

Graduate School of Education

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) 2011 ENTRY





Specialisms

PRIMARY

Early Years
 Art
 English
 Humanities
 Mathematics
 Modern Foreign Languages (French)
 Music
 Science

SECONDARY

Citizenship with Humanities
 Dance
 Design and Technology (D&T)
 English (with Drama **or** Media)
 Geography
 History
 Information and Communication Technologies (ICT)
 Mathematics
 Modern Foreign Languages (MFL) – French, German, Spanish
 Physical Education (PE) – Primary option also available
 Religious Education (RE)
 Science – Biology, Chemistry, Physics, Science with Psychology

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Over 150 years of excellence

The Graduate School of Education is part of the College of Social Sciences and International Studies. Based on the St Luke's Campus, the School is within walking distance from Exeter city centre and the University's Streatham Campus. St Luke's has long been the home of teacher education programmes. The School dates back to 1840 and although much has changed over the past 150 years, one thing has remained consistent – a commitment to high-quality teacher education.

Ofsted has once again confirmed the quality of the University of Exeter's Initial Teacher Education (ITE) programmes.

In February 2010, Exeter maintained its position as a flagship provider for initial teacher education and continues to be rated as 'outstanding' for its overall provision of both Primary and Secondary ITE.

The School is consistently recognised as one of the UK's premier Education institutions:

- 5th in the UK for world leading and internationally excellent research in Education¹ and influencer of national Education policy
- 3rd in *The Good Teacher Training Guide 2009*
- a perfect score in the last QAA inspection
- recognised by the TDA and Ofsted as an outstanding provider of Early Years, Primary and Secondary teacher education
- exceptional graduate employment statistics, with 90 per cent of PGCE trainees who achieve QTS securing a teaching post²
- partnership arrangements with over 300 schools

- fantastic choice of PGCE programmes making Exeter one of the ten largest PGCE providers in the UK
- home to one of the largest Education libraries in the UK

The success of the School's research activities has a direct impact on the quality and nature of our PGCE programmes. The understanding and insight gained through this research is an essential element of our teacher education courses. Highly qualified PGCE lecturers and tutors, many of whom are directly involved in research, will impart valuable insight and experience into your training. It is this expertise that helps set Exeter apart from other leading teacher training providers.

¹ RAE 2008, based on percentage of research categorised as 4* and 3*

² based on TDA 2008/09 Performance Profile figures



The trainees' **excellent achievement** is a direct result of **very high-quality** and coherent training **across the partnership**.

Partnership schools understand the provider's high expectations and they make an **outstanding contribution** to trainees' development as teachers.





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Young children can always make you smile: their **endless energy, genuine curiosity and remarkable imagination** kept me inspired even when things got tough. The course is demanding at times, but the **constant positive feedback** from the children, **wonderful teachers** and **university tutors** lets you know your **hard work is paying off.**

SUZI TAYLOR, PRIMARY MATHEMATICS
RECIPIENT OF THE TED WRAGG AWARD FOR OUTSTANDING TEACHER TRAINEES

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Teaching as a career

No one will tell you that teaching is easy or that as a career it is a 'soft option'. What they will tell you is that each day will bring new challenges and that teaching can be an extremely satisfying career full of opportunities for personal and professional development. Few other professions enable you to make such a positive and lasting impact on people's lives and help shape the minds of the future.

IS TEACHING THE RIGHT CHOICE FOR YOU?

Are you:

- articulate and imaginative?
- an effective group worker?
- a good listener?

Do you:

- manage your work effectively?
- work well with others?

Can you:

- think on your feet?
- provide leadership?
- deal with stressful situations?

Have you:

- recently visited or worked in a school?
- recently worked with children?
- had previous experience of teaching, instructing or demonstrating?

If so, and with our guidance and training, you could make a great teacher.

