Primary and Secondary Teacher Training
Postgraduate Certificate in Education – Master’s Level

PGCE (M) Prospectus
Contents

01 Welcome to the School of Education and Lifelong Learning
03 Why Study with Us?
04 Teacher Training: Postgraduate Certificate in Education
05 Frequently Asked Questions
06 A Graduate’s Experience
08 PGCE (M): Primary
12 A Graduate’s Experience
14 PGCE (M): Secondary
16 English
17 Geography
18 History
19 Mathematics
20 Modern Foreign Languages
21 Physical Education
22 Biology, Chemistry and Physics
25 MA Advanced Educational Practice
26 Life at UEA
28 Norwich and the Region
30 Tuition Fees
30 Applying to UEA
32 Useful Contacts

www.uea.ac.uk/edu
Welcome to the School of Education and Lifelong Learning

“UEA has a really good reputation for looking after students. When you combine that with excellent teaching from the University, it is a great combination.”
Ros Britton, PGCE Graduate

Thank you for your interest in our Master’s level Initial Teacher Training (PGCE) programmes.

The School of Education and Lifelong Learning at the University of East Anglia is renowned as a centre for excellence for initial teacher education. We have one of the best and most consistent track records in the country in Ofsted inspections of teacher education, with success sustained for more than a decade.

We work exceptionally closely with partner schools across the region to develop the skills and competencies which underpin excellent classroom teaching. This partnership also includes collaboration with primary and secondary schools to deliver the School Direct route.

Each student is offered personalised learning opportunities. These are guided by experienced lecturers whose practice is research-led, and during the school-based placements by committed professionals.

Join us and we promise to deliver the combination of knowledge, understanding and competence which you will need to succeed as a newly qualified teacher in a stimulating and thought-provoking manner.

Our courses aim to prepare you to meet the challenges of changing educational settings. As the PGCE courses are offered at Master’s level, we aim to open up opportunities to extend your professional and personal development. In addition, the School of Education and Lifelong Learning encourages study at doctoral level so as to ensure a continuum for those wishing to pursue more in-depth educational research.

We hope to welcome you at the beginning of the academic year and look forward to further developing the skills and knowledge that you will bring to the teaching profession.
Dr Nalini Boodhoo, Head of School

“The experience I have gained from my time both at UEA and when in school placements has been invaluable. I believe this was due to one of the main strengths of the PGCE course, which is the course’s ability to cater for each individual. In my case I was provided with guidance and support above and beyond what I was expecting, this allowed me to thrive and be proud of my dyslexia and use it as a strength in my teaching not a weakness.”
Sarah Tinley, PGCE Graduate
Why Study with Us?

We are one of the UK’s premier centres for teaching and research in professional education and training. Our programmes of Initial Teacher Education (PGCE) have received the highest gradings (Outstanding) from Ofsted.

We are a School looking to the future, with a vast experience in the field of education which our academics use to nurture and develop student learning and achievement at undergraduate, postgraduate, master’s and doctorate level.

We are proud of both our local roots and our international links. We value our partnerships with East Anglian schools and colleges, with councils, governments and universities worldwide.

Our undergraduate, master’s and doctoral programmes attract students from across the United Kingdom and all over the world. We see ourselves as a community of students, teachers and researchers with a shared interest in making sure that pupils encounter excellence in their education. Our programmes aim to be practical and realistic, with extensive reliance on the ‘hands on’ approach to teaching.

Our PGCE Programmes

Our PGCE programmes have been developed in close partnership with East Anglian schools and are informed by professional practice and academic excellence. Your UEA and school experience gives you the opportunity to become part of a community of student teachers, tutors and school-based professionals. We draw extensively on student teachers working alongside experienced teachers who have substantial expertise in the classroom and of supporting the training and development of student teachers. All UEA tutors have experience as teachers, senior managers or Ofsted inspectors. Every student teacher is supported in their progress throughout the year and is guided both on placement and at UEA by a tutor.

Studying with us therefore provides student teachers with access to the classroom and all the resources and expertise that comes with a university.

After you Graduate

After you graduate, you will be offered the opportunity to continue with us via our master’s and Continuing Professional Development (CPD) programmes with the PGCE counting towards the MA in Advanced Educational Practice. The School of Education and Lifelong Learning is in continual discussion with local schools and teachers to identify professional development opportunities and routes, ensuring that our courses provide you with opportunities to develop professionally. UEA tutors work alongside schools on a range of professional development projects, including the Writing Teachers group which plays a leading role in the NATE National Writing Project. Throughout the year PGCE students will also have opportunities to work alongside practising teachers in a range of CPD activities.

Internationally Recognised Research

As well as the quality of our teacher education we are internationally recognised for our educational research. Our research expertise focuses on applied research and covers the following areas:

– Physical Education and Sports Pedagogy
– Mathematics Education
– Literacy and Development
– Higher Education and Society
– Cultural Studies in Education.

Recent research undertaken in the School includes a range of action research projects, as well as research focused on teaching and learning of mathematics at upper secondary and university levels, social emotional and cognitive aspects of students’ engagement in the secondary mathematics classroom, student identities and learning cultures, motivation towards participation and engagement in physical education, exploring the construction and communication of pupil voice.
The Postgraduate Certificate in Education PGCE (M) qualification offered by the University of East Anglia is a one-year full-time programme, starting in September, aimed at graduates wishing to teach in primary or secondary schools.

Our PGCE programmes have been awarded “Outstanding” Ofsted grades in recent inspections, and are viewed in high esteem in national surveys. Training comprises a combination of school-based activities, lectures, seminars, practical workshops and group work. Each student is assigned an adviser to help with any academic, professional and personal concerns.

The programme is assessed against the Teachers’ standards and Master’s level criteria – leading to Qualified Teacher Status (QTS) and 60 credits at Master’s level. Graduates will have the opportunity to continue to study, part time, for a MA degree following the completion of their PGCE.

The Postgraduate Certificate in Education is an intensive programme. We aim to help trainees to develop the classroom skills they need in order to be competent, practical and reflective teachers, who will continue to reflect on their practice and develop as a teacher throughout their whole career.

The PGCE (M) Primary and Secondary programmes run for 38 full weeks. In both routes, your developing practice will be informed by the contributions of excellent teachers of local and national standing, by consideration of the psychology of learning, and by recent and seminal research. These elements combine across both UEA sessions and substantial school placements to provide you with coherent teacher education.

Placement experiences across several schools and working alongside a wide variety of teaching colleagues will also support your appreciation of the diverse nature of schools, their distinctive character and ethos, and help you foster a repertoire of teaching approaches.

Career Opportunities

Career opportunities within the teaching profession are now far wider and more diverse than ever before. Within a few years of beginning teaching many teachers are able to gain promotion to leadership positions within their key stage, subject, or for pastoral responsibilities, with the prospect of further subsequent progression to senior management as a senior teacher.
We have endeavoured to answer some of the more general queries below, but please do contact our Advice and Guidance team if further clarification is needed.

I am undecided about whether I want to teach at primary or secondary level.
You should try to spend some time in both primary and secondary schools. You will find that observing teaching in each is quite different and distinctive.

How much school experience should I gain?
It is recommended that applicants gain at least five days’ observational experience in the classroom environment. See page 31 for further information.

What does ‘full-time’ mean?
Teacher training programmes are intensive professional training courses. In order to cover all of the Teachers’ Standards required, the hours involved are considerably longer than undergraduate programmes. When undertaking the University elements of your programme you will be expected to attend almost every day Monday to Friday 9am–5.30pm. When undertaking practical school placements you will be expected to attend according to the policy of the school, often this means arriving by 8am and attending meetings and parents evenings after school as required.

There are many teacher training options to choose from, which course do you offer?
The Postgraduate Certificate in Education (PGCE) qualification offered by the University of East Anglia is assessed against Master’s level criteria – leading to Qualified Teacher Status and 60 credits at Master’s level. The PGCE Master’s level programme will provide you with a sound basis for career progression and further study at postgraduate level. As a member of the teaching profession you will benefit from numerous opportunities for continuing professional development – training and support that serve to increase your skills, knowledge and understanding.

Am I eligible for a training bursary?
The training bursary is funded by the Department for Education, please see the following website for details: www.education.gov.uk/get-into-teaching

I am an international student, am I entitled to any financial support?
Students assessed as “international” for fees purposes are unfortunately not entitled to either maintenance support or a training bursary, nor is the programme eligible for University scholarship support. Fee status is not specifically linked to nationality. Students who are concerned about their fee status should check their eligibility with PGCE Admissions, email pgce.edu.admiss@uea.ac.uk or call +44 (0) 1603 592855.

How much time will be spent on school placements?
The PGCE Primary and Secondary programmes both run for 38 full weeks. Two thirds of this time is based on school placement.

When do I need to apply by?
Further details about preparing and submitting your application are available on page 30.

When will I be awarded Qualified Teacher Status (QTS)?
You will be recommended for the award of QTS once you have demonstrated meeting the Teachers’ Standards.

