

Teacher Training

Postgraduate Certificate in Education –
Masters Level

PGCE (M) Prospectus



Welcome

Thank you for your interest in our Masters Level Initial Teacher Training 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 inspection of teacher education, with success sustained over at least a decade.

We work exceptionally closely with partner schools across the region to develop the skills and competencies which underpin excellent classroom teaching. 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 Masters Level, we aim to open up opportunities to extend your professional and personal development. In addition, the School of Education 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

- ✦ Rated “Outstanding” by OFSTED
- ✦ First class teaching
- ✦ Distinctive school partnership approach
- ✦ Superb resources and facilities
- ✦ Excellent career prospects
- ✦ Research excellence

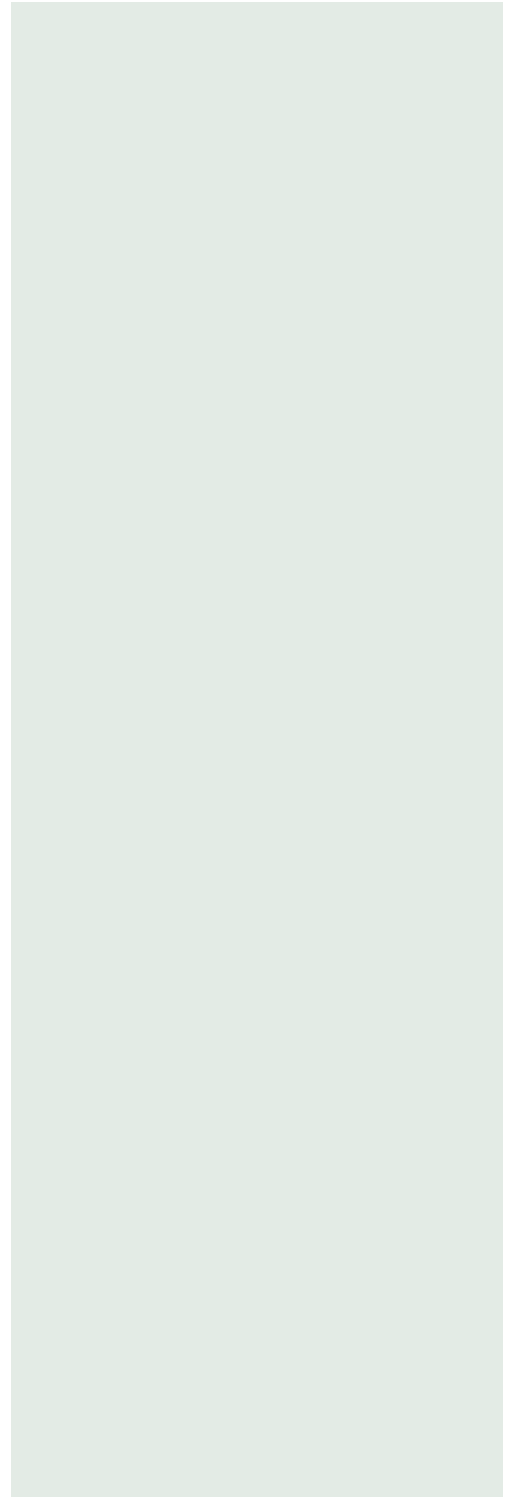


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“I received excellent tutoring and fantastic peer group support which not only helped me to develop the practical skills needed in the classroom but channelled my enthusiasm in the right direction.”

Kate Sutcliffe, PGCE Graduate



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Teacher Training: PGCE (M)

The Postgraduate Certificate in Education PGCE (M) qualification offered by the University of East Anglia is a one-year full-time programme 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 Masters Level criteria – leading to Qualified Teacher Status and 60 credits at Masters 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 students 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 Primary programme runs for 38 full weeks. The PGCE Secondary programme runs for 36 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.

Training based at the University involves lectures and seminars, often characterised by group work activities and student collaboration. The programmes enable students to get to know their immediate team of fellow student-teachers and tutors quickly. School-based experiences provide students with the opportunity to develop practice with the support and guidance of experienced teachers acting as mentors. They will support your refinement of teaching skills and help you develop your insights concerning the learning process.

Placement experiences across several schools and work 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.

These components and the academic study of teaching on the programme will help students to develop the critical and analytically open mind which is characteristic of an outstanding teacher.

Students will be assessed on the basis of their competence as a teacher and on the quality of their written coursework. We have no end of year examination. Assessment is made by the placement school and University tutors and is moderated by external examiners from other universities.



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 Senior Teacher, Deputy Head or Head.

Length of Course: 1 year full-time.

Registration: September.

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PGCE (M): Primary

Primary Term Dates

The provisional term dates for the PGCE Primary programme are set out below:

Autumn: 5 Sep 2012 – 14 Dec 2012

Spring: 7 Jan 2013 – 22 Mar 2013

Summer: 8 Apr 2013 – 3 Jul 2013

The PGCE (M) Primary programme is offered in partnership with a wide range of schools in Norfolk and Suffolk. The programme prepares students to teach in the age bands 3-9 or 5-11 years.

All students follow a general programme of professional studies as well as programmes in teaching core and non-core subjects related to age range specialisms. A recent OFSTED inspection found the course to be “Outstanding”. Some of the key strengths identified were:

- The sustained trend of excellent achievement and the outstanding attainment of trainees.
- The high quality and inspirational training across the partnership which focuses on learning at all levels. *OFSTED March 2010*

Programme Structure

The programme runs for 38 weeks and includes at least 90 days work based in partnership schools, spread across all three terms.

All students work in two different school placements and teach in two consecutive age bands within their chosen age range. Contrasting placements are allocated to enable students to gain a breadth of school-based experience. The first school practice is usually a shared placement, completed at the end of the spring term with another student, providing peer support and opportunities for collaborative working. The second, individual school placement is completed at the end of the summer term.

Teaching based at the university employs a range of teaching 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 Masters’ credits.

“The prospect of teaching the class for the first time was very daunting but the paired placement and time spent in the class teaching small groups made it feel like a natural progression, which I was ready for and eagerly awaiting.”

Dan Holland, PGCE Graduate

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 1st 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 PSHME, 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

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- 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.

Applicants will be required to indicate the preferred stage they will be applying to study within the overall programme. The following options are available:

GTTR Code: X110 Specialising in Foundation Stage and Key Stage 1

This programme prepares the student to be a general class teacher in the age range 3-9 years, with a specialism in the Foundation Stage (Nursery and Reception) and Key Stage 1 (Years 1 and 2). It includes two school placements, one in Foundation Stage and one in Key Stage 1. The Early Years Foundation Stage component includes in depth study of the importance and practical application of child centred learning and the six areas of the curriculum: Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Personal, Social and Emotional Development; Physical Development; Creative Development; Knowledge and Understanding of the World.