GETTING QUALIFIED

If you wish to teach in the state school system in the UK you must have Qualified Teacher Status (QTS). As a graduate with a non-Education degree, the typical route to achieving QTS is to take a one-year Postgraduate Certificate in Education (PGCE).

The University-based phase of the PGCE training will build on the subject knowledge you already possess and will prepare you academically for teaching your subject. The second phase of your training is through experience in schools, where you will encounter different classroom situations and work alongside experienced teachers and mentors to learn how to put your knowledge and learned teaching skills into practice. The PGCE is a Masters level programme and once you have achieved QTS, you can continue your studies during your first year of teaching and work towards achieving a Masters in Education – for more information please see page 34.

TEACHING SALARIES

The government recognises that teaching is a demanding profession. In addition to the numerous financial incentives available for new trainees, teachers now also earn competitive salaries. In September 2009, most newly-qualified teachers had a starting salary of £21,102 per annum with annual pay scale rises. If you are a career changer or a mature entrant you may, depending on your previous experience, start at a higher level. A head teacher can earn in excess of £100,000.

Although the pay is good, most teachers would cite job satisfaction as the most rewarding aspect of a career in teaching. Pay scales are reviewed regularly; please see the Teachernet website www.teachernet.gov.uk for the latest salary figures. Those working in London will receive a higher pay scale.

"I found the course both inspiring and challenging in equal measures. Support was always readily available from all of the teaching staff when dealing with written requirements of the course and in negotiating the two phases of teaching practice."

Michael Smith, Primary Science

Job prospects

The University of Exeter has a strong reputation for excellence and our PGCE trainees are highly sought after – a distinct advantage in finding employment.

Currently 88 per cent of our trainees are awarded QTS, making them qualified to teach. Of those, 90 per cent are in a teaching post³. Many return to a school with which they trained as part of their school experience. Depending on the

subject or age range you are interested in teaching, your job prospects may improve even further. Our partnership with over 300 schools and a very active and supportive Careers and Employment Service will help to ensure you are given the best possible opportunity to secure your first teaching post.

“The University of Exeter has an excellent reputation and offered the unique specialism programme which I felt would give me an advantage when applying for jobs.”

Elizabeth Hansford, Primary Science

³ based on 2008/09 TDA Performance Profile figures



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In the long term it is the improved job prospects with an Exeter PGCE.

ANDY PEMBERTON,
SECONDARY SCIENCE

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The tutors are **very supportive during the course**, not only with work-related issues but also personal and health issues. I have found the **personal tutor** that the University gives you to be an **excellent source of support** and **offers help wherever possible**.

LISA BURGESS, PRIMARY MUSIC

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Trainees past and present

As one of the UK's most respected PGCE providers, we aim to inspire all of our trainees to help shape the minds of the future. Here are just some of their stories...

RICHARD BRIDGEWATER

“I secured a place on the Primary PGCE Humanities specialism following a rigorous selection process which involved demonstrating being able to consider how to inspire children in humanities in addition to an interview.

The taught course was highly paced and very challenging. The focus was to make individuals challenge themselves to improve. As a teacher, being reflective of one's teaching and children's learning, and how one can make a greater impact on that learning is of vital importance. This is the key to the Exeter process. The course's unique agenda approach in school makes students reflect on what they have actually done in the classroom, and use this information to develop. Experienced and highly professional tutors supported this process. I was challenged to improve with rigorous targets set for my professional development and this has stood me in good stead at the beginning of my career. Supporting all the practical teaching was academic research and development. Again, this challenged thinking and philosophy, making students really consider current research and use these ideas to improve their practice.

Inspiring pupils and teachers in practical ways is a further strength of Exeter. The field trip to Rome, not only gave rise to valuable teaching resources, it also gave an insight into thinking in a cross curricular way, something that is at the forefront of recent initiatives. It gave me an advantage at interview as my current post is within a school that follows an integrated curriculum, for which it has been highly commended by Ofsted.”