Do you offer the School Direct training route?
We are working with a number of schools in Norfolk and Suffolk to develop and deliver initial teacher training at both primary and secondary level through the School Direct route. Further information on the options available can be accessed through our web pages.
What inspired you to become a teacher through studying for a Postgraduate Certificate in Education at UEA?
I’d always wanted to become a teacher and UEA’s reputation for producing highly creative and dynamic thinking educators led me to apply. I have had a very varied background in education, from teaching in rural village schools in India to assisting children who were disillusioned by school and education in city schools in England. I wanted to attend an institution that would assist me in using my past experiences in education in my current practice, an institution that would be supportive of my own ideas and background and contribute to these accordingly. I felt part of the UEA family and could not have made a better choice in deciding to study there.

What did you enjoy about your studies?
The lectures and workshops were engaging and thought provoking, enabling me to see the numerous ways in which learning can be both assessed and taught. The sessions provided opportunities to discuss and debate theories on teaching principles and outcomes. Working with other students from various backgrounds and experiences is enriching, especially for collaboration of ideas and support through what can be very challenging times. The tutors were prepared to go beyond the call of duty, and I can only really describe this as being part of a family.

Did the programme meet your expectations?
I felt that the course helped me to reach my potential. One of my placement schools really supported me 100 per cent, not just in the day-to-day planning but in the wider community sense of being a teacher within a team environment. I feel privileged to have had this experience and it has left a lifelong impression on me.

How useful were the course facilities in helping you with your studies?
The library was extremely comprehensive and had everything I could possibly have needed to complete my assignments and plan lessons. The coffee shops on site always provided a quiet sanctuary at the weekends to complete work.

What advice would you give to new students and equally prospective teachers?
Be prepared to work beyond the expected and realise that teaching is not just about the basics, but about being a strong team player and understanding that progress cannot be measured instantaneously. There will be tough moments, but when the light shines, it shines brightly. If you want to study and train with educators that are forward thinking, supportive, motivational and truly inspirational you can’t go wrong with UEA. The staff at UEA have played a very important role in my life and I will forever be thankful for the experience they gave me!

What was your most memorable moment at UEA?
The whole journey was memorable, from first day nerves to moments of hilarity and inspirational workshops. You are not taking this journey alone and I met some truly wonderful people at UEA including tutors who inspire and fully believe in providing the best education for you and for the children you will go on to teach.

How did the University support you in acquiring your first professional post and where is this?
I currently work at Holt Community Primary School. To help me achieve this post, UEA went through a vigorous and informative job application process. In moments of uncertainty, I was quickly assisted with helpful insights into key application techniques and even had mock interviews which were paramount to acquiring the job. Without the kind help from tutors I do not know where I would currently be.
The course is a very good mix and everything is well timed so that you have the information you need to draw upon in placements. It’s a really good University where you are treated like a professional during the course but at the same time given the support you would expect as a student.”

Jenny King, PGCE Graduate

**Programme Structure**

The programme runs for 38 weeks and from September 2013 will include 120 days of school-based experience in partnership schools, spread across all three terms. All students experience two main school placements and teach in two consecutive age bands within their chosen age range specialism. The placements are in different and contrasting schools to enable students to gain a breadth of school-based experience. The first school placement is usually shared, with two students allocated to a class to provide peer support and opportunities for collaborative working. The second placement is one in which students are placed individually.

Teaching based at the University employs a range of methods and group sizes, including lectures, seminars and practical workshops and tutorials.

The academic component of the course is assessed at M level and successful students will gain 60 Master’s credits.

**Aims of the Primary Partnership PGCE**

The aims of the programme will be to produce newly qualified teachers who have demonstrated that they are able to:

- Understand, value and build upon the rich variety of backgrounds and experience which children bring to school
- Teach effectively in their chosen age range, structuring pupils’ classroom experiences to promote sound and coherent learning
- Organise classes of children efficiently for activities across the curriculum
- Manage pupils’ behaviour effectively and maintain a purposeful atmosphere in the classroom
- Reflect upon teaching in order to identify and analyse strengths and areas for development, take appropriate action, and improve practice through a process of continuous self-evaluation
- Recognise the personal and corporate implications of being a member of the teaching profession and of a school community
- Demonstrate that they have achieved the standards for the award of Qualified Teacher Status as set out in Teachers’ Standards (effective from 1 September 2012).

**Programme Components**

The PGCE Primary programme contains:

- Substantial components devoted to the teaching of the core subjects, English, mathematics, science and ICT, and the Foundation Stage
- Practical training in the use of information and communications technology across the curriculum
- Components introducing students to the teaching of religious education and PSHE, and to the foundation subjects: art, design and technology, geography, history, music, physical education
- A component devoted to primary languages for those undertaking this specialism
- Professional studies and professional development components, related to focused experiences in partnership schools
- Subject clinics in English, mathematics, science and ICT, where students can strengthen their subject knowledge in these areas of the curriculum
- School-based experience and teaching practice
- Seminars and tutorials with personal tutors.

Programmes across the University’s PGCE Admissions team for advice and guidance prior to submitting their application.
General Class Teacher with Primary Languages

The programme components follow the PGCE Primary X171 course but with an added language focus. There are three options (see below) preparing the student to be a general class teacher in the age range 5-11 years, with a specialism developing expertise in the teaching of foreign languages in Key Stage 2 (Years 3, 4, 5 and 6). In this option there will be two placements, one in Lower Key Stage 2 and one in Upper Key Stage 2. In at least one of their school placements, students will be able to practise and enhance their language teaching skills as well as gain general class teaching experience:

UCAS Code: XR11
Primary Language (French)

UCAS Code: XR21
Primary Language (German)

UCAS Code: XR41
Primary Language (Spanish)

The specialist primary language option is delivered across a number of seminar and workshop sessions during which students explore modern language pedagogy, recent policy developments in foreign language teaching in England and gain practical experience of teaching foreign languages. We seek applicants who have an interest in language teaching and of embedding this across all curriculum subject areas. A minimum of an A level in either French, German, Spanish or equivalent is required.
Specialist Options
There may be an opportunity to undertake a specialist option. This will take the form of a short module which will be a combination of university and school-based work. The module will be suitable for students who may wish to take a leadership role in these areas or who have an especial passion for the subject. Those not wishing to follow a specialist route will take part in an alternative programme which is focused on curriculum design.

The specialist options currently available are:
- English
- Mathematics
- Music
- Special Educational Needs (SEN)
- Science.

School Experience and Teaching Practice
The PGCE (M) Primary programme highly values its partnership with local nursery, infant, junior, primary and middle schools and the programme is offered within the context of this partnership. During the course students undertake two main school placements within their chosen age range specialism. The school-based element of the programme is structured to enable student teachers to learn from school observation, working with individuals and groups of children and taking increasing responsibility for whole class teaching. School-based experience is developed to enable and help students to relate to educational theory, research and developments to practical experience. In both school placements student teachers’ progress is monitored and assessed by UEA tutors and school-based mentors against the Teachers’ Standards.

Making Your Application
Prospective PGCE Primary candidates need to ensure that they adhere to the University of East Anglia’s application requirements. Please refer to page 30 for guidance on entry requirements and how to apply.

“During the course I was immersed in the subject passions of the lecturers and I was lucky enough to have an excellent placement mentor who helped me to realise my potential. If you are truly passionate about becoming a teacher then this course will help give you everything you need to unlock that potential in you. It will challenge, inspire and show you what kind of teacher you are.”

Justin Doherty, PGCE Graduate

PGCE Primary Tutors
Experts in their own specialist fields, the knowledge which our primary tutors are able to contribute to your overall experience is immeasurable:

Eleanor Cockerton is a Lecturer in Education teaching mathematics and is the lead tutor for the Early Years Foundation Stage programme. She has taught in a range of Norfolk schools with many years experience with Key Stage 1 and Foundation Stage. She is interested in how we equip student teachers to teach mathematics effectively, using music in teaching and making education meaningful for all.

Sue Cox is a Senior Lecturer in Education responsible for art and design and for co-ordinating professional studies. She is also course director for the MA Advanced Educational Practice. She has 26 years experience in teacher education and 12 years as a primary teacher. Her research interests are in innovative approaches to primary curriculum and pedagogy, in particular children’s participation and global citizenship and learning and teaching in art and design. She has qualifications and an interest in the philosophy of education.

Helena Gillespie is a Senior Lecturer in Education teaching ICT and history on the PGCE. She has taught for 10 years across the primary age range, specialising in working with children with special needs. Her research interests are in the field of the learning environment and virtual learning environments.

Ralph Manning is a Lecturer in Education teaching mathematics and physical education. After a first career in the computer industry, he became a primary teacher in Bedfordshire and Norfolk, and continues to teach occasionally in partnership schools. Besides mathematics and PE, his interests are in developing children’s critical thinking skills, and teacher assessment and planning.

“UEA is a wonderful place to study. The people and tutors are fantastic. I learned how to work under pressure and not let things get on top of me.”

Emma Tunstall, PGCE Graduate

“I loved the assignments. They were a great way to really focus on the extra study that was needed to really get to grips with core subject areas.”

