

Leeds Metropolitan University

We offer a wide variety of routes and specialist combinations to students wishing to qualify as teachers of design and technology in either the primary or secondary phase. Courses have been rewritten to cater for the ever-changing needs of the evolving National Curriculum Technology. Students have to demonstrate capability in designing and making skills and a commitment to teaching before selecting the route which best suits their particular needs. We offer:

- PGCE Secondary DT or DT Home Economics (1year full time)
- 4-year BEd.(Hons) Secondary Undergraduate Modular Scheme (full time)
- 2-year BEd. Secondary Undergraduate Modular Scheme (full time)
- PGCE Primary (1year full time)
- 4-year BEd. (Hons) Primary DT Route (full /part time).

Students enjoy opportunities to work in a wide range of media and materials including resistant materials, food, textiles, graphics and IT. A profiling system is in place which records their progressive practical achievements and their acquisition of competence to teach the subject.

Major Projects form a focal point on all our courses and provide an opportunity for students to demonstrate the progress they have made as designers and makers themselves. Students are encouraged to identify real needs and design and develop solutions to that problem, aiming for the highest levels of practical achievement and quality of finish.

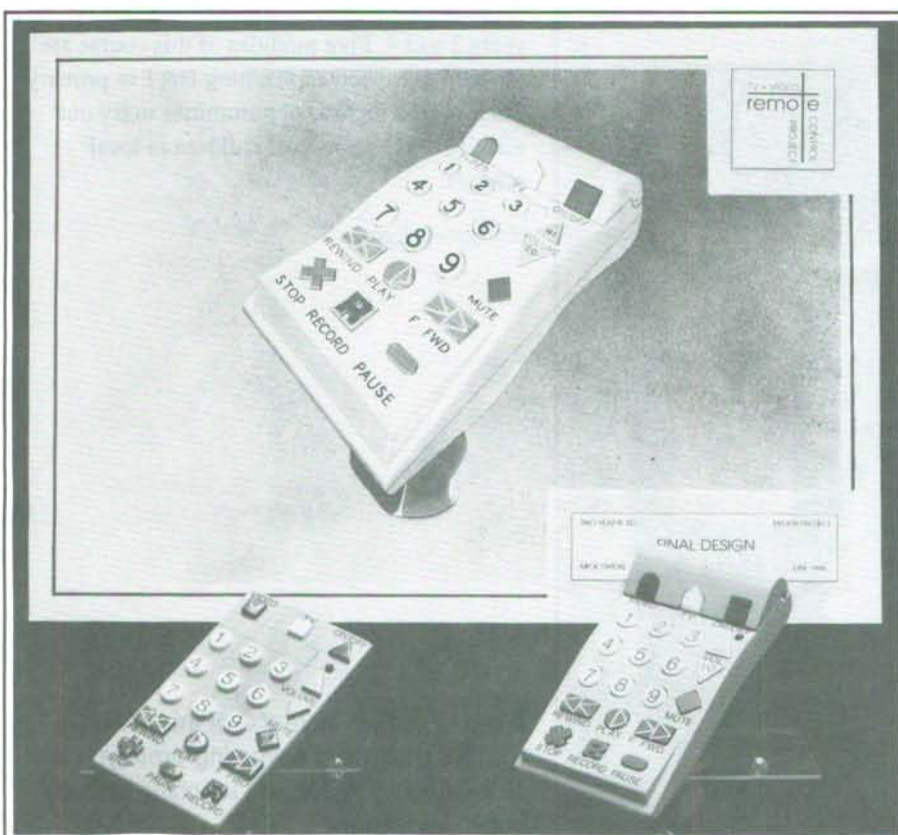
Curriculum Research and Development in year 4 provides the student with an opportunity to engage in school-based research and a chance to develop a teaching and learning project which really does meet the demands of both the teacher and the pupils in a particular classroom. The final trial and evaluation of the work has to be completed by the teacher and pupils for whom it was designed. Students this year have been engaged in a diverse range of projects as the changing focus of the NC has been a rich context for curriculum debate and development. The teaching of basic skills in food, textiles or resistant materials produced interesting results which won praise from school staff as a starting point often ignored by some sophisticated schemes.

Provision for KS4 and GNVQ within the context of industrial food production provided Michelle Pearson with the opportunity to demonstrate the implications of food technology within the curriculum using an industrial focus. Food was used creatively as a material for designing and making high-quality food products but retained the important key features of nutrition, physical and chemical properties and sensory appraisal.

This creative project involved exploration of textile construction, testing of materials, pattern drafting and embellishment techniques. Textile projects enable students to gain skill and confidence in creative enhancement techniques and manufacturing processes.