VERA CUMMING

“I furthered my studies by undertaking a Primary PGCE course with a specialism in English, which has prepared me to undertake the responsibilities of primary school teaching and co-ordinating English. The course provided a full programme of study of all curriculum areas, a specialism programme for English, as well as professional development and three teaching placements. The PGCE course encourages a child centred, holistic approach to teaching. My studies have given me a sound knowledge of the varying ways in which children learn. As an educator I want to promote discovery and inquiry as well as develop problem-solving skills through a hands-on approach. I also support the University of Exeter Model for Training that encourages teachers to think critically and evaluate their own performance in order to enhance teaching and learning. This approach is one which I still use in my lesson evaluations and planning for assessment purposes.

It is so important to teach the entire curriculum interactively and in a manner that enthuses all children and captures their imagination. Whenever possible, investigative learning provides the basis for my teaching. I am an avid supporter of teaching through topics and as part of my training programme at the University of Exeter I completed a research project into the benefits of teaching children through well planned cross-curricula stimuli. This approach increases children's interest in learning and allows them to make the necessary links between subject areas. The English seminars also showed me how to vary the ways in which Literacy can be taught using ICT, role play and drama.”

LIAM TRIPPIER

“I graduated with a BA (Hons) in Geography from Edge Hill University. I then worked as a 'runner' for a stock broking company in Manchester for a year and hated it! I completed the Early Years programme at Exeter and taught in a variety of settings including inner-city, suburban, special schools and on a Fulbright Scholarship year in California which was an excellent experience.

I chose Exeter because it had an excellent reputation and the PGCE course focused on early years child development and learning which interested me. The course was up to date and the facilities at the University were good. The PGCE course was great fun and equipped me well for my career. I had the opportunity to have teaching experiences in different school settings including an inner-city school in Birmingham.

The highlights for me were working with a friendly and fun group of people and feeling 'ready' to teach at the end of the course. There was a strong bond between fellow students as we were working towards the same goal and helping each other achieve.

In my HMI role I will be inspecting and developing teaching and learning in a variety of settings including schools, colleges and universities. There are opportunities to undertake research and develop areas of expertise and I expect the job will test my skills of judgement, problem solving and analysis, which I have worked hard to develop throughout my teaching career.”



CLAIRE DAVIDSON

“I was at university in Swansea where I studied English and French for four years. Following this I secured an Erasmus grant to study for an MA/Maîtrise in Brittany and thereafter in Exeter to train as a teacher. Studying at three very different establishments, including a year in Toulouse as an ‘assistante,’ gave me a terrifically diverse insight into higher education, which I loved.

I chose Exeter for my PGCE because the University has an excellent reputation.

One of the highlights for me were the late Professor Ted Wragg’s lectures. He was an amazing orator who inspired me enormously. He was a charming and brilliant man with a mind like a steel trap. It was because of my time at Exeter that I was invited to speak at his memorial service and take part in a programme about his life.

In 2004, I won the National Teaching Award for ‘School and Community Involvement’ for the work that I did in Malawi. The Plympton community raised over £5,000 in less than eight months to build two dormitories for eight girls so that they could continue their education. My husband and I also travelled out to the village to project manage the build, along with several of my students.

To win the award felt like falling through ice. I likened it to a flute solo I had had to do at school with no accompaniment. On the night that my name was announced I had the same sensation: my mouth was shaking! I’m not a fan of being the centre of attention – but as I had time to digest it and take advantage of the opportunities that have come my way, I can honestly say that it has been a privilege to be part of it all.”



MICHAEL SMITH

“Having spent two years planning a change to a teaching career, I felt privileged to be selected onto the competitive PGCE course at St Luke’s.

I found the course both inspiring and challenging in equal measures. Support was always readily available from all of the teaching staff when dealing with written requirements of the course and in negotiating the two phases of teaching practice.

During teaching practice I was encouraged to consider my own professional development self-critically. I have found this process has helped me to continue to evaluate and improve my own practice.