GTTR Code: X100 Specialising in Key Stage 1 and Lower Key Stage 2

This programme prepares the student to be a general class teacher in the age range 5-11 years, with a specialism in Key Stage 1 (Years 1 and 2) and Lower Key Stage 2 (Years 3 and 4). It includes two school placements, one in Key Stage 1 and the other in Lower Key Stage 2.

GTTR Code: X171 Specialising in Key Stage 2

This programme prepares the student to be a general class teacher in the age range 5-11 years, with a specialism in Key Stage 2 (Years 3, 4, 5 and 6). It includes two school placements, one in Lower Key Stage 2 and the other in Upper Key Stage 2.

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 their individual school placement students will be able to practice and enhance their language teaching skills as well as gain general class teaching experience:

GTTR Code: XR11 Primary Language (French)

GTTR Code: XR21 Primary Language (German)

GTTR 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 experience of the practical delivery of foreign languages. We are developing links with overseas partners which may enable us to offer students following this programme the option of a self-funded overseas placement.

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.

Primary Teaching Information Session

We will be holding a Primary Teaching Information Session where prospective students are invited to discuss their application with specific subject tutors.

This will be held at the University on:

- 28 April 2012

“It is intensive with the work load in school and out of school. But it is great fun! I’ve learned so much from knowledgeable tutors who all speak from their own experiences.”

Sarah O’Neill, PGCE Graduate

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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 22 for guidance on entry requirements and how to apply.

School Experience and Teaching Practice

The PGCE Primary programme highly values its partnership with local nursery, infant, junior, primary, middle schools and the programme is offered within the context of this partnership. Students experience school placements across their chosen age ranges and demonstrate sustained teaching practice across their specialism. Students are allocated two schools, designated the School A and School B placements. The placement in School A will usually be shared with another student.

During **Term 1** students undertake activities relevant to their programme at UEA during placement days in schools. These activities relate to the teaching and learning of specific subjects within the curriculum and to the development of identified teaching standards. During the first half of Term 1 students work mainly with individuals or groups of pupils in School A. They also observe teaching across the whole age range, and work alongside and under the direction of a supervising teacher, with individuals and small groups of pupils. The main aim of this experience is for the student to learn about how children function in this age range and how experienced teachers organise their pupils' learning and their classrooms.

In the second half of this term, during a short block placement in School A, students will develop their responsibility and experience of teaching the whole class or most of the class under the teacher's direction.

Term 2 provides opportunities for all students to work within both Schools A and B, allowing them to develop a greater understanding of the similarities and differences in teaching different ages. After a short period at UEA and placement days in School B, students will undertake a block experience in School B.

Term 2 finishes with a 4-week teaching practice in School A. Towards the end of this placement students' progress in teaching both core and non-core subjects in this age group will be formally assessed.

In **Term 3** students return to School B. In the first part of the term, students will establish themselves in their class and prepare for their final teaching practice later in this term. The final teaching practice is undertaken over 5 weeks, where the student is expected to have whole class responsibility for most of the time. For those students in Key Stage 1 or Key Stage 2, teaching will consist of the core and non-core subjects outlined earlier. For those in the Foundation Stage teaching will be in the six areas of learning. By the end of this practice students will be formally assessed to ensure that they have demonstrated their competency to teach for a sustained period.

"Working on the paired placement was an excellent experience and having a peer to bounce and work ideas off was vital. This then helped me during my single placement."

Ben Stone, PGCE Graduate

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The 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 boys.

Sue Cox is a Senior Lecturer in Education. She is responsible for Art and Design and for co-ordinating Professional Studies. She is also course director for the MA Advanced Educational Practice and the Masters in Teaching and Learning programmes for teachers. She has 24 years experience in teacher education and 12 years as a primary teacher. Her research interests are in primary curriculum and pedagogy, in particular learning and teaching in Art and Design and children's participation and citizenship, and she has a special interest in philosophy of education.

Helena Gillespie is a Lecturer in Education teaching ICT and History. 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.

Jane Hislam is a Professional Development Tutor making some contributions to other course components such as English. She has extensive PGCE and undergraduate teaching experience and has been a classroom teacher and an Advisory Teacher for English in Leicester. Her main teaching and research interests are in language education, in particular bilingual learning, oral storytelling and children's literature.

Ralph Manning is a Lecturer in Education with subject responsibilities in Mathematics and Physical Education. He taught in primary schools in Bedfordshire and Norfolk, following an earlier career in IT, and continues to teach occasionally in partnership schools. Besides mathematics education, his interests are in developing children's thinking skills, assessment and planning, and primary education in developing countries. He is a governor at a local primary school, and a former founding member of the General Teaching Council.

Deirdre Medler is a Lecturer in Education contributing to Geography and the Professional Development components. Before joining the University she taught in a number of primary schools in Norfolk. She is interested in cross-curricular learning, the global dimension and child-led learning, particularly in the context of Forest Schools.

Dr Michele Otway is a Lecturer in Education teaching English. She also contributes to the Early Years Foundation Stage course. Prior to joining the University, she taught in a range of Norfolk first schools for a number of years. She is particularly interested in children's talk and its role in learning, as well as the nature of how teachers develop and change their classroom practice.

Dr Paul Parslow-Williams is a Lecturer in Education, contributing to the Science, ICT and DT components. He taught in primary schools in Norfolk, following an earlier career as a scientist. His interests include enquiry-based learning, environmental education and primary practice and pedagogy relating to Mathematics, Science and Technology.

Carys Smith is a Tutor, teaching on the Foundation Stage and Professional Development components. She also contributes to the BA in Educational Studies.

Dr Jenifer Smith is a Senior Lecturer in Education, teaching English and Drama, and Professional Development components. 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, 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.



"The course is designed to ease you into teaching gradually because as the course progresses and you become more confident at teaching you spend more time teaching and planning your own lessons."

Lindsay Arnold, PGCE Graduate

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PGCE (M): Secondary

Inspiring pupils to achieve their full potential – that’s what teaching is about and that’s the challenge that makes the job rewarding.

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, students 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 students 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.

Programme Structure

The PGCE Secondary programme prepares graduates to teach pupils aged 11-18 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 students to teach their specialist subject and to make an effective contribution to the work of schools beyond their subject.

Our PGCE 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 students with a broad range of practical teaching experience. These placements help students to put ideas and theory into practice and provide the opportunity for students to work in different educational contexts.

The Curriculum Programme

Secondary Years students 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, students may also have the opportunity to teach or support in a subsidiary subject when undertaking their teaching placements.