Rebecca Roach, PGCE Graduate
“The course supports you in developing a really strong sense of what teaching is about, and what principles you should hold on to when helping children.”
Kim Wheeler, PGCE Graduate

Maxine Rushton is a Lecturer in Education with subject responsibilities in science. She has taught in both primary and secondary schools in Norfolk and Hertfordshire with a focus on science. Her particular interests are in gaining and maintaining pupil involvement in science in the classroom and out of school experiences, and for the past four years she has been involved in planning and delivering the Norwich Science Olympiad and Top Class competition through UEA.

Dr Jenifer Smith is a Senior Lecturer in Education, teaching English and drama, and professional development. Her main research interests are in children’s writing and teachers as writers, drama in schools, and the creative imagination in teaching. She is working with teachers and others as part of the NATE Writing Project, a national grass roots movement for teachers writing and the teaching of writing.

Teresa Smith is a Lecturer in Education teaching art, design technology, Personal, Social and Health Education (PSHE) and professional studies. She has, until recently, been a class teacher in infant schools in Norfolk and her main interests are in art and design, the use of artists and galleries in schools, and creativity in the primary classroom. Her recent research explored teachers’ dedication and the relationship between teachers’ personal and professional identities.

“I had two excellent placements, with very supportive class teachers. My professional development tutor was excellent at providing support and encouragement during the most challenging parts of the course.”
Sadie Rhodes, PGCE Graduate
Gary chose to study a PGCE because of the classroom and university based balance of training. He studied the PGCE Science programme with Physics as his specialist subject, allowing him to develop professionally and prepare for the unique teaching environment.

What inspired you to become a teacher through studying for a Postgraduate Certificate in Education at UEA?
I didn’t always plan on becoming a teacher, it wasn’t until my final year at university that the idea really began to take hold. I researched all the different routes into teaching and decided that the PGCE’s balance of classroom and university based training would suit me best, as at the time I had very limited experience in all aspects of teaching. I then had to decide where to take the course and after visiting a few institutions, UEA stood out as the best by far! Everyone I met was very friendly and helpful; the professionalism of all the staff was clear to see and it left me feeling as though I could trust the training and advice I would receive.

What did you enjoy about your studies?
The time I spent teaching was one of the most enjoyable aspects of the course, but there were also lots of other interesting and fun parts to the course. The time spent in our curriculum specific areas was excellent and really helpful in preparing everyone for the unique environment of the classroom. The science tutors are superb, and are always there to offer advice and support about any aspect of the course. The lectures were great at giving information about whole school and education issues which could then be discussed in greater detail in curriculum sessions. Even though the course is very intense, it didn’t feel rushed and there were always lots of people around to discuss any questions that you may have. A great thing about the PGCE course at UEA is that there are loads of other people in the same situation as you and experiencing the same difficulties, you never feel as though you’ve been forgotten about or that your problems don’t matter.

Did the programme meet your expectations?
Absolutely, the course is very full on, and as someone with limited teaching experience there was a lot that I needed to learn, UEA was great at explaining things clearly and providing a vast array of resources and opportunities to develop professionally. Some of these opportunities in the science course included a chemistry demonstration day at a local high school, where we got to try some of the more challenging science experiments. We were also regularly informed of science conferences across the country. I have learnt more during my year at UEA than I could ever have imagined.

How useful were the course facilities in helping you with your studies?
The facilities available at UEA are great and the large lecture theatres allowed the whole of the secondary PGCE course to combine for lectures. The science PGCE course is specifically well catered for, there is a large equipment store and two classrooms, one is a fully-equipped lab much like you’d expect from a school science classroom, and the other, a normal classroom. Both rooms have SMART boards which allow trainees the opportunity to practise this very up-to-date technology. Along with the teaching and learning spaces, UEA has a large library fully stocked with a vast range of books that were a great help when writing our assignments.

What advice would you give to new students and equally, prospective teachers?
One of the most important pieces of advice I could give would be to work hard from day one. Being prepared makes everything a lot easier, it helps reduce stress and allows you to deliver the best lessons possible because you’re not panicking about organising your next lesson in your current one. So use your planning time well and ensure you don’t leave everything to the last minute.

What was your most memorable moment at UEA?
There have been countless memorable moments during my time at UEA, but the one that stands out the most was the first time I had to stand up in front of my fellow trainees and teach a ‘micro-lesson’ for two minutes. This happened only a few weeks into the course and was a great way of starting our teaching experience. The year I have spent at UEA has been fantastic and the environment that has been developed is one which enables its students to learn and achieve to their full potential.

How did the University support you in acquiring your first professional post and where is this?
The University was great at alerting trainees to available jobs, they hosted a jobs fair where everyone was able to meet local councils and sign up to even more job alerts from across the country. The science trainees were also invited to an evening at Norwich City Football Club, where we met loads of schools who were looking for science teachers. This was a great evening and it gave us a chance to talk to schools and get a real feel for where we might like to teach. In September I will be teaching Science full time at Wymondham High School.
The experience of stimulating minds and watching pupils grow in confidence is the reward for time spent in preparation and assessment. The question of what is required to become a good teacher is a complex and contested one and for this, and other reasons, trainees find our PGCE (M) Secondary programme to be stimulating, challenging and fulfilling.

The University of East Anglia partnership scheme has attracted national and international attention for its successful close interweaving of school and university-based work. It provides trainees with the opportunity to engage in the systematic study of theory and current good practice both in schools and here at the University. In March 2010 the secondary course was inspected by Ofsted and was graded “Outstanding” in every inspection cell. All secondary subjects have received highly successful Ofsted inspection grades in recent years.

Curriculum Programme
Secondary trainees will take a single subject teaching component, introducing them to the principles and practice of teaching their subject. All subject components include an explicit focus on making good use of information and communications technology (ICT) in the classroom. In some cases, trainees may also have the opportunity to teach or support in a subsidiary subject when undertaking their teaching placements.

Trainees will usually study to teach their degree subject or the main components of their degree. As a general guideline, approximately 50 per cent of the degree should be relevant to the subject you will teach.

We offer 11-16 years PGCE (M) with post-16 enhancement in:
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Physical Education
- Biology
- Chemistry
- Physics.

Programme Structure
The PGCE (M) Secondary programme prepares graduates to teach pupils aged 11-16 with post-16 enhancement in secondary schools. This is an interesting, often demanding but tremendously rewarding age group to work with as pupils mature from early adolescence to adulthood. The programme is designed to equip trainees to teach their specialist subject and to make an effective contribution to the work of schools beyond their subject.

Our PGCE (M) programme places great emphasis on practical skills and on the realities of classroom teaching. Two thirds of the programme is based in schools, starting with structured observation in both secondary and primary schools in your local area followed by two extensive school placements in our partnership schools, providing trainees with a broad range of practical teaching experience. These placements help trainees to put ideas and theory into practice and provide the opportunity for trainees to work in different educational contexts.

We inspire pupils to achieve their full potential – that’s what teaching is about and that’s the challenge that makes the job rewarding.
The most recent Ofsted report highlighted “the strong leadership guidance and support from the University across all partner schools.” Also praised were the “high levels of personal and academic support for all trainees, including very good progression into teaching posts.”
Ofsted, March 2010

**Professional Development Programme**

This element of the course is designed to support trainees in their professional development in those aspects of education that are relevant to all teachers. Topics are typically introduced by a lead lecture, explored in more depth in curriculum sessions at the University and subsequently followed up in placement schools.

As with the curriculum element, the PD programme is underpinned by the new Teachers’ Standards: it addresses broad educational issues, theoretical insights, whole school issues, cross-curricular dimensions and themes and the teacher’s wider role within the school community. Topics included in the autumn semester, which focus on teaching and learning in the classroom and other learning environments, are introduced in the light of inclusive practice and equal opportunities. The wider, whole-school issues addressed in the spring semester, which include pastoral support and working with parents and carers, are introduced with reference to the changing 11-19 education agenda.

Lectures focus on areas such as:
- How Children Learn
- Removing Barriers to Learning
- Safeguarding
- Assessment
- Behaviour Management
- Preparing for Employment
- Equal Opportunities and Diversity
- Special Education Needs and Disability
- Global Citizenship Education
- Pastoral Systems and the Role of the Form Tutor
- Working with Parents/Carers and Other Professionals.

Trainees are encouraged to consider the professional responsibilities of teachers beyond their subject area as they develop their knowledge and understanding of issues covered.

**School Placement**

From the very first week of the course trainees will spend time in schools. The development of professional skills is promoted through a combination of observation, team teaching and solo teaching in two different placement schools. In each school trainees will be assigned a subject teacher as their mentor who will provide support, feedback and guidance. Trainees will find that the 38 week programme will make great demands upon their time, energy, idealism, self-discipline and humour, but it will also equip trainees with the necessary skills to enter the teaching profession and an opportunity to learn much about themselves through reflection and action.

### Making Your Application

Prospective PGCE (M) Secondary candidates need to ensure that they adhere to the University of East Anglia’s application requirements.

Please refer to page 30 for guidance on entry requirements and how to apply.

**Secondary Teaching Information Event**

We will be holding a Secondary Teaching Information Event where prospective trainees are invited to discuss their application with specific subject tutors.

To find out about our Information Event, please visit:

[www.uea.ac.uk/edu/pgceinfo](http://www.uea.ac.uk/edu/pgceinfo)

### Academic Profile – Dr Jan Watson, Deputy Course Director, Professional Development and Partnership Co-ordinator

Dr Jan Watson is a Lecturer in Education and Professional Development. She has over 25 years of teaching experience in secondary education and has held a wide range of senior management responsibilities in schools. Before moving into full-time Higher Education, she was a Local Authority Adviser for Gifted and Talented Education. In addition to her PGCE roles, she teaches on the BA Education course and is the School’s co-lead for Employability. Current research interests are centred on creativity and learning in Higher Education, alternative assessment methods for undergraduates, visual literacy, creative learning environments and identity studies.
**Secondary Subject: English**

**UCAS Code:** Q3X1  
**Age Range:** 11–16 years with post-16 enhancement experience  
**Organiser and Tutor:** Dr John Gordon

---

“**The PGCE course at the University of East Anglia has an excellent reputation. The breadth and variety of placement schools on offer is one of the best to my knowledge and the support of the tutors and staff is brilliant.”**

Catherine Barr, PGCE Graduate

---

We are looking for good honours graduates who have the qualifications, expertise and flexibility required to teach English. You will need energy and commitment to help young people develop in their communication, reading and thinking. Recent trainees have joined the programme from diverse backgrounds, and represent a broad age range. Recruitment decisions take account of each applicant’s experience and academic preparation.

New curriculum proposals for the subject emphasise canonical literature and excellent communication in Standard English. Applicants to this course are likely to hold a degree (or joint honours degree) in an English discipline (either literature or language based), though we also consider applications from graduates in related fields such as American studies and linguistics.

We welcome applications from candidates with a first, 2:1 and 2:2 degree classification. Applicants with 2:2 degrees will need an A level award in either English literature or English language at grade B or higher. We are also open to applications from graduates with media and drama-related degrees. These graduates should have a degree classified at 2:1 or above and should hold an A level award (grade A or B) in either English literature or English language.

We advise all applicants to make clear on their application how their qualifications and experience to date relate to English teaching and the details of the National Curriculum for English. Applicants should identify their experience of working with young people (11–18) such as TEFL teaching, classroom assistant work, training of school-leavers, or private tuition. We strongly recommend that you spend some time visiting or working in a UK secondary comprehensive school prior to application, so that you can make informed comment in your personal statement and if you are invited for interview.

This is an intensive programme in a subject which is the focus of constant public scrutiny and debate. The National Curriculum recognises the central role of English as a subject and literacy as a cross-curricular skill. Currently literacy is high on the political agenda and a focus of Ofsted. At the same time, revision of curricular content stimulates changing approaches to teaching English and ensures further discussion of the subject’s purpose and scope. The ever-changing context for teaching English can be daunting but also exciting.

The English PGCE (M) programme aims to provide trainees with the chance to consider and develop realistic ideas about what to teach, how to teach it and why.

Sesssions will frequently take a workshop form, where trainees will assume the roles of both pupil and teacher.

At the University and during two school placements, trainees will develop their repertoire of teaching strategies, gaining insight into pupils’ learning and motivation, long-term planning, the practicalities of assessment and, of course, classroom management. Trainees will have mentors, other colleagues and their University tutor to guide their progress.

The programme will be wide-ranging, including such diverse topics as: making progress in literacy; spoken language; creative writing; the reading process; children’s literature; developing pupils’ response to texts, language and technology; grammar; language variety and development and media in English.

You are also guided in the requirements of the National Curriculum, planning lessons and planning schemes of work, ensuring pupils’ progress and assessing learning in English accurately. In addition, auditing of your own subject knowledge for teaching will support your private study as you work to become familiar with the breadth of curricular content.

---

**Academic Profile – Dr John Gordon, Senior Lecturer in Education and Curriculum Tutor for the English PGCE**

John previously worked as a teacher of English and media in Norfolk and Suffolk schools. His doctoral research considered teaching and learning around poetry in both primary and secondary phases. He has published papers in *The Curriculum Journal, English and Education, Changing English, Classroom Discourse and English Teaching: Practice and Critique*. He is the author of *A Pedagogy of Poetry* and co-editor of the book *Preparing to Teach: Learning from Experience*. In addition he has contributed chapters to the books *Preparing to Teach in Secondary Schools* (Third Edition), *Poetry and Childhood and Making Poetry Matter*. 

---

For further information  
T 01603 592855  
E edu.pgce.admissions@uea.ac.uk  
www.uea.ac.uk/edu/pgce
The main aims of the geography programme are to develop knowledge and understanding of how pupils learn through geography and to guide thinking and learning in geographical teaching.

The course aims to encourage trainees to adopt approaches and strategies which will enable them to make their teaching and pupil learning a rewarding, engaging and challenging experience.

The programme emphasises the importance of enquiry, creativity, differentiation, field work and information technology (including GIS) in the teaching and learning of geography. It also provides opportunities to work with pupils of all abilities on practical activities, including several field trips with partnership schools.

Particular emphasis is also placed upon pupil assessment and progression in learning as well as on the importance of planning and identifying strategies which will encourage positive pupil participation and achievement in geography.

Issues of equal opportunities and special educational needs, as well as those concerned with teaching about controversial issues and stereotypes, are also addressed.

The programme provides opportunities to scrutinise and evaluate current developments in the school geography curriculum, including the National Curriculum and various pre/post-16 courses.

We are looking for good honours graduates from a broad range of geographically related disciplines. Recent trainees have included graduates of environmental science, international development, economics, surveying, ecology, geology and anthropology.

We also look for applicants with previous experience of working with young people, and those with a realistic expectation of the demands of secondary school teaching gained from observing or assisting in a school.

“What a great year, not only did I become a geography teacher, I found that the PGCE course helped me access and develop qualities I never knew I had. The UEA tutor support system for what is a challenging year was unrivalled. I found that the inspirational mentors on placements really challenged and stretched my skill base, my confidence grew and I am honoured to know that I graduated from a university that has such great roots in educational research. I found that on gaining employment in June, UEA’s reputation as a high class training establishment really counted.”

Catherine Bailey, PGCE Graduate
Applicants are expected to have a good honours degree in either history, or a combined honours degree which includes some history. We consider applicants who have degree specialisms in related fields, such as politics, international relations, archaeology, and if there is evidence that the applicant will have a sufficient background in history to teach the National Curriculum for history and history examination groups effectively. It is helpful if applicants have some knowledge and understanding of both the current arrangements for the teaching of history in schools, and the debates surrounding the proposals for the revised National Curriculum for history, to be introduced in September 2014. See Useful Contacts on page 32.

We also consider it to be helpful to have some recent experience of working with young people, both in and out of school contexts, through youth work, TEFL experience, work in summer camps for young people, work as a teaching assistant, mentoring secondary school pupils, or observation in secondary history departments.

Trainees on the programme come from varying backgrounds comprising a mixture of those who choose to continue their study immediately following their first degree, and others who come after substantial employment experience in other areas. The teaching of history in schools has aroused more controversy than any other National Curriculum subject. There are many views on why and how history should be taught, and you will be acquainted with all these views as part of the programme.

Developments in new technology have also created many interesting opportunities and problems for history teachers, and this is another integral part of the programme. These issues will be explored in relation to both theory and practice, in an attempt to bring the two together in such a way as to provide a sound foundation for your development towards becoming an accomplished and effective classroom teacher.

Trainees are encouraged to formulate their own responses to the different ideas about teaching history, through reading, discussion, observation, experience and reflection, both at the University and in schools.

Trainee evaluation of the programme suggests that this process is interesting, challenging and enjoyable. The programme has a strong practical element and teachers contribute widely, both in schools and at the University.

In the university-based work, the emphasis is on workshop sessions, examining general issues of classroom practice and specific areas of concern such as the challenges of teaching less able children, sixth form teaching, teaching controversial issues and the role of information technology in the history classroom.

“One of the benefits of UEA’s PGCE is that you are with a group of people all sharing that experience and can meet and discuss any problems regularly.”

Stuart Sandall, PGCE Graduate
Secondary Subject: Mathematics

UCAS Code: G1X1
Age Range: 11–16 years with post-16 enhancement experience
Organiser and Tutor: Gareth Joel

“A challenging, inspiring and thoroughly rewarding year; not without its ups and downs, but if you put in the time and effort, the returns are well worth it! With excellent support and encouragement from the course tutors I feel well armed and enthusiastic about my first ‘real’ teaching post.”

Kirsty Turner, PGCE Graduate

We are looking for graduates who want to encourage others in developing the same enjoyment and enthusiasm for mathematics that they have.

You will need to have studied mathematics, or a related degree consisting of a significant mathematical content. You should have a gift for communication, and an ability to explain new ideas concisely.

It is essential to have recent experience working with young people and to have completed a period of school-based observation. You should also have some knowledge of recent developments in the teaching of mathematics with an understanding of the National Curriculum and post-16 level examination content.

The course emphasis is on making mathematics interesting, exciting and relevant. You will be asked to consider how games, practical activities, interactive teaching, ICT, problem-solving approaches and investigations work as teaching styles to stimulate mathematical thinking. The programme will guide your pedagogical learning and encourage you to adopt strategies that lead to a rich and rewarding trainee experience.

A collaborative approach and on-going reflection are core components of the programme. There is a strong practical element during study and we take every opportunity to apply theory into practice.

If your subject knowledge needs to be updated you may be directed to attend a Mathematics Subject Knowledge Enhancement Course prior to beginning the PGCE programme. For more information visit: www.education.gov.uk/get-into-teaching/subjects-age-groups

Our aim is to enable pupils to see mathematics as an exciting subject that engages and stimulates the mind as well as being entirely relevant in the modern world.

For further information T 01603 592855
E edu.pgce.admissions@uea.ac.uk
www.uea.ac.uk/edu/pgce

Academic Profile – Gareth Joel, Lecturer in Education and Curriculum Tutor for the Mathematics PGCE

Before moving into higher education Gareth taught mathematics for 15 years including seven years as Head of Faculty. His current research interest lies in the field of retention and professional development for mathematics teachers in the early years of their career.”
Secondary Subject: Modern Foreign Languages

We are seeking to develop linguists who are passionate about language learning and who have a strong desire to inspire in their pupils a love and enjoyment of the languages and cultures they are teaching, both within the classroom and beyond.

Advancing technologies have enhanced communication links, bringing different countries and cultures closer together and thus enabling greater authenticity in the classroom. This course is designed to help trainees make the most of a wide range of ICT tools.

It aims to help trainees develop the skills to remove barriers to learning and thus create a positive and inclusive learning environment where language learning is an enjoyable experience for all learners within the demands of the National Curriculum, the revised KS3 Framework for Languages and GCSE and post-16 specifications.

The programme focuses on a number of areas, including the nature of communication in the classroom, the development of language skills and thus pupils’ ability to initiate conversation and develop greater independence in reading, writing and listening, using a range of language learning strategies. Topics covered will include the use of the target language, differentiation, the teaching of grammar, intercultural awareness and global citizenship, and special needs and diversity. Research on wider educational issues such as motivation, personalisation, gender and achievement, language take-up and different teaching and learning styles will also be considered and are essential to an understanding of effective MFL teaching.

Trainees will have the opportunity to work in pairs and groups as well as individually on specific tasks. They will practise their first and second languages in collaborative and interactive group settings. Tasks are also set so that trainees can link their reflections on language teaching and learning with practice in the classroom. Trainees will build up a bank of language teaching resources and a glossary of key expressions to support their use of the target language in the classroom.

They are also encouraged to use the James Platt Centre to help develop their language skills, and to read and listen for example, to the news in the target language.

Applicants should hold a BA degree (or equivalent) in languages, languages and literature, or linguistics. However, those who do not hold such a degree and are native speakers of a relevant language will be considered for the course if they have experience of observing and working with secondary school pupils. The main languages currently required by schools are French, German and Spanish, although proficiency in other second languages (eg Italian and Russian) will be considered if school placements are available.

Applicants offering two languages are preferred. In addition, they should have a good knowledge of the countries and cultures where the languages offered are spoken.

Applicants may be eligible to enrol on a fully-funded Modern Foreign Languages Subject Knowledge Enhancement Course to boost a second language offered (currently French, German or Spanish). For more information visit: www.education.gov.uk/get-into-teaching/subjects-age-groups

“This has been one of the most challenging years in my academic career, but I can genuinely say it has been one of the most rewarding ones. Thanks to the excellent PGCE course, and the inspirational support and expertise, I am now totally confident in starting this new and exciting career.”

Nicola Varchetta, PGCE Graduate
Secondary Subject: Physical Education

The quality of the University of East Anglia’s PGCE programme in the training of physical education teachers has been highly rated by Ofsted. The cohesive and progressive programme prepares trainees to enter the teaching profession as competent, confident, reflective practitioners of high-quality physical education, with the appropriate subject specific knowledge and pedagogical understanding in learning, teaching and assessment relevant to both the practical and theoretical components of the subject.

Trainees will enter the workforce with the appropriate subject specific knowledge and pedagogical understanding in learning, teaching and assessment relevant to both the practical and theoretical components of the subject. They will be thoroughly prepared to contribute in developing pupils’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

All elements of the programme are taught through a range of practical and theoretical curriculum and professional development sessions with an emphasis on pedagogical skills, and school-based training.

Applications for this programme far exceed the number of available places. Therefore, priority will be given to graduates with good honours degrees (minimum 2:1) in physical education, sports science or sports studies degrees that include relevant pedagogical, coaching and National Curriculum activity based modules, which will serve as a foundation for pursuing a PGCE in secondary physical education.

Applicants are required to have attained grade C GCSE Science (or an equivalent qualification) prior to making their application. They should also have a working knowledge of the National Curriculum for physical education and be able to demonstrate sporting expertise and personal competence in a range of the main activities in the physical education curriculum, supported by a portfolio of National Governing Body Awards. They will also be expected to hold a valid Lifesaving qualification prior to embarking on the PGCE programme.

Trainees are expected to be able to support their application with recent, relevant work with youngsters, and a realistic idea of the demands of teaching physical education in a secondary school, either through recent observation or voluntary work in a department.

In line with the professional expectations associated with the PGCE course, all trainees are required to purchase the University of East Anglia physical education kit to wear whilst engaged in University and school-based training.

“I would definitely recommend the PGCE course at UEA. It is a tough year that requires 100 per cent commitment, but if you are enthusiastic about PE and teaching then commitment won’t be a problem.”

Stina Thorarinsson, PGCE Graduate

For further information T 01603 592855
E edu.pgce.admiss@uea.ac.uk
www.uea.ac.uk/edu/pgce

UCAS Code: X9G6
Age Range: 11–16 years with post-16 enhancement experience
Organiser and Tutor: Dr Penny Lamb

The academic profile of Dr Penny Lamb, Senior Lecturer in Education and Curriculum Tutor for the PE PGCE

Penny has the role of co-ordinating Initial Teacher Education across the full range of provision within the School of Education and Lifelong Learning. Before moving into Initial Teacher Education she taught physical education for 15 years across the state, independent and further education sectors. She has published papers on pupil voice in physical education, gifted and talented in physical education, ritual associated with participation in physical education and developing the reflective abilities of physical education trainee teachers. She also supervises doctoral and master’s research students.
Academic Profile – Simon Arthur, part-time tutor with particular responsibility for the physics component of the Secondary PGCE Science programme.

Simon is an experienced teacher and is Head of Physics at a local school. In addition, he has supported students in his role as a PGCE science mentor and is a lead tutor for our Physics Subject Knowledge Enhancement course. Prior to his teaching career, he worked in telecommunications research and development.

“I chose to become a teacher as I have always had a passion for my subject and wanted to share it with others. Teaching allows me to continue to practise and enjoy my subject, whilst developing my communication, leadership and management skills. It is a profession that I’d wholeheartedly recommend to anyone who has energy, ambition and a good sense of humour!”

Steven Phaup, PGCE Graduate

Academic Profile – Caroline Still, Lecturer in Education with particular responsibility for the biology component of the Secondary PGCE Science programme.

Prior to working in Higher Education Caroline taught science for 16 years in three secondary schools in Norfolk and was Head of a large biology department for eight years. Her main research interests are centred around biological and environmental education. She is also interested in the effective acquisition of academic study skills and has played a key role in the development and delivery of the UEA ‘Pre University Skills Course’. This programme is currently being delivered by schools throughout the UK, to support A level students and facilitate their transition to undergraduate studies.

We are looking for science graduates who are committed to a career in teaching and who, like us, are enthusiastic about science education and are capable of becoming subject leaders in either biology, chemistry or physics teaching. Applicants should have a good background at degree level in one of these subjects or in a closely related area.

Students will be expected to do some teaching outside their main science specialism and hence a wider science background knowledge would be an advantage. However, we consider each application on its own merits and interview a high proportion of applicants.

When considering applications we are looking for evidence of an awareness of the current context of secondary science schooling and consequently we would expect applicants to have spent some time observing in a secondary school science department.

In addition, we expect applicants to have some knowledge of the National Curriculum for Science. For more information visit: www.education.gov.uk/schools/teachingandlearning/curriculum

At interview we are looking for good communication skills, evidence of a commitment to teaching and a willingness to build on existing science knowledge.

The PGCE Science programme is in two parts, core science and an additional course in a science specialism. It is designed to equip trainees to teach all three sciences up to at least the end of Key Stage 3 (Year 9) and a specialist subject to post-16 level.

Core Science

The programme will introduce trainees to the aims, objectives and methods of teaching science set in the context of the National Curriculum for Science. Trainees will have opportunities to develop their skills in practical work through ‘hands-on’ activities. The production and evaluation of teaching materials, how to use demonstrations and the place of laboratory safety are also featured. Lesson planning and evaluation are covered with an emphasis on the management of practical work in the laboratory. We will develop activities that can be used to teach controversial and ethical issues within the classroom.

Assessment is an important element in the PGCE programme, including assessment for learning and assessing pupil progress. Trainees will be introduced to the ways in which information technology can be used to enhance the teaching of science. All the work at the University is complementary to and integrated with the work undertaken in the two placement schools.

We also provide support for teaching outside your main science specialism. For example, there are sessions on the teaching of biology, chemistry and physics for the non-specialist. In addition, for work in schools, some trainees will be paired with a partner who has a different main science discipline.

Applicants whose subject knowledge has gaps or needs to be updated may be directed to attend a Subject Knowledge Enhancement Course (Chemistry/Physics) prior to the beginning of the PGCE programme. For more information visit: www.education.gov.uk/get-into-teaching/subjects-age-groups
“I could not have asked for more; time in placement schools and at university were perfectly balanced and the support throughout was superb.”

David Martin-Richmond, PGCE Graduate

For those with a Specialism in Biology
UCAS Code: C1X1
Organiser and Tutor: Caroline Still
This part of the PGCE Science programme will only be taken by those opting for biology as their specialist subject. It will focus on the teaching of post-16 Biology and the biological elements of the National Curriculum at Key Stage 4. The course takes a ‘hands-on approach’ with a strong emphasis on student-centred activities. There are opportunities to learn about the organisation of field work, followed by two field courses on the North Norfolk coast. We will also explore some exciting and innovative practical activities for use in the classroom, these include molecular biology techniques, DNA fingerprinting and plant science.

For those with a Specialism in Chemistry
UCAS Code: F1X1
Organiser and Tutor: Dr Jill Cowie
This part of the PGCE Science programme will only be taken by those opting for chemistry as their specialist subject. The programme will cover the main ideas and concepts of the Chemical and Material Behaviour section of the KS4 National Curriculum as well as common elements of the different GCSE and A level specifications. A variety of pedagogical approaches will be explored and trainees will be encouraged to develop their repertoire of teaching strategies and techniques to ensure the most effective learning of the often highly abstract subject content. The emphasis throughout will be on the development of student-centred, active learning. We will also cover aspects of practical skills development and coursework assessment.

For those with a Specialism in Physics
UCAS Code: F3X1
Organiser and Tutor: Simon Arthur
This part of the PGCE Science programme will only be taken by those opting for physics as their specialist subject. The programme will cover the main ideas, concepts and materials used to teach physics at post-16 and the physics elements of National Curriculum Science at Key Stage 4. Trainees will discover a range of teaching and learning strategies in which conceptually challenging ideas are approached in an innovative and fun way to help engage and inspire pupils. We take a ‘hands on’ approach where practical work and the use of ICT are given a high priority. We will also cover aspects of practical skills development and coursework assessment.

We also run a series of informative workshops as part of the process of helping trainees to develop their subject knowledge, especially outside their specialist science area.

“Trainees’ attainment by the end of the programme is outstanding. This is because the different elements of the training combine very well to provide a highly coherent package that caters efficiently and extremely effectively for trainees’ individual needs. As a result, they make good and often outstanding progress and this is characterised by a consistent trend of outstanding outcomes over the last three years.”

Ofsted, March 2010

Academic Profile – Dr Jill Cowie, Lecturer in Education with particular responsibility for the chemistry component of the Secondary PGCE Science programme
Prior to working in Higher Education, Jill taught Science for 10 years in two secondary schools in West Yorkshire where she was both Head of Chemistry and an AST. She also taught for three years in two A level centres in Jiangsu Province, P.R. China where she developed, in conjunction with the University of Warwick and the Institute of Education, one of the first UK-style secondary teacher training programmes for Chinese nationals. She has particular interests in all aspects of assessment and in developing student-centred approaches to teaching A level chemistry.
The MA Advanced Educational Practice can be studied over two or three years. For more information visit: www.uea.ac.uk/education/postgraduate-taught-degrees

This Master's aims to build on participants' existing interests and expertise and is taught during evenings and weekends. We create a stimulating and challenging environment in which to discuss and analyse classroom practice. Participants are supported in carrying out research to achieve greater understanding and to encourage innovation.

Two-year Programme
During the first year participants will undertake the compulsory 40 credit module: School Based Enquiry – Research Methods in Education.

Depending on their interests, they will also select one 20 credit module. Options currently include:
- Leadership and Management
- Physical Education Pedagogy
- Writing Pedagogy
- Primary Pedagogy and the Subject Specialist
- Developing Innovative Approaches to Teaching and Learning through Lesson Study
- Arts Education.

Together with their PGCE, successful participants will then have gained 120 credits at M level and can choose to exit with a Postgraduate Diploma, or continue to the final year. In the final year participants will undertake a dissertation, which is research-based. Students will receive individual tutorial support from their supervisor. Upon successful completion participants will have achieved the final 60 credits necessary to be awarded the MA Advanced Educational Practice.

Three-year Programme
The content for the three year programme is the same as for the two year programme but offers greater flexibility by allowing the participant to study over a longer period.

Participants may take the 20 credit elective module in one year and the compulsory 40 credit School Based Enquiry module in another (see options listed). Either of these modules may be taken first.

In addition, the three year programme allows Newly Qualified Teachers during the first year of their teaching post to choose to undertake Induction into Teaching as their 20 credit elective module.

In the final year participants will undertake a dissertation, which is research-based. Students will receive individual tutorial support from their supervisor. Upon successful completion participants will have achieved the final 60 credits necessary to be awarded the MA Advanced Educational Practice.

Participants who have gained 60 credits at M level for Initial Teacher Education and have been awarded the PGCE may select to study either a two or three year programme leading to the MA Advanced Educational Practice.
Life at UEA

The University of East Anglia is an internationally renowned university based on a spacious campus that provides top quality academic, social and cultural facilities to more than 15,000 students. The latest National Student Survey showed once again that our students are among the most satisfied in the country. The University has been in the top 10 English mainstream universities for student satisfaction ever since the survey began eight years ago. We came first in the most recent What Uni Student Choice Awards and first in the Times Higher Education Student Experience Survey 2013.

“No 1 for Student Experience”.
Times Higher Education Student Experience Survey 2013

An Ideal Location
Built on 130 hectares of beautiful parkland on the outskirts of the historic city of Norwich, our campus is one of the most innovative in the country, combining natural beauty with architectural flair. The campus has won more than 20 architectural awards and ongoing multi-million pound investment continues to enhance teaching and research facilities. Virtually no part of our campus is more than a few minutes’ walk from anywhere else, and almost every student need is catered for on site – there’s a large food shop, a newsagent, a post office, a bank, a pharmacy, two launderettes, a Waterstones bookshop, restaurants, bars and even a travel agent. There are good public transport links into the city, which has a mainline railway station with regular services to London and all other parts of the country. Norwich also has an international airport.

Accommodation
Our accommodation has achieved the joint highest score in the most recent Times Higher Education Student Experience Survey and has twice been ranked first in the UK by the What Uni Student Choice Awards. First year undergraduates, who live outside a 12 mile radius of Norwich and who have selected UEA as their firm choice are guaranteed one of our 3,500 study bedrooms (many en suite). You will need to apply by the deadline which is published on our website.

www.uea.ac.uk/accommodation

“The Sainsbury Centre for Visual Arts is perhaps the greatest resource of its type on any British campus.”
The Times Good University Guide 2013
Learning Resources
Our library is an impressive 24 hour-a-day, seven days a week facility housing more than 800,000 books and journals, as well as extensive collections of specialist materials. We provide a wide range of IT services including IT areas across campus equipped with networked PCs offering standard office software with additional specialist software available where appropriate, campus internet access via a wireless network which you can connect to from University residences or from external locations. Networked printing facilities allow you to print directly from your own laptop and tablet.
www.uea.ac.uk/is

Language Learning for All
Whichever programme you choose, you also have the opportunity to improve or learn another language, although there may be an additional charge for this. We currently offer classes in Arabic, British Sign Language, Mandarin Chinese, French, German, Greek (Modern), Italian, Japanese, Russian and Spanish.
www.uea.ac.uk/lcs/learning-a-new-language

Student Support
We offer a wide-range of advice and guidance to any student who wishes to make the most of the opportunities available to them whilst at UEA or who is experiencing difficulties. From counselling to childcare, money matters to our chaplaincy, it’s good to know there’s help available whenever you might need it. We have financial advisers, an international student advisory team, learning enhancement tutors, an excellent nursery and a disability team. We also have a purpose built campus Medical Centre, a Boots pharmacy and a dental service offering NHS treatment to students and their families.
www.uea.ac.uk/services/students

Sporting Facilities
The University’s £30 million Sportspark is one of the finest sports complexes in Britain, boasting a state of the art Olympic-sized swimming pool, athletics track, climbing wall, superbly equipped gym and an extensive range of sports and leisure activities, from dance classes to five-a-side football. In the Independent’s Complete University Guide our sports facilities and services attained the highest overall ranking in any British university.
www.sportspark.co.uk

Arts and Culture
We are home to the Sainsbury Centre for Visual Arts which provides access to permanent exhibitions of world art and a diverse range of touring exhibitions unrivalled by other universities. UEA also hosts an International Literary Festival which has included famous names such as Ian McEwan and Kazuo Ishiguro – both alumni of UEA’s creative writing course.
www.scva.ac.uk
www.uea.ac.uk/litfest

Gigs and Events
The Independent says our Student Union gig roster is “like pop music’s roll of honour, with the biggest names performing each year and other students’ unions wondering how on earth we manage it”. As well as regular film screenings, weekly club nights, balls and fashion shows, the LCR plays host to a wide range of popular bands, with around 60 gigs on campus each year. Recent gigs include Coldplay, Bombay Bicycle Club, Ed Sheeran, Rizzle Kicks, Wretch 32, Professor Green, Kaiser Chiefs, Example, Fun, Jake Bugg and the Whale.
www.ueastudent.com
www.ueaticketbookings.co.uk

Clubs and Societies
We have over 200 clubs and societies at UEA, which are a great way to meet people with shared interests and relax after studying. Employers also value students who have interests outside their degree course.
Please see the website to find out more about the activities you can get involved in.
www.ueastudent.com/clubsoc

*The excellent sporting facilities are based around the £30 million Sportspark, which has an Olympic-sized swimming pool, fitness centres, athletics track, climbing wall, courts and pitches.* The Times Good University Guide 2013
Norwich and the Region

Norwich is the perfect student city. Lively, and with a real character all of its own, it has a charming mix of the historical and the new. The history of the city is visible for all to see, whether it be the medieval Norman Castle which dominates the skyline, the two cathedrals or the city walls themselves. Norwich has superb facilities ranging from countless cafés, restaurants, retail outlets, shopping malls, entertainment venues and the stunning Millennium Library ‘The Forum’. There are plenty of opportunities to catch live music or theatre and the city is teeming with modern and traditional pubs. The local football team, Norwich City, is a top-flight club and suitably befitting such a wonderful county which was recently ranked as the safest place to live in the UK. Our students love Norwich so much, many stay long after their studies.

“Norwich is a fine city. None finer. If there is another city in the United Kingdom with a matchless modern art gallery, a university with a reputation for literary excellence which can boast Booker Prize-winning alumni, and an extraordinary new state-of-the-art public library then I have yet to hear of it.”

Stephen Fry, actor, writer and UEA Honorary Graduate

Shopping
Norwich was voted one of the top 10 shopping destinations in the UK and it’s no wonder. With modern shopping malls and chain stores sitting alongside stunning arcades, cobbled streets and the UK’s largest open-air market, Norwich is a joy to walk around. As well as four department stores, Norwich has plenty of small independent stores, vintage second-hand shops and exciting new ‘pop-ups’.

Nightlife
Norwich has a thriving club and bar scene with new establishments opening all the time. There are also a number of live music venues such as the Norwich Arts Centre and UEA’s very own LCR and The Waterfront. There are hundreds of pubs dotted around Norwich, which at one time was said to have had a tavern for every day of the year. Many pubs host comedy and quiz nights whilst real-ale fans will not want to miss the famous Norwich Beer Festival.

Norwich’s historic Royal Arcade is home to a new Jamie’s Italian and the famous Colman’s Mustard shop and museum. The Waterfront is UEA’s very own live music venue and nightclub situated in Norwich’s city centre.
“Norwich... has been voted one of the best small cities in the world.”

The Times Good University Guide 2013

Art and Culture

There are four cinemas in Norwich including the art-house Cinema City and six theatres that regularly host performances of everything from Shakespeare to Jimmy Carr. There are also many museums and galleries in the city centre as well as annual events such as the arts-driven Norfolk and Norwich Festival.

The carnival and firework display for the Lord Mayor’s celebration every July is also not to be missed while the Royal Norfolk Show is the country’s largest two-day county show which celebrates all that is great about this diverse county from its agricultural heritage to its gourmet food producers.

Food and Drink

Norwich has plenty of choice when it comes to eating out. Japanese, Thai and Italian sit alongside traditional English restaurants and pub grub. Celebrity chefs Delia Smith and Jamie Oliver both have restaurants in the city. Delia’s is an established restaurant situated alongside Norwich City’s football ground, whilst Jamie’s Italian has only recently opened for business in the Royal Arcade. You’ll be pleased to know that many Norwich eateries also offer student discount.

Perfect Location

The University of East Anglia has a unique location. Situated on the edge of both the city and countryside, you are perfectly placed to explore both. The Norfolk coastline is home to world famous bird reserves and beautiful beaches, as well as ever-changing countryside interlaced with sleepy medieval villages, bustling market towns and stately homes. One of England’s most beautiful national parks, The Broads, is also right on your doorstep for sailing, walking and cycling while paintballing, amusement parks, a trip to the zoo or a day at the races are all within easy striking distance of the University.

Travel

Norwich has excellent public transport with trains every 30 minutes to London. Norwich International Airport is only 15 minutes from the city centre and has links worldwide via daily flights to Amsterdam. National Express and Megabus also operate services directly from the University.

*The cathedral, castle and Elm Hill are the old and beautiful places to visit, where there are lovely cafés and incredible architecture, whilst you can go to Chapelfield, Gentleman’s Walk and the market for a massive selection of shops, restaurants and café chains. The variety in Norwich is amazing.* Naomi Newell, current student (pictured below).
TUITION FEES

Full details of the fees for the PGCE (M) programme are available from:
www.uea.ac.uk/education/pgce-primary
www.uea.ac.uk/education/pgce-secondary

NB: Fees are subject to annual review and are likely to increase each year. Fees may be paid whilst you study, or you may opt to apply for a Student Loan.

MAINTENANCE GRANTS (UK STUDENTS ONLY)

Students who are normally resident in England or Wales may be entitled to receive a maintenance grant to help support them whilst they study.

TRAINING BURSARIES (UK/EU STUDENTS ONLY)

UK/EU PGCE students may be eligible for a DfE training bursary. See the website for details:
www.education.gov.uk/get-into-teaching

Information about how to apply for a Student Loan, Maintenance Grants, and the Training Bursary can be found at:
www.gov.uk/teacher-training-funding

APPLYING TO UEA

Applications should be made via the Teacher Training Registry (UCAS) – the central clearing house which deals with all PGCE applications across the country. Applications are made online at:
www.ucas.com

The UCAS code name and number for the University of East Anglia is EANGL E14.

If you are unable to apply online then you should contact UCAS directly at:
UCAS Teacher Training Registry,
Rosehill, New Barn Lane,
Cheltenham, GL52 3LZ
Tel +44 (0) 871 4680469

Application forms should be available in September to apply for the following year of entry.

PRIMARY APPLICANTS

Applicants are required to have achieved a good honours degree (preferably class 2:2 or above) or its equivalent* by the beginning of the PGCE programme in September.

Applicants must have already achieved a GCSE pass at grade C or an equivalent* qualification in English language, mathematics and a natural science subject (ie biology, chemistry, physics or a combination of these – regardless of their date of birth) before submitting their application.

We would also prefer to see a good standard of academic attainment at A level or recognised equivalent.

Applicants to the Primary Language PGCE programmes must have also achieved an A level or gained considerable experience working with or using their chosen language.

All primary applicants must ensure that an academic reference is included on their UCAS application form. Please see page 31 for further guidelines.

SECONDARY APPLICANTS

Applicants are required to have achieved a degree or its equivalent* by the beginning of the PGCE programme in September.

As a general guideline, approximately 50 per cent of the degree should be relevant to the subject you will teach.

Students may be eligible to attend a Subject Knowledge Enhancement course for chemistry/physics, mathematics or modern languages. For more information visit:
www.education.gov.uk/get-into-teaching/
subjects-age-groups

Applicants must have also achieved a GCSE pass at grade C or an equivalent* qualification in English language and in mathematics before submitting their application.

REQUIREMENTS FOR ALL APPLICANTS

Applicants are encouraged to prepare thoroughly. Application forms should be able to demonstrate not only depth of key stage/subject knowledge but also enthusiasm and commitment to a career in teaching.

We recommend that applicants familiarise themselves with our institutional website, see:
www.uea.ac.uk/edu/pgce

Applicants whose first language is not English will be required to provide evidence of proficiency in English equivalent to IELTS 6.5 prior to application.

SKILLS TESTS

Prior to commencing the PGCE programme, applicants must have successfully passed the numeracy and literacy skills tests, see:
www.education.gov.uk/get-into-teaching

Skills Tests

Prior to commencing the PGCE programme, applicants must have successfully passed the numeracy and literacy skills tests, see:
www.education.gov.uk/get-into-teaching

It is recommended that at least five days’ observational experience is gained in the classroom environment.

* Please note: It is at the discretion of the individual Initial Teacher Training provider as to whether an appropriate qualification level has been satisfactorily achieved. We strongly urge applicants with equivalent qualifications to check with us that these are acceptable prior to submitting their application.
The Useful Contacts section on page 32 will help applicants to gain knowledge of the current issues facing teaching, specifically in the key stage and/or subject area for which they are applying. During interview applicants will be expected to be able to answer questions about these issues, and what has prompted their desire to choose teaching as a career.

It is also important that applicants have an understanding of and reflect on how classrooms are managed and how teaching and learning takes place within the classroom. Candidates applying to the University of East Anglia PGCE course are required to ensure that in the personal statement section of their application form they are able to demonstrate that they have gained recent experience, in a UK school, with children of the relevant age range/specialism that they wish to teach.

For further useful information about completing your application form and preparing for interview please access: www.education.gov.uk/get-into-teaching

Referees
Applicants are advised to ensure that their referees are available to submit their reference immediately upon request (usually electronically via UCAS). This is important as a delay may hold up the processing of your application form. The principal referee must be able to comment in detail about an applicant’s suitability for teaching, to study at Master’s level, and about any training or study they have undertaken recently.

Those who are at university or college, or who finished their studies in the last five years, must cite a tutor or lecturer from their university or college, who can comment on their academic achievements and personal qualities, as their principal referee.

Those who finished their studies more than five years ago, must cite a responsible person who knows them well enough to write with authority about them, for example, an employer, a training officer or a careers adviser. The second referee must be a responsible person who can provide a character reference and who can comment on an applicant’s suitability for teaching, ideally a teacher who supervised you during your recent school observation. NB: applicants who do not adhere to these guidelines may cause a delay to their application being processed.

Pre-Application Classroom Experience
Schools experience a high demand for pre-application school observation, therefore applicants are advised to plan well in advance. Applicants should observe and reflect on how the teacher:
– Starts the lesson
– Structures the lesson
– Makes use of different teaching strategies and styles
– Involves pupils in the lesson
– Manages behaviour
– Works with pupils at different levels of ability and/or specific needs
– Involves support staff
– Makes use of technology and other resources
– Closes the lesson.

There are a number of ways in which classroom experience can be achieved:
Contact your Local School – Applicants may contact their local schools directly to see if they are able to arrange a time to observe some lessons. Please note that it is at the discretion of each school as to whether you will be required to undertake a separate DBS check.
University Career Schemes – Applicants who are currently studying at university may be able to participate in Teaching Schemes organised by their Careers Service.
School Experience Programme – The DfE’s School Experience Programme assists prospective students of maths, physics, chemistry, biology, modern languages, English, geography and computer science at secondary level in finding a school to observe teaching practice.
www.education.gov.uk/get-into-teaching

Interview Procedures
Interviews are part of the formal selection process for the PGCE course. Applicants are advised to dress smartly. The format includes:
An Introductory Talk – Applicants will be provided with information about the PGCE programme in general and given the opportunity to ask questions.
An Individual Interview – Applicants will normally be interviewed by two people, a UEA PGCE tutor and a member of staff from one of our partnership schools. Applicants should be prepared to talk about their aspiration to teach, the teaching profession in general, demonstrate that they have gained experience with children of the relevant age range/specialism in school, and be able to reflect on what they have learnt from their experiences.

A Written Task – Based on a topical issue, this task is designed to gauge applicants’ ability to critique professional texts and express a well-reasoned, coherent point of view. Primary applicants will also be required to undertake a small group, three to five minute presentation. Secondary applicants are expected to participate in a group interview.

Protection of Children: Disclosure of Criminal Background for Those with Access to Children
All applicants for the PGCE will be required to obtain an Enhanced Criminal Records check from the Disclosure and Barring Service (DBS). The enhanced disclosure will be used to assess suitability for the programme and information provided may be discussed with the Children’s Services Department with whom practical placements are taken. Candidates are responsible for payment of the DBS fee.

Occupational Health Clearance
Prior to commencing the PGCE programme, applicants must complete a University Medical Service pre-registration health questionnaire. This must be signed off by your General Practitioner (GP). Candidates are responsible for payment of any GP costs incurred:
www.umsuea.co.uk

Students with Disabilities
We welcome applications from students with disabilities. The Disability Team aims to offer information, advice and the co-ordination of support required by students both before and during their studies. The more information we have in advance of your arrival, the easier it is for us to make any necessary preparations. This can include any reasonable adjustments which are required for your studies or accommodation. We would be happy to arrange an informal visit to the University for you. For more information see:
www.uea.ac.uk/services/students/disability
Disclaimer
We have taken great care in compiling the information contained in this brochure, which we believe to be accurate at the time of going to press. However, the provision of courses, facilities and other arrangements described in the brochure are regularly reviewed and may, with good reason, be subject to change without notice. Applicants for postgraduate programmes will be notified immediately of any material changes likely to have a bearing on their application, such as cancellation of, or major modification to, degree programmes or modules offered; changes to the delivery or location of courses, changes to accommodation provision, changes to entry requirements; or changes to fees and charges to be levied by the University.

Should industrial action or other circumstances beyond the control of the University occur, and this interferes with the University’s ability to deliver programmes or other services in accordance with the descriptions provided, the University will use all reasonable endeavours to minimise disruption as far as it is practicable to do so. Provided the University complies with its obligations set out above, it shall not be liable to students or applicants, for any loss, costs, charges or expenses arising out of the information set out in this brochure, changes to that information or any disruption or interference of the type described above.

The University operates an Admissions Complaints Procedure. If you feel that you have a well founded complaint regarding your application, please contact your Admissions Office in the first instance.

Equal Opportunities
The University of East Anglia operates an equal opportunities admissions policy. It aims to ensure that no applicant will receive less favourable treatment on the grounds of sex, age, marital status, race, colour, nationality, ethnic origin, sexual orientation, or political or religious belief. The University welcomes applications from candidates with disabilities. Information contained in this brochure may also be made available in other formats, to ensure access for everyone. Please call (+44) (0)1603 593753 to discuss.

Ethical Investment Policy
The University of East Anglia operates an Ethical Investment Policy.

Acknowledgements
Produced by UEA Marketing and Communications Design and Production by Anne Reekie Photography by The Photographic Unit, Ricky-Joe Burrage, Lightening Photography and Andi Sapey Library Images: Getty Images, iStockphoto Printed by – Swallowtail Print, Norwich. This brochure has been printed on an FSC accredited paper, produced from sustainably managed forests, using vegetable based inks. Produced September 2013

Useful Contacts
Applicants should be able to demonstrate a strong level of knowledge about the National Curriculum and current issues affecting teaching.
The following organisations will provide some useful points of contact:

DfE Teaching Information Line
The UK Government’s Teacher Training Helpline:
Tel: +44 (0) 800 389250
www.education.gov.uk/get-into-teaching

UCAS Teacher Training
For information on making your application:
Rosehill, New Barn Lane,
Cheltenham, GL52 3LZ
Tel: +44 (0) 871 4680469
www.ucas.com

Department for Education
The government department responsible for education and children’s services:
www.education.gov.uk

National Curriculum Online
The National Curriculum sets out a clear, full and statutory entitlement to learning for all pupils up to the age of 16, determining the content of what will be taught and attainment targets for learning:
www.education.gov.uk/schools/teachingandlearning/curriculum

The BBC Schools Website
This website contains useful resources and interactive activities for all key stages:
www.bbc.co.uk/schools

The British Association for Early Childhood Education
This website provides support, advice and information on best practice for everyone concerned with the education and care of young children from birth to the age of eight:
www.early-education.org.uk

The Guardian
The Guardian’s dedicated education supplement will keep you up-to-date with current issues in the education profession:
www.guardian.co.uk/education

Times Educational Supplement (TES)
The TES is the UK’s leading publication covering the world of primary, secondary and further education:
www.tes.co.uk

Student Finance
For information about the financial support services available for those who are interested in higher education:
www.direct.gov.uk/studentfinance

The University of East Anglia’s Language Learning Centre
Primary and Secondary PGCE language students are able to access the facilities of the James Platt Centre at the University to help develop their language skills:
www.uea.ac.uk/lcs/learning-a-new-language

The University of East Anglia is a Fair Trade university.

When you have finished with this brochure please recycle it.

32
UEA Achievements

“UEA consistently ranks among the best universities in the country for student satisfaction. Its well taught degree courses and excellent facilities combined with a great social life and a nice place to live all on one stunning campus gives students the best of all worlds.”
The Sunday Times University Guide 2013

“The university consistently makes the top 10 in the National Student Satisfaction Survey and was voted top English university in the latest What Uni Student Choice Awards.”
The Guardian Good University Guide 2013

“This excellent university is among the best on virtually any grounds you care to mention.”
The Virgin Guide to British Universities 2012

“A top 20 university.”
The Guardian University Guide 2014

Norwich is England’s first UNESCO City of Literature.
Further Information
Postgraduate Admissions
School of Education and Lifelong Learning
Faculty of Social Sciences
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ

T  +44 (0) 1603 592855
F  +44 (0) 1603 593446
E  edu.pgce.admiss@uea.ac.uk
W  www.uea.ac.uk/edu/pgce