sessions
- University Specialist Subject Sessions
- Audit and action planning
- Construction of personal timeline of education
- Review of progress towards standards to Qualified Teacher Status
- Experience in school, including:
  - Professional studies placement
  - Primary School placement
  - Two major teaching placements
  - School-based activities and tasks
  - Personalised opportunities for enhanced professional development
- Compiling teaching files
- Record of Professional Development
- Subject Specific Research Project
- Career Entry and Development Portfolio.

The Wolverhampton Online Learning Framework (WOLF) has been developed by the University and www.ewlv.org.uk by the secondary Initial Teacher Education Department and will be used to provide students with the opportunity to:

1. access electronic copies of lecturer produced course documents through the Wolverhampton Online Learning Framework (WOLF) e.g. module guides, assessment briefs, presentations, handouts and reading lists;
2. receive formative feedback online with appropriate meaningful electronic assessment feedback;
3. collaborate on line with others in their learning cohort through the discussion forums on WOLF;
4. participate in electronic Personal Professional Development Planning through the electronic Record of Professional Development (eRPD);
5. submit appropriate assessments online;
6. engage in interactive learning during all face-to-face sessions.

The course is accredited, endorsed or approved (depending on the professional body requirements)

The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status
and the academic standards required for the award of PGCE. The assessment methods will include:

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
- Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;
- Two sustained periods in school undertaking the full range of the teacher’s duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age groups for which they are being trained. Also, there will be a report on a short placement in a primary school;
- Compilation of two teaching files;
- Record of Professional Development

The PGCE employs a wide range of learning and teaching methods, including formal lectures, small group seminars and practical workshop sessions. All will provide examples of good practice in teaching, which you will reflect upon as you develop your own teaching styles. Much of your training will take place in school with teaching practice and regular professional dialogue with your school-based tutor. You will need to be able to learn from experience and to identify your own needs in this setting.

You will be expected to participate actively in your own learning and development. Reading is an essential part of the process and you will be given directed reading to inform taught sessions and widen reading to develop your knowledge and understanding.

The Master’s level PGCE requires you to develop skills as a reflective practitioner. You will be encouraged to think and write reflectively at all times in a focused and disciplined manner. You will be required to keep field notes in school and to write chapters of a “reflective journal”. This journal will be monitored in tutorials by your tutor and will provide a key source of information for your assessed assignments.

There is a wide range of resources available for your learning, including on-line materials for each module (on WOLF), web-based information on www.ewlv.org.uk and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme.

The PGCE has three interrelated elements with critical reflection at the core.

- Professional studies
- Subject specialist studies
- School based teaching practice

**Subject specialist studies** are concerned with the knowledge, understanding and teaching of a particular subject. They focus on the key principles and key components of subject knowledge, the ability to apply principles and knowledge in the classroom, and the assessment of pupils’ achievements.

**Professional studies** are concerned with teachers’ professional values, roles, responsibilities and development, together with whole school issues in education.
Professional studies are taught through Subject studies as well as some whole cohort lectures, mixed group seminars, two days in schools working in mixed subject groups and a Primary school placement.

School based teaching experience involves developing competence in classroom teaching to standards described in national legislation. Phase 1: October - December Phase 2/3: February – May.

The course is accredited by the following professional body/ies
- Relevant professional body.
- Relevant national government agency.
- Office for Standards in Education (OFSTED).

Successful completion of the PGCE in Secondary Education or the Graduate Certificate in Secondary School Teaching will result in the recommendation from the University to the relevant professional body for the award of Qualified Teacher Status (QTS).

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.

University Academic Calendar
University Academic Calendar

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](http://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.

**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”**

**Staff student Liaison**
There is a Tutor-Trainee Forum for the PGCE Secondary programme which meets on a termly basis. These meetings will be attended by trainee representatives elected in each subject group.

The purpose of this Forum is to allow trainees and tutors to meet to discuss cross subject issues of teaching and learning. At the end of the course the forum will undertake a full evaluation to feed into the annual monitoring process.

Issues concerning the campus and related areas, for example car parking, campus maintenance, the refectory should be taken up with the Site Manager. The site manager can be contacted through your subject representative. As a last resort, a complaints form may be collected from Reception and returned there after completion. You may also wish to consider referring issues of this kind to the Students Union.

**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:

1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. 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.

External Examiners
We have an external examiner for modules for each secondary subject and an Awards External Examiner for Secondary PGCE.

Awards External Examiner – Dr John Woollard, University of Southampton

Module External Examiners
Art & Design and Design & Technology – TBC
Business Studies – TBC
Computer Science – Dr John Woollard, University of Southampton
English and Drama – TBC
History, Geography and Religious Education - TBC
Mathematics – Karen Gladwin, University of Sussex
Modern Foreign Languages – Helen Aberdeen, University of Bristol
Physical Education – Angie Newton, University of Bedfordshire
Psychology and Social Sciences – Karen Duffy, Manchester Metropolitan University
Sciences – Ken Clays, Liverpool John Moores University

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. Examination 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

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<th>Normal</th>
<th>Maximum</th>
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<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
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The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

Please note that it is necessary for this course to be exempt from University regulations on the grounds of national professional body requirements. Relevant national government agency documentation and requirements (including the relevant standards framework), informs the management, structure and content of the course. No right for retrieval of failure after second attempt (re-takes) can be permitted for placement modules and no compensation is allowed for practice or theory.

Professional body guidelines require the PGCE programme to provide 120 days experience in school. This means that exemption is required from the University’s Academic Framework. The course will therefore run over two semesters from mid-September to mid-June.

Course Information
Assessment Methods
The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status and the academic standards required for the award of PGCE. The assessment methods will include;

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
- Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;
- Sustained periods of time in school undertaking the full range of the teacher's duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age phases for which they are being trained. Also, there will be a report on a short placement in a primary school;
- Compilation of teaching files;
- Record of Professional Development.

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:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website: ASSIST
3. Book a Skype appointment with study skills adviser or join the online chat service through the Learning Centre “Skills for Learning” website.
4. 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 –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. 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/other. It is important to cite all sources whose work has been
The most common forms of plagiarism are –

1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through "essay bank" websites – or other data.
3. 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.

**Where to get help with your course**
The following page gives clear instructions of who to contact should you require assistance.
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

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

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

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

Who to Contact for help when you are studying on campus

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)

General queries
- eVision helpdesk or your Student Centre

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)
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.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students' Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
It is strongly recommended that all trainees join a Teaching Union, as a student member, prior to starting their placement in school. There will be the opportunity to do this early in your course.

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**
Trainee teachers who are recommended for the award of Qualified Teacher Status (QTS) will be well-placed to obtain employment in secondary schools.

The master’s credits gained can be built on, through further study, to gain a Post Graduate Diploma in Education or a Master’s Degree in Education

**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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