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

We offer 11-18 years PGCE in:

- English
- Geography
- History
- Mathematics
- Modern Foreign Languages (also 11–16 years)
- Physical Education
- Religious Education
- Science (Biology, Chemistry, Physics).

Secondary Term Dates

The provisional term dates for the PGCE Secondary programme are set out below:

Autumn: 24 Sep 2012 – 14 Dec 2012

Spring: 7 Jan 2013 – 22 Mar 2013

Summer: 8 Apr 2013 – 5 Jul 2013

Making Your Application

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

Please refer to page 22 for guidance on entry requirements and how to apply.

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

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Secondary Teaching Information Session

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

This will be held at the University on:

- 15 November 2011

Academic Profile: Dr Jan Watson - Professional Development Coordinator

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 coordinating the Secondary PGCE Professional Development programme, she convenes and delivers modules on the BA Educational Studies and BA Physical Education and Sport courses. Current research interests are centred on identifying and providing for talented pupils, creativity and learning, thinking skills, visual literacy, learning environments and identity and the global dimension.

The Professional Development Programme

This element of the course is designed to support students 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 small group seminars at the University and subsequently followed up in placement schools.

As with the Curriculum Programme, the course is based around the three key areas specified in the QTS Standards:

- Professional Attributes
- Professional Knowledge and Understanding
- Professional Skills

Topics included in the autumn semester, which focus on teaching and learning in the classroom and other learning environments, are introduced with key national education initiatives. The wider, whole-school issues addressed in the spring semester, which include pastoral care, are currently underpinned by the Every Child Matters and Inclusion agendas. The content of lectures and seminars relate to the changing nature of student teachers' experiences and needs throughout the year, including the development of research skills and acquisition of information to support the assignments.

Individual sessions focus on areas such as:

- How Children Learn
- Gifted and Talented Education
- Thinking Skills
- Monitoring and Assessment
- Behaviour Management
- Preparing for Employment
- Equal Opportunities and Diversity
- Global Citizenship Education
- The 14-19 Agenda
- Pastoral Systems and the Role of the Form Tutor
- The Wider Workforce
- Research Skills

Students 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 students 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 students will be assigned a subject teacher as their mentor who will provide support, feedback and guidance.

Students will find that the 36 week programme will make great demands upon their time, energy, idealism, self-discipline and humour, but it will also equip students with the necessary skills to enter the teaching profession and an opportunity to learn much about themselves through reflection and action.

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Secondary Subject – English

We are looking for good honours graduates who have the qualifications, expertise and flexibility required to teach English. Recent students have joined the programme from diverse backgrounds, and represent a broad age range. Successful applicants may hold a degree (or joint honours degree) in an English discipline (either literature or language based), though recent students have also had degrees in the fields of Media Studies, American Studies, Cultural Studies, Linguistics, and Drama.

We advise all applicants to make clear on application how their qualifications and experience to date relate to English teaching and the details of the National Curriculum for English. Applicants should also identify their experience of working with young people (11-18) such as TEFL teaching, classroom assistant work, training of school-leavers, or private tuition.

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. The recent revision of the curriculum offers new opportunities within the subject and beyond, especially with regard to its relationship with other disciplines. The ever-changing context for teaching English can be daunting but also exciting.

The English PGCE programme aims to provide students with the chance to consider and develop realistic ideas about what to teach, how to teach it and why. Sessions will frequently take a workshop form, where students will assume the roles of both pupil and teacher.

At the University and during two school placements students 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. Students will have mentors, other colleagues and their University tutor to guide their progress.

The programme will be wide-ranging, including such diverse topics as: assessment of speaking and listening, reading and writing; children's literature; developing pupils' response to literature; English and ICT; grammar; knowledge about language; language variety and development; media studies; National Curriculum requirements and views of English; planning a lesson and planning a scheme of work; preparing pupils for exams in English and English literature; teaching children across the ability range; teaching pre-20th century literature, including Shakespeare; teaching writing in a variety of modes; using drama methods.

Naturally, students will not arrive on the programme equally knowledgeable in all aspects of English as currently constructed by the National Curriculum. A subject knowledge audit will help to identify common or individual gaps and these will be addressed during the programme.



Academic Profile

Dr John Gordon is a Senior Lecturer in Education and Tutor for the Secondary English PGCE. He also co-directs the full UEA Secondary PGCE (M) programme. He 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 recently published papers in *The Curriculum Journal*, *English and Education*, *Changing English*, and *English Teaching: Practice and Critique*. In addition he has contributed chapters to the books *Preparing to Teach in Secondary Schools* (Third Edition) and *Poetry and Childhood*. He is co-editor of the book *Preparing to Teach: Learning from Experience*.

“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

GTTR Code: Q3X1

Age Range: 11–18 years

Organiser and Tutor: Dr John Gordon

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Secondary Subject – Geography

Academic Profile

Dr Nick Gee is a Lecturer in Education and the Curriculum Tutor for the Secondary Geography PGCE. He has responsibility for assessment and quality assurance within the PGCE course. A former Head of Geography in two high schools, he is a regular contributor of articles to GCSE and A-Level Geography publications and also works as a GCSE examiner. His current research interests include the fields of sensory ethnography, outdoor education, educational visits and notions of 'community'.

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 programme aims to encourage students to adopt approaches and strategies which will enable them to make their teaching and pupil learning a rewarding experience.

The programme emphasises the importance of enquiry, creativity, differentiation, fieldwork and information technology in teaching and learning in Geography. It also provides opportunities to work with pupils of all abilities on practical activities, including several fieldtrips 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 offers opportunities to scrutinise and evaluate current developments in school Geography, including the National Curriculum, pre/post-16 courses.

We are looking for good honours graduates from a broad range of geographically related disciplines, including Environmental Science, Development Studies, Economics, Surveying, Ecology, Geology and Anthropology.

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

“The course is really good. It was brilliant to be in schools, I really enjoyed it. It is really hard work but well worth it.”

Richard Clark, PGCE Graduate

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GTTR Code: F8X1

Age Range: 11–18 years

Organiser and Tutor: Dr Nick Gee

Secondary Subject – History

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, and Archaeology, if there is evidence that the applicant will have 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 the National Curriculum for History. The most recent version can be accessed at <http://curriculum.qcda.gov.uk>

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, involvement in the Student Associates Scheme, mentoring secondary school pupils, or observation in secondary history departments.

Students 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.

Students 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.

Student 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



Academic Profile

Professor Terry Haydn worked for many years as a Head of History in an inner-city comprehensive school in Manchester. He came to UEA from the Institute of Education, University of London. His research interests are in the use of information technology in the classroom, the place and function of History in the school curriculum and the working atmosphere in the classroom.