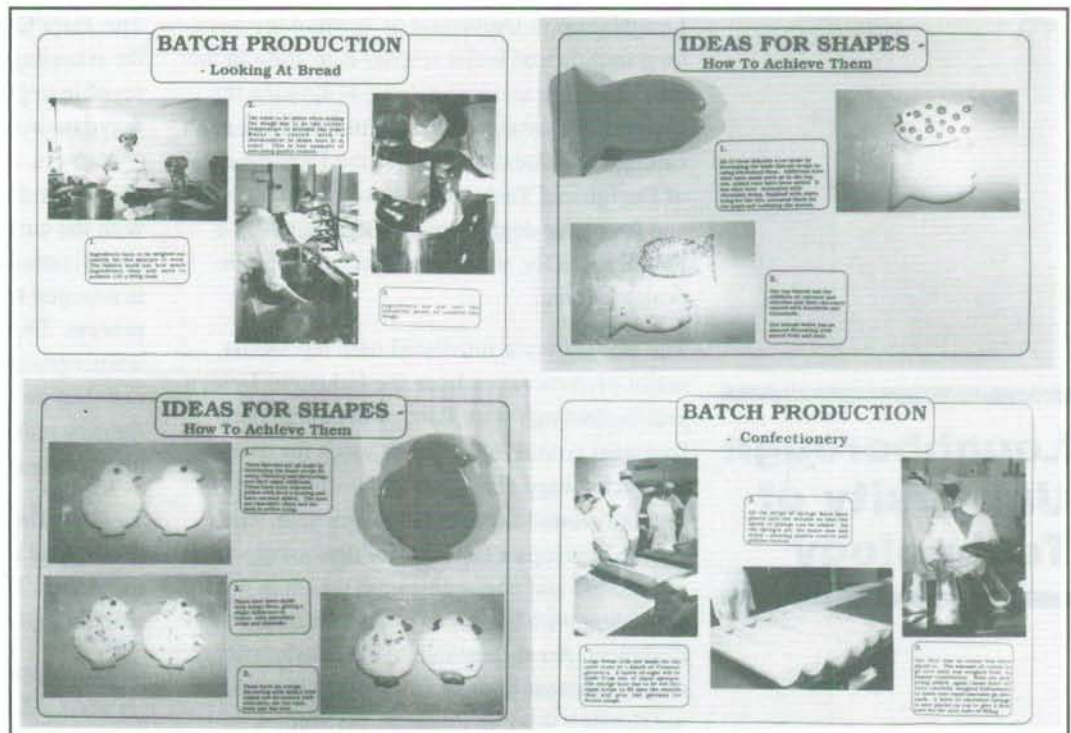
The Control Technology module focuses on the role of control within society, particularly in the manufacturing and the service industries. Research of both automated and manual systems provides reference for construction of a computer-controlled model which simulates such a system.

Mick Orton identified an elderly relative's more immediate need for an enlarged, stable remote-control unit to use for TV and video; he worked in plastics using CNC facilities and electronics.



Food batch production in action. The successful outcome was a dual route at KS4, GCSE/GNVQ and partnerships between school and FE at an early stage.

Below right: Andrew Riches' model shows an automated railway crossing, which not only operates the barriers and alarms upon the impending approach of the train but also monitors the crossing for obstructions and stops or diverts the train. Other projects explored preservation and protection of museum artefacts and testing and selection of fresh fruit and vegetables.



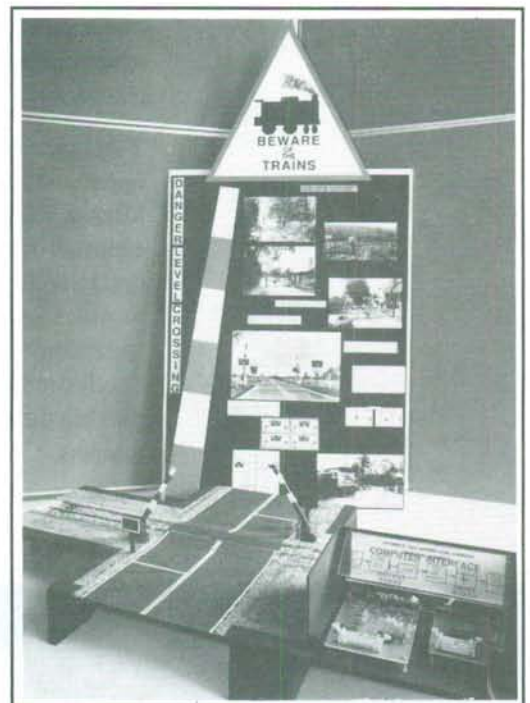
The Jack Frost Fantasy costume was designed for a nursery aged child by Julie Hemming on year 4 of the DT HE route



Fiona Hird looked at Saltaire as a starting point for a collaborative project involving historical, artistic and commercial dimensions of the venue. The pack contains all you need — maps, itineraries, slides, worksheets and starting points for focused D&T activities back in the classroom.



Our post graduate students spend two thirds of the year in school. This is not just an extension of teaching practice but a chance through our partnership scheme to work with school mentors on both the expansion and application of subject knowledge.



An assignment in subject application focuses on the increasing need for pupils to observe and engage in D&T activities outside the classroom. It also serves to introduce students to the rigours and responsibilities of planning, developing and implementing learning activities in alternative venues. It enables students to become familiar with the resources the local environment can provide for D&T activity.

Denise Gilchrist