I also feel that the course, especially the science elements, gave me the confidence to deliver my teaching in an interesting and motivating style. I was particularly impressed by the way that I was led to recognise that so much could be made of resources on the doorstep. Field trips to local woodland, farm and beach environments have inspired me to consider the benefits of topic work in my own teaching. My class achieved recognition by winning the Kingfisher Environmental Award for a cross-curricular project about hedgerows.

I am pleased to have been able to retain links with the University and have helped in the selection process for future PGCE science specialists. I cannot think of a better course to recommend to those wishing to pursue a teaching career.”



EMESE HALL

“I completed my undergraduate degree in architecture at the University of Bath, but I decided quite early on that I didn’t want to be an architect.

Between graduating from Bath and starting the PGCE at Exeter, I worked as a classroom assistant and gained a valuable insight into teaching and primary school life in general.

I chose Exeter because it had – and still has – an excellent reputation. The School is based on St Luke’s Campus, which has a special atmosphere.

The whole course was enjoyable, but I especially liked the first humanities project week which was an ideal opportunity to get stuck in and make new friends. I still remember the song that I made up for our presentation (sung to the tune of ‘All Things Bright and Beautiful’)!

My teaching experiences prompted me to enrol for a Masters in the Creative Arts in Education, also at Exeter. After that I was inspired to begin a PhD. I think it’s important to recognise that the PGCE can lead on to other avenues within education besides classroom teaching.

In my PhD research I sought to explore the communicative potential of young children’s drawings by making case studies of children (aged 4-6) in an Early Years class. I have already published from this research and have planned a range of further publications.

I currently tutor one of the two PGCE Early Years groups, and have recently been appointed as Lecturer in Art Education to lead the new PGCE Primary Art Specialism.”



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Deciding to do my PGCE at Exeter was probably one of the best decisions I could have made.

CAMILLA BONHAM, PRIMARY SCIENCE
RECIPIENT OF THE TED WRAGG AWARD
FOR OUTSTANDING TEACHER TRAINEES

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Exeter's PGCE

For many years our trainees have been full of praise for our PGCE programmes. The trainees acknowledge that one-year, professional courses are, by their nature, intensive and hard work. However, they continually remark on how enjoyable they find the challenge, and, although they may be exhausted by the end of the year, they are inspired and filled with excitement and enthusiasm.

The Graduate School of Education offers three PGCE programmes each lasting one year and leading to a recognised professional qualification with a recommendation to the General Teaching Council (GTC) for Qualified Teacher Status (QTS). Each of the programmes is designed to promote an understanding of:

- how children learn
- the realities of the classroom
- the symbiotic relationship between teaching and learning
- critical reflection
- creative thinking

The three PGCE programmes available are:

1. Early Years
2. Primary
3. Secondary

ASSESSMENT

Assessment for the PGCE is normally carried out through a range of University-based and school-based assignments. There are no formal examinations. You must demonstrate professional competence in the classroom in line with government requirements. Trainees who are awarded the PGCE by the University are also recommended to receive Qualified Teacher Status (QTS) from the GTC. QTS is provided subject to successful completion of the government's numeracy, literacy and ICT skills tests. All PGCE coursework is designed to support the development of the necessary knowledge, understanding and skills to achieve QTS.

“The overall effectiveness of the provider in securing high-quality outcomes for trainees is outstanding.”

Ofsted Inspection Report 2010





INTERVIEWS

All applicants eligible for acceptance on to our PGCE programmes will be invited to attend an interview. You are encouraged to prepare yourself for the interview by making yourself familiar with the current issues facing teaching, specifically in the subject area for which you wish to teach. You should be prepared to answer questions regarding why you are interested in becoming a teacher and your understanding of the classroom.

"It's a really supportive community; everything is organised so you know exactly what to do and when."

Cara Black, Secondary Science

"This has been the best year, I can't believe how much we got through....so many different experiences.....I would highly recommend this course to anyone thinking of going into teaching."