GTTR Code: V1X1

Age Range: 11–18 years

Organiser and Tutor: Professor Terry Haydn

Contact us

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www.uea.ac.uk/edu/pgce



Secondary Subject – Mathematics

Academic Profile

Gareth Joel is a Lecturer in Education and Curriculum Tutor for the Mathematics PGCE course. Before moving into higher education he 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’.

We are looking for graduates who think Mathematics is exciting and would like to encourage others to develop the same enjoyment and enthusiasm for the subject.

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

It is extremely helpful for applicants to have recent experience working with young people or to have completed a period of school-based observation. Applicants should have some knowledge of the National Curriculum for Mathematics and post-16 level examination content.

There have been many new developments in the teaching of Mathematics during recent years and this programme aims to introduce students to these. The emphasis will be on making Mathematics interesting, exciting and relevant. Students 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.

A key aim of the Mathematics programme is to develop knowledge and understanding of how pupils learn Mathematics. The programme will guide students’ thinking and learning in Mathematics teaching and encourage them to adopt teaching strategies that lead to rich and rewarding experiences.

We will cover general issues of classroom practice from different teaching and learning styles to behaviour management strategies. We will consider the common misunderstandings and misconceptions that pupils have and how we can adapt planning and assessment for learning opportunities to reflect these. A collaborative approach and informal discussion are essential elements of the programme.

Advanced Skills Teachers, leading Mathematics Teachers, County Advisors and other teachers from partnership schools will contribute to the university-based sessions. The programme has a strong practical element and we take every opportunity to apply theory into practice.

If an applicant’s own subject knowledge needs to be updated they may be directed to attend a **Mathematics Subject Knowledge Enhancement Course** prior to beginning the PGCE programme. Please see page 21 for further information.

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.

“I wanted to teach because it is challenging and throws up new situations each day. The course is well structured with time managed between sessions at the University and time on school placement. The curriculum sessions at the University have been invaluable and the strong peer network is one that can be continued after the course has finished.”

Robert Jackett, PGCE Graduate

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www.uea.ac.uk/edu/pgce

GTTR Code: G1X1

Age Range: 11–18 years

Organiser and Tutor: Gareth Joel

Secondary Subject – Modern Foreign Languages

Learning words, structures and grammar is only a part of the Modern Foreign Language classroom. Integral to the process of learning a language is the development of understanding about other cultures and diversity in societies.

Advancing technologies have enhanced communication links bringing different countries and cultures closer together. The PGCE Modern Foreign Languages programme is designed to help students make the most of such tools.

It aims to help students develop the skills to make language learning an enjoyable experience for all learners within the demands of the 'Every Child Matters' agenda, the National Curriculum, the KS3 Framework for Languages and GCSE and post-16 courses.

The programme focuses on a number of areas. These include the nature of communication in the classroom and how we can encourage pupils to initiate conversation and develop reading, writing and listening skills. Topics covered will include the use of the target language, differentiation, the teaching of grammar, intercultural understanding and citizenship, the use of ICT and language teaching, gender and achievement.

Research on wider educational issues such as motivation, gender and language take-up and different teaching and learning styles will also be considered and are essential to an understanding of effective teaching in the language classroom. Students 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, for example, in group work. Students are also encouraged to use the James Platt centre at the University to help develop language skills.

Tasks are set so that students can link their reflections on language teaching and learning with practice in the classroom. By the end of the programme students will also have built up a bank of language teaching resources and a glossary of key expressions to support their language teaching in the target language.

Applicants to the PGCE 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 languages (eg Italian and Russian) will be considered if these are offered as a second language and if school placements are available.

Applicants offering two languages are preferred. In addition, applicants 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 in French, German or Spanish). Please see page 21 for further information.



Academic Profiles

Andrew Sheldrake is the Curriculum Tutor for the PGCE MFL course. He has over 20 years of teaching experience in a range of high schools and has taught in Higher Education for a number of years. He has considerable experience as a subject leader, as an NQT induction coordinator and as a skilled practitioner in the use of Interactive Technology in the MFL classroom. He has pioneered national mentoring programmes, has been involved with a Starters and Plenaries Project and has contributed to materials developed for the Spiritual, Moral and Cultural elements of MFL teaching.

Dr Nalini Boodhoo is Head of School and has considerable experience in teaching MFL at all levels. She has been Course Tutor on the MFL PGCE Course in the past and continues to have occasional input to the course.

“A positive, encouraging and inspiring year – the best thing I’ve done in my life to date! It has been a challenge, but well worth all the effort, and I’ve made some amazing friends.”

Lauren Sparrow, PGCE Graduate

GTTR Code: R9X1

Age Range: 11–16 and 11–18 years

Organiser and Tutor: Andrew Sheldrake

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Secondary Subject – Physical Education

Academic Profile

Dr Penny Lamb is a Senior Lecturer in Education. She co-directs the full UEA Secondary PGCE (M) programme and is the Academic Director for undergraduate and postgraduate Physical Education degree programmes at the University of East Anglia. Before moving into Initial Teacher Education she taught Physical Education for 15 years across the state, independent and further education sectors. Her research interests are centred on pupil voice in Physical Education; and pedagogy and practice within the learning environment, particularly with regard to inclusion.

The quality of the University of East Anglia's PGCE programme in the training of Physical Education teachers has been highly rated by OFSTED.

Our PGCE programme prepares students to enter the teaching profession as competent and confident newly qualified teachers of high quality physical education, with the appropriate subject specific knowledge and pedagogical understanding in learning, teaching and assessment relevant to the subject. Students will enter the workforce ready 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, applicants should possess a good (minimum 2:2) Physical Education, Sports Science or Sports Studies degree that includes 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, ideally supported by a portfolio of National Governing Body Awards; they will also be expected to hold a valid life saving qualification prior to embarking on the PGCE programme.

Students 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 students 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 the UEA. It is a tough year that requires 100% commitment, but if you are enthusiastic about PE and teaching then commitment won't be a problem.”

Stina Thorarinsson, PGCE Graduate

Contact us

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GTRR Code: X9C6

Age Range: 11–18 years

Organiser and Tutor: Dr Penny Lamb

Secondary Subject – Religious Education

Religious Education is a fascinating and challenging subject to teach; it explores religion as it is lived out by individuals and communities, and it contributes – with other subjects – to the personal spiritual development of pupils. RE’s unique place in the curriculum, and the debates surrounding it, are fully explored in the PGCE programme components.

RE students who choose to train at the University of East Anglia do so in an area that has a vibrant religious life. Active faith communities in the region include a range of Christian denominations, as well as Muslim, Jewish, Hindu, Sikh and Buddhist groups, and a growing number of followers of New Age spiritualities. The RE programme also explores secular worldviews and philosophies.

In choosing UEA as the place to train for RE, students encounter a well-established team of experts; the team is renowned locally and nationally for their contribution to the development of RE through educational research and continuing professional development. The Centre for Spirituality and Religion in Education (CSRE) at the University, originally established in 1993 as the Keswick Hall RE Centre, is an additional resource for students and for local teachers. Students are supported in their training by a partnership of well-established RE mentors and trainers; joined each year by new mentors – many of whom are former students.

“The secondary RE course is an amazing journey. Everyone you meet is an inspiration – from hugely knowledgeable and committed tutors to brilliant teachers, from pupils you teach to the mentors who nurture you. And, of course, your peers.”

Sabrina Peck, PGCE Graduate

Students have the opportunity to consider different pedagogies in RE, and the programme provides experience of a wide range of teaching styles at the University and in partnership schools. Activities take place in lectures, seminars, workshops and discussion groups through virtual learning environments, in school-based activities in local RE Departments and other education establishments, and in fieldwork to places of worship.

Applications for this programme will be considered from graduates with a variety of qualifications related to RE, including Theology, Religious Studies, Sociology and Philosophy. Graduates from the Arts, Humanities and Development Studies will also be considered, if they have additional qualifications or relevant work experience.

If an applicant’s subject knowledge needs to be updated they may be directed to attend or complete a **Religious Education Bridging Programme**, or an alternative qualification, prior to beginning the PGCE course. Please see www.uea.ac.uk/edu/csreatuea for further information.



Academic Profile

Linda Rudge is the Director of the Centre for Spirituality and Religion in Education at the University. She lectures in RE and related areas such as spiritual development across the school curriculum, contributing to PGCE programmes, the undergraduate programme in Educational Studies, Masters level programmes, and higher degree supervision. Her research interests are focused on education policy and the implementation of educational change related to RE, and on implicit religion and secularised faith. She has acted as a consultant on working parties on curriculum development at local and national level, and as an executive member of national RE associations; she is also a member of the International Seminar on Religious Education and Values. Linda is a co-opted member of the Norfolk Standing Advisory Council for RE, presenting Higher Education in local and regional developments in the subject.

RE applicants might like to be aware of a local education charity that supports teachers of the subject – Keswick Hall Trust. Details can be found on www.keswickhalltrust.org.uk

GTTR Code: V6X1
Age Range: 11–18 years
Organiser and Tutor: Linda Rudge

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www.uea.ac.uk/edu/pgce



Secondary Subject – Science (Biology, Chemistry, Physics)

Academic Profiles

Caroline Still is a Lecturer in Education with particular responsibility for the Biology component of the Secondary PGCE Science programme. Prior to working in Higher Education she 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' that is currently being delivered by schools throughout the UK to help develop key skills for A level students and facilitate their transition to undergraduate studies.

Dr Jill Cowie is a Lecturer in Education with particular responsibility for the Chemistry component of the Secondary PGCE Science programme. Prior to working in Higher Education she taught Science for 10 years in two secondary schools in West Yorkshire and 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, Institute of Education, one of the first UK-style secondary teacher training programmes for Chinese nationals.

Simon Arthur is a part-time Tutor with particular responsibility for the Physics component of the Secondary PGCE Science programme. He 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.

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. See <http://curriculum.qcda.gov.uk> for further information.

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 students to teach all three Sciences up to at least the end of Key Stage 3 (Year 9) and a specialism subject to post-16 level.

Core Science

For the majority of the programme students will be taught in a group containing Biology, Chemistry and Physics specialists.

The programme will introduce students to the aims, objectives and methods of teaching Science set in the context of the National Curriculum for Science and the National Science Strategy. Students 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. Assessment is an important element in the PGCE programme, including assessment for learning (AFL) and assessing pupil progress (APP).

Students 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 consider the problems relating to teaching outside a 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 students 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. Please see page 21 for further information.

“Teaching is without a doubt one of the most rewarding and satisfying careers.”

Simon Fox, PGCE Graduate

Contact us

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www.uea.ac.uk/edu/pgce

Age Range: 11–18 years

Organisers and Tutors: Caroline Still, Dr Jill Cowie, Simon Arthur



For those with a specialism in Biology

GTRR 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. This will include practical work and the assessment of coursework for both A-Level and GCSE examinations. We discuss fieldwork and there is a field course on the North Norfolk coast.

We will also explore some exciting and innovative practical activities, including aspects of molecular biology and DNA technology that can be carried out within the classroom.

For those with a specialism in Chemistry

GTRR 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 examine the chemical dimension of the National Curriculum and will consider the development of the key ideas and content from Key Stage 3 into Key Stage 4 and post-16 Chemistry teaching.

Throughout the programme students will consider the role of practical work, the sessions are 'hands-on' and very practically based. The programme will consider the material used to support a number of GCSE courses, the assessment of pupils' coursework and the role of teacher assessment in Key Stages 3 and 4.

For those with a specialism in Physics

GTRR 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 the Physics elements of National Curriculum Science at Key Stage 4 including the assessment of pupils' coursework for GCSE examinations. This work will be extended to consider the organisation, resources and assessment issues related to the teaching of post-16 Physics. We will also consider the role of information and communications technology in the teaching of Physics.

“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 practice and enjoy my subject, but at the same time it provides me with the opportunity to develop 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

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

* The University of East Anglia are an Institute of Physics Mitre Partner. Photograph supplied by the Institute of Physics.

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Subject Knowledge Enhancement Courses (Secondary)

To be ready for the challenges of teacher training your subject knowledge and understanding has to be of a sufficient standard. Following both assessment of your qualifications and your interview, you may be offered a place on the Secondary PGCE programme provided that you attend a Subject Knowledge Enhancement Course.

Types of Courses Available

Individually tailored Subject Knowledge Enhancement Courses (SKE) are designed to help you 'top up' your subject knowledge. These courses can vary in duration from two weeks to six months and are offered by higher education institutions in England. The type of course to suit your needs will be determined at the interview stage. Bursaries are available for the longer courses.

Subjects available are:

- Chemistry
- Design and Technology
- Information and Communication Technology (ICT)
- Mathematics
- Modern Languages
- Physics

SKE Courses Offered by the University of East Anglia

We offer two-week courses in Science (Physics and Chemistry) and Mathematics. These will run from 2nd July until 12th July 2012.

Who are the SKE Courses designed for?

These courses are aimed at those who have **already been offered a place** on a postgraduate initial teacher training course, subject to completion of a SKE course. The courses will help you identify your individual training needs and top up your subject knowledge in areas that would be difficult to address on your own, such as certain practical elements of science.

The SKE Bursary

The bursary, designed to cover the costs associated with the course, is dependent on course length.

SKE courses vary in length (number of units), with one unit being equivalent to two weeks; thus a 12-unit SKE is deemed to last 24 weeks and an 18-unit SKE is deemed to last 36 weeks.

The subjects in **Bold** are those available at the University of East Anglia:

- **Group A: Physics; Chemistry; Mathematics**
- Group B: Modern Languages; Design and Technology; Information and Communication Technology (ICT)

The level of SKE bursary depends on the subject's group category. Please see the table below for guidance:

Units	Weeks	Group A	Group B
1	2	£565	£510
2	4	£1,010	£920
4	8	£1,910	£1,735
6	12	£2,810	£2,550
8	16	£3,705	£3,370
10	20	£4,605	£4,185
12	24	£5,500	£5,000
14	28	£6,115	£5,500
16	32	£6,725	£6,105
18+	36+	£7,340	£6,655

For more information about all Subject Knowledge Enhancement Courses, please see the Training and Development Agency for Schools website: www.tda.gov.uk

Contact us

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 Email pgceinfo@uea.ac.uk
www.uea.ac.uk/edu/pgce



How to Apply and Entry Requirements

Applicants are actively encouraged to contact the University's PGCE Admissions team for advice and guidance prior to submitting their application.

Applications should be made via the Graduate Teacher Training Registry (GTTR) – the central clearing house which deals with all PGCE applications across the country.

Applications are made online at www.gttr.ac.uk. The GTTR code name and number for the University of East Anglia is EANGL E14. If you are unable to apply online then you should contact GTTR directly at:

Graduate Teacher Training Registry,
Rosehill, New Barn Lane,
Cheltenham, GL52 3LZ
Tel +44 (0) 871 4680469

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

Primary Applicants

Primary applicants are recommended to submit their application before 1st December.

All applications submitted by this date will be considered. Applications submitted after this date will be considered if there are vacancies remaining.

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 their academic referee is cited as their first referee on the GTTR application form. Please see page 23 for further guidelines.

Secondary Applicants

There is no specified deadline for Secondary applicants. However, all applicants are advised to apply as early as possible in the application cycle, as some subjects tend to recruit more quickly than others.

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% 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 (see page 21 for more details).

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.

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* **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. For example, the University will not accept Human Physiology and Health or Human Biology as GCSE Science equivalent qualifications.



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, the information available from the Training and Development Agency, see www.tda.gov.uk and related establishments (see page 27). These sources 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. Please see page 24 for further information about gaining classroom experience.

For further useful information about completing your application form and preparing for interview please access, www.tda.gov.uk

Referees

Applicants are advised to ensure that their principal referee is available to submit their reference immediately upon request (usually electronically via GTTR). This is important as a delay may hold up the processing of your application. The principal referee must be able to comment in detail about an applicant's suitability for teaching, to study at Masters 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, as their principal referee.

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.

Protection of Children: Disclosure of Criminal Background for Those with Access to Children

All applicants for the PGCE will be required to obtain a fresh Criminal Records Bureau Enhanced Disclosure. 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 CRB fee.

General Teaching Council Suitability Declaration

All applicants for the PGCE will be required to complete a GTC Suitability declaration form. Providing that this declaration meets the requirements we will recommend that you are provisionally registered with the GTC and you will be able to commence your training.

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.

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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 CRB 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

www.tda.gov.uk/get-into-teaching.aspx

The Training and Development Agency's School Experience Programme assists prospective students of Maths, Physics, Chemistry, Design and Technology, or Information Communication Technology at Secondary level in finding a school to observe teaching practice.

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, 3-5 minute Presentation.

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

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Financial Information

Tuition Fees

Full details of the fees for the PGCE (M) programme are available from www.uea.ac.uk. 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. Further financial support may also be available from the University of East Anglia.

Training Incentives (UK/EU Students Only)

UK/EU PGCE students should be eligible for one of the following incentive packages*:

Secondary Chemistry, Mathematics and Physics:

£9,000 training bursary.

Secondary Biology and Modern Languages:

£6,000 training bursary.

The training bursary is paid in nine instalments – October to June via the University during the PGCE teacher training year.



Further Information

To find out more about “Financing Your Studies” please contact the:
Admissions Liaison Officer
Tel: +44 (0) 1603 591515
Email: student.finance@uea.ac.uk

Information about how to apply for a Student Loan, Maintenance Grants, and the Training Bursary will be sent to applicants by the University once they have been offered a place.

***Please note:** These incentives are correct at time of print. Applicants are advised to check the Training and Development Agency website, see www.tda.gov.uk for updates to financial incentives.

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www.uea.ac.uk/edu/pgce



Frequently Asked Questions

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:

Q I am undecided about whether I want to teach at Primary or Secondary level.

A 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.

Q How much school experience should I gain?

A It is recommended that applicants gain at least 5 days' observational experience in the classroom environment. See page 24 for further information.

Q What does 'full-time' mean?

A Teacher training programmes are intensive professional training courses. In order to cover all of the QTS 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 all 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 8.15am and attending meetings and parents evenings after school as required.

Q There are many Teacher Training options to choose from, which course do you offer?

A The Postgraduate Certificate in Education (PGCE) qualification offered by the University of East Anglia is assessed against Masters Level criteria – leading to Qualified Teacher Status and 60 credits at Masters Level. The PGCE Masters 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.

Q How do I apply for the training bursary?

A The training bursary is funded by the Training and Development Agency. We will send the relevant forms to you for completion during August 2011 together with your registration documentation.

Q I am an international student, am I entitled to any financial support?

A 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 the Training and Development Agency, tel: +44 (0) 845 6000991 or the University prior to submitting an application.

Q How much time will be spent on school placements?

A The PGCE Primary programme runs for 38 full weeks. Approximately half of this time is based on school placement. The PGCE Secondary programme runs for 36 full weeks. Two thirds of this time is based on school placement.

Q When do I need to apply by?

A Further details about preparing and submitting your application are available on page 22.

Q When will I be awarded Qualified Teacher Status (QTS)?

A You will be awarded QTS once you have demonstrated that you have achieved the QTS Standards (via your PGCE teacher training programme) and have passed the QTS Skills Tests in Numeracy, Literacy and ICT.

Contact us

Tel +44 (0) 1603 592855

Email pgceinfo@uea.ac.uk

www.uea.ac.uk/edu/pgce

Useful Contacts

These organisations will provide some useful points of contact:

Training and Development Agency for Schools (TDA)

The UK Government's Teacher Training website:
Tel: +44 (0) 845 6000991, www.tda.gov.uk

Graduate Teacher Training Registry (GTTR)

For information on making your application:
Rosehill, New Barn Lane, Cheltenham, GL52 3LZ
Tel: +44 (0) 871 4680469, www.gttr.ac.uk

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:
<http://curriculum.qcda.gov.uk>

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 England

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



Applicants should be able to demonstrate a strong level of knowledge about the National Curriculum and current issues affecting teaching.

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The School of Education and Lifelong Learning

The School of Education and Lifelong Learning is internationally recognised for its expertise in educational research.

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.

Our Undergraduate, Masters and Doctoral programmes attract students from across the United Kingdom and all over the world and our Continuing Education and Lifelong Learning programmes are designed to meet a variety of educational needs for all ages across East Anglia.

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

We see ourselves as a collegium – 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 'hands on' approaches to teaching.

Academic members of the School are successful and active researchers and the School of Education and Lifelong Learning is internationally recognised for its expertise in educational research. The understanding and insight gained through our high quality, consistent research performance promotes an essential contribution to the innovative development and delivery of our programmes for Initial Teacher Education – including tutorial support. Research is organised through the Research Centre (CARE) and four other Research Groups:

Centre for Applied Research in Education

- Action Research
- Educational Change
- Educational Management
- Educational Policy
- Organisational Study
- Evaluation
- Young People's Health and Behaviour

- International Education
- Education for Development
- Teacher Education at All Phases and Levels
- Professional Development Across a Range of Occupational Fields

Pedagogy and Engagement with Learning

- Curriculum Studies
- Information Technology in the Curriculum
- Classroom Research
- Assessment
- Pastoral Care in Schools and Communities
- Values Education
- Subject Teaching
- Teaching and Learning
- ELT/TEFL/TESOL

Research in Mathematics Education

- Teaching and Learning Mathematics
- Advanced Mathematical Thinking
- Applied Mathematical Understanding

Research in Higher Education and Society

- The Academic Profession
- The Transformative Impact of Technology
- Globalisation and Internationalisation of Higher Education
- Higher Education in Society: Discourses and Practice of Community Engagement
- Student Identities and Learning Cultures

Physical Education and Sport Pedagogy

- Participation and Engagement in Physical Education
- Education, Sport and Society

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, masters and doctorate level.

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The University of East Anglia

Our postgraduate community forms one of the central strengths of the University of East Anglia. Since our foundation we have established a reputation as an internationally-recognised centre for research and teaching.

The University maintains this reputation by selecting the most able and dedicated staff and students from around the world, and challenging them to reach their full potential. Our large, cosmopolitan postgraduate community (nearly a fifth of our 14,000 students) ensure that graduate study and activities are well supported throughout the University.

We are internationally renowned for top quality research and teaching in a wide range of subject areas. The majority of our departments which have undergone external teaching quality assessments have achieved 'Excellent' ratings, and the last research assessment exercise placed us among the top research universities in the UK. The University currently has externally-funded research projects worth approximately £100 million.

The University is made up of four Faculties spanning the Social Sciences, Arts and Humanities, Science, and Medicine and Health Sciences. Within these Faculties are a number of Schools of Study. Most Schools are interdisciplinary, so, for example, in the School of Education and Lifelong Learning, educationalists, professionals in business, lawyers, sociologists, political scientists, psychologists, environmentalists, natural scientists and the health sector often work together on research projects. All our Schools of Study carry out research, and many host distinguished experts, research groups and centres of excellence which are recognised on the world stage. The research and graduate studies activities of the University are complemented by a group of internationally-renowned research institutes adjacent to the campus, including the John Innes Centre, the Sainsbury Laboratory and the Institute of Food Research.

A Safe and Friendly Campus

Built on 320 acres of beautiful parkland on the outskirts of the medieval city of Norwich, the 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 improve 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. On campus there is a student services centre, library, medical centre, dentist, pharmacy, a travel agent, a large food shop, newsagent, post office, two banks, two launderettes and a bookshop which is kept well-stocked with core texts. There are plenty of places to eat and drink, including three bars.

Our £30 million Sportspark provides one of the finest sports complexes in Britain, boasting facilities unrivalled at any other British university. Students can also visit our stunning art museum, the Sainsbury Centre for Visual Arts, which houses the Robert and Lisa Sainsbury Collection – one of the greatest art collections.

Accommodation for PGCE Students

PGCE students will normally be expected to live outside the main University campus. The Students' Union provides help and advice for students looking for private accommodation through their 'Home Run' housing bureau.



“I didn't know Norwich at all before I started the course but could not have chosen a more friendly University or 'easy to get to know' city... before the course started, the University put me in touch with other student teachers so I was able to find a house-share really quickly.”

Helen Williams, PGCE Graduate

Sportspark:
www.sportspark.co.uk

Sainsbury Centre for Visual Arts:
www.scva.org.uk

Accommodation:
www.homerunstudentpad.co.uk

Contact us

Tel +44 (0) 1603 592855

Email pgceinfo@uea.ac.uk

www.uea.ac.uk/edu/pgce



Student Services

Money Matters

The Financial Advisers in the Dean of Students' Office can help you formulate strategies to manage your finances effectively and avoid financial difficulty. You will need to make adequate provision for your fees and maintenance, but a range of hardship funds can help towards essential living costs if your circumstances change unexpectedly after arrival.

Effective Learning

The Learning Enhancement Tutors provide a range of resources for students who wish to develop their academic researching and writing skills and achieve their full potential at postgraduate level. Tutors can offer guidance with the core skills of postgraduate research, across all subjects. Specialists also offer advice to students who wish to develop their mathematical skills and to international students who are studying in the UK for the first time or have English as a second language. The Learning Enhancement resources may be particularly helpful if you have had a break from study since your first degree.

Students with Disabilities

The University welcomes disabled students, including those with mental health difficulties. We encourage you to tell us about your disability to ensure you receive the information you need. This will also help us to make any necessary adjustments before the start of your course.

Counselling

You will have access to a confidential, professional counselling service which offers help with a wide range of concerns. Individual counselling is provided by both male and female counsellors, who are advised by a consultant psychiatrist. An educational counsellor is available if you have academic concerns and group sessions on topics including stress management are also offered.

Medical and Dental Services

A purpose-built Medical Centre on campus provides a full range of medical services for students who register as patients. The Medical Centre also houses a pharmacy and a dental practice offering NHS treatment to students and their families.

Career Planning

The Careers Centre provides impartial information, advice and guidance to first help students understand themselves and the employment market and then plan and prepare for their future by developing suitable career-related skills and knowledge. As well as an up-to-date library, we keep comprehensive electronic resources with information on occupations, employers and further study opportunities. We arrange presentations by employers and many other events, fairs and workshops throughout the year.

Student Union

The trained Advice Workers in the Union's Advice Centre offer confidential student-focused advice in a range of areas including academic appeals and complaints, legal matters, and employment and housing rights.

Student Parents

The University has an excellent Nursery for children from six weeks old to school age. Parents wishing to apply for places should contact the Nursery as soon as possible. Student parents seeking advice about meeting the cost of fees should contact the Dean of Students' Office, which administers a discretionary Nursery Hardship Fund.

Religious Activity

Our multifaith Chaplaincy provides a centre for quiet reflection, worship and conversation between students and staff of all faiths or none. The Chaplains maintain a safe and respectful environment in which all at the University are welcome. There is also an Islamic Prayer Centre on campus.

Dean of Students' Office:
www.uea.ac.uk/dos

Disability Team:
www.uea.ac.uk/services/students/disability

Chaplaincy:
www.uea.ac.uk/chap

University Medical Services:
www.umsuea.co.uk

Nursery:
www.ueanursery.co.uk

Union Advice Centre:
www.ueastudent.com/advice

Careers Centre:
www.uea.ac.uk/careers

Contact us

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Learning Resources

The Library

The Library is an essential resource for anyone embarking on postgraduate study. Open seven days a week, and open until midnight on six nights a week during semesters, it provides:

- More than 800,000 volumes of books and journals
- A range of electronic resources including major bibliographic and citation databases, full-text archives of journals and newspapers and a range of e-books
- An extensive audio visual collection, including microform material, sound recordings and DVDs
- A designated postgraduate reading room
- A range of other facilities to suit both individual and group working including bookable technology-rich group study pods and individual study carrels
- An interlending and document supply service providing access to materials from other library collections not held on campus
- Regular training sessions to help you make the most of the facilities
- Library and IT helpdesks
- Faculty librarians available for in-depth enquiries and advice
- Over 260 networked PCs (providing word-processing, email, internet and other applications), and print facilities available 24 hours a day
- A range of assistive technology including two specially equipped workstations designed to meet the needs of students with visual impairment or mobility difficulties
- A wireless network available throughout the building for laptop users
- Specialist equipment and software including scanners, colour printing and mass storage devices.

The Library houses the Curriculum and Learning Resources Collection (CLRC), which provides a wide range of classroom resources specifically for use by UEA PGCE students.

Information Technology and Computing

Centrally located on campus, the Information Technology and Computing Service provides a wide range of services including:

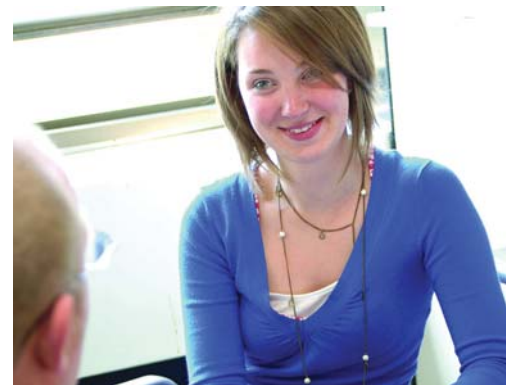
- IT areas across campus equipped with networked PCs offering standard office software and printing facilities
- Wireless network for laptop and mobile access
- IT-equipped teaching areas with specialist software and audio visual projection facilities
- A high speed data network connecting the whole University, with facilities for students to connect their own computer to the network from University residences or from external locations
- A Unix and High Performance Computing Service
- IT helpdesks available until 6.30pm every day during semesters and six days a week during vacations.

Audio Visual Services

The Audio Visual Services provide lecture room support for teaching and research as well as other activities on campus including conferences, public events, presentations, training programmes and film shows. There are TV studio, video production, video conferencing and access grid facilities on campus. There is also a wide range of current audio visual equipment to support the display and playback of data, video and audio. Video editing facilities are available on broadcast standard, non linear digital systems.

Language Learning for All

All students have the opportunity to improve or learn a foreign language. We currently offer classes in Arabic, British Sign Language, Mandarin Chinese, French, German, Greek (Modern), Italian, Japanese, Russian and Spanish all at beginners' level and some at advanced level. Our Language Learning Centre is also equipped with a good selection of self-study materials in several of the main languages.



The Information Services Directorate is responsible for the provision of the Library and IT services at the University and plays an important part in supporting your academic studies.

Full details about the University's Information Services can be found at: www.uea.ac.uk/is

Language Learning: www.uea.ac.uk/lcs

Contact us

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Email pgceinfo@uea.ac.uk

www.uea.ac.uk/edu/pgce



Norwich – The Perfect Location

Norwich is consistently voted one of Britain’s top cities for quality of life and prosperity.

A friendly, easy-going, and safe place to live, the bustling centre of Norwich is just a few minutes by bus from the University. This historic city is one of the top ten shopping venues in the UK and its cinemas, theatres, pubs and clubs offer a lively social life.

Norwich has all the characteristics of a ‘university city’. A major commercial and thriving cultural centre, it is steeped in history and retains its distinctive character. The city boasts a vibrant blend of independent stores, small specialist shops, major high street chains and the country’s largest six-day open-air market, set amidst a maze of pretty medieval cobble-stoned lanes and alleys.

Recent developments include the £275 million Chapelfield Shopping Centre, and investment in the Riverside area that has created a leisure quarter which attracts thousands of people to its nightclubs, restaurants and cinemas each weekend.

The city has many historic buildings including two cathedrals, a Norman Castle and well-preserved city walls. Alongside this is the city’s newest centrepiece, the Forum, which houses the finest regional public library in the country and hosts regular concerts, jazz brunches and comedy nights.

Norwich also has good bus and rail connections to the rest of the UK and having its own airport ensures easy access to the Continent with connections to 200 cities worldwide.

Useful websites for Norwich and the region:

- www.visitnorwich.co.uk
- www.visitnorfolk.co.uk
- www.visiteastofengland.com
- www.norwichairport.co.uk



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Faculty of Social Sciences

School of Economics | School of Education and Lifelong Learning | School of International Development
Norwich Business School | Law School | School of Social Work and Psychology |

Disclaimer We have taken great care in compiling the information contained in this prospectus, 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 prospectus are regularly reviewed and may be subject to change without notice. Applicants will be notified of any material changes likely to have a bearing on their application, such as cancellation of, or major modification to, programmes of study offered, or fees and charges to be levied by the University.

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

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