Charlotte Bryan, Primary Science

"As always, communication is excellent and always well ahead of deadline dates. Clear expectations are set in correspondence. Training is excellent in good locations. All personnel are highly professional, approachable and efficient. I really enjoy working with the University of Exeter!"

Jill Stewart

ITE Co-ordinator,
Estover Community College

"Deciding to do my PGCE at Exeter was probably one of the best decisions I could have made. Now at the end of the year looking back I can't believe that I not only survived the PGCE but absolutely loved it. The friends I have made on this course, the teachers who have helped mentor me as well as the tutors who guided me, have all combined to make this year fantastic. Being a qualified teacher is a privilege and I can't wait to get stuck into my first job. Working with children is always enjoyable, surprising, and yes, sometimes challenging. However I wouldn't choose another profession over it."

Camilla Bonham, Primary Science
Recipient of the Ted Wragg Award for
Outstanding Teacher Trainees

SCHOOL-BASED WORK

School-based work is an important part of the Exeter PGCE and you will be working with two schools during the course. All of our partner schools have specially-trained mentors who will assist you in learning to teach. This mentoring programme is essential in the development of new teachers and will be a valuable aspect of your training as you gain hands-on experience of practising your new skills in actual classroom environments. The University currently has partnership agreements with over 300 schools in Cornwall, Devon, Dorset and Somerset, giving you the opportunity to gain experience in a diverse range of classrooms. We also work with a small number of schools in London.

While every effort is made to take into consideration personal circumstances that require trainees to be placed in a specific area, schools within daily travelling distance of Exeter are limited in number. Many secondary trainees will be placed further

afield for the whole of their school-based work and will have to find accommodation in that area. Primary trainees will be placed within travelling distance of Exeter for their first school placement, but may well have to move away for the long summer placement. Trainees would not be placed in London without their agreement. As well as consideration of personal circumstances, we do all we can to ensure that the placements provide the most appropriate training experiences for each individual trainee.

If you are accepted on the course, the University will make reasonable efforts to find a school within the usual placement area. You will be required to comply with the placement provider's policies, which may include dress codes. For example, some schools may have a policy on students wearing the full veil. Should you wish to wear the full veil you are asked to discuss this at interview, as it may be that alternative arrangements will be necessary in order to find a placement school that will



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I am a mature student and returning to academic study was a shock. However, all the tutors and fellow students have been so **supportive** and this has led to a very **enjoyable** and **rewarding experience**.

I am so glad I decided to study at Exeter.

KATHERINE WEST, EARLY YEARS

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permit this. Please contact us at any point before or after your application/acceptance to discuss any concerns or queries.

CAREER CHANGERS

Forty-one per cent of our trainees are aged 25 and over and we strongly encourage applications from career changers who can bring their experiences from business and industry into the classroom. We understand that these trainees have often been away from formal education for some time and we will take this into consideration when reviewing their applications.

SUBJECT KNOWLEDGE ENHANCEMENT COURSES

Pre-Initial Teacher Education Subject Knowledge Enhancement Courses (SKE)

It is not unusual to receive applications from individuals who we believe would make excellent teachers, but who have insufficient subject knowledge to go directly on to one of our Secondary PGCE courses. For such applicants, the Training and Development Agency (TDA) offers a range of pre-initial teacher training subject preparation courses. While on the course you will receive a bursary, depending on the length of the SKE course. It is important to plan ahead as your place on a PGCE programme may be dependent upon completing a SKE course prior to starting the PGCE. Places on a SKE course will only be offered to those candidates with a conditional ITE place. For more information go to www.tda.gov.uk/recruit/thetrainingprocess/pretrainingcourses or contact the relevant University of Exeter PGCE subject tutor.

Mathematics, Physics, Chemistry

SKE courses in Mathematics, Physics or Chemistry are specifically designed to help graduates who need to develop a greater depth of subject understanding prior to training for qualified teacher status. SKE courses are suitable for graduates with experience of the subject to at least A-level standard. This could be through holding an A-level in the subject, having an element of it in your degree course and/or occupational experience of the subject. SKE courses vary in length from 2 to 36 weeks, depending on the trainee's need.

Modern Languages

SKE courses in Modern Languages are specifically designed to help graduates who have one language at degree standard, or are native speakers, to develop capability in teaching either French or German up to key stage 3 (ages 12-14). This is because many schools require teachers to teach two languages. If you have no prior experience of the language, you will receive extra tuition and support as appropriate. The three-month, full-time 'extension' course takes place before starting the PGCE from May to August.

Design and Technology, ICT, Modern Languages

Two week SKE courses with 50 hours of face-to-face tuition to boost subject knowledge may be available in these subjects.

SCHOOL VISITS

It is advisable that trainees selected for an interview should attend a local school and witness first-hand what a typical working day in a classroom is like. Try approaching schools in your local area. They should be happy to arrange for you to spend a day or so observing one of their classes or shadowing one of their teachers. If you have more time to spare, then you could speak to a local school about becoming a regular volunteer – perhaps as a classroom assistant. The TDA also has an Open Schools Programme and will be happy to assist you in organising a school visit in your area. Call the TDA's Teaching Information Line on 0845 6000 991 for information.





The Early Years and Primary programmes

As a result of a recent Ofsted inspection, the Exeter Early Years and Primary programmes are now rated as grade '1' provision. In addition, 90 per cent of our trainees are awarded QTS, of which 84 per cent are in a teaching post⁴.

"The depth and breadth of trainees' reflection about their own practice is impressive. They possess a mature approach to self-study, effectively following up 'agendas' they set for themselves, so improving their own performance in aspects of teaching methodology."

Ofsted Inspection Report 2010

The programme lasts 38 weeks with time spent in school placements and at the University. The University modules are designed to give you experience of all the subjects you will be expected to teach for your specified age ranges.

Early Years

AGES 3-7 (FOUNDATION STAGE AND KEY STAGE 1)

Trainees on our Foundation and Key Stage 1 course are enrolled as Early Years specialists.

Primary

Applicants for the Primary course will need to specify a specialist subject from the options shown below.

AGES 5-11 (KEY STAGE 1 AND KEY STAGE 2)

Specialist subjects available at Primary (Key Stage 1 and Key Stage 2) are: English, Humanities, Mathematics, Music or Science.

AGES 7-11 (KEY STAGE 2)

Specialist subjects available at Primary (Key Stage 2) are: Art and Modern Foreign Languages.

The taught element is made up of time-tabled seminars, lectures and self-directed study. You will be asked to work individually and as part of small and larger groups. University lecturers, practising teachers and your peers will all be contributing to your learning.

"The promotion of equality of opportunity and valuing of diversity is outstanding. Excellent provision is made for trainees from minority groups to ensure that they succeed and university staff work tirelessly to ensure that they are fully supported during the course."

Ofsted Inspection Report 2010

The programme runs over three terms with each term providing progressively more school-based work training, for example:

AUTUMN TERM

Preliminary School Experience (1 week);
University Taught Course (10 weeks);
School Placement 1: Autumn Experience (2 weeks)

SPRING TERM

School Placement 1: Spring Experience (6 weeks);
University Taught Course (8 weeks)

SUMMER TERM

School Placement 2: Summer Experience (11 weeks)

The PGCE qualification with QTS is dependent upon successful completion of the coursework assessment, the school-based work assessment and the TDA skills tests.

⁴ based on 2008/09 TDA Performance Profile figures



THE PROGRAMME HAS FIVE MAIN COMPONENTS:

1. Curriculum studies one

You are given substantial preparation for teaching the core subjects of English and Communication, Mathematics and IT, and Science and Technology through taught sessions combined with self-directed activities based in the University or carried out in school. There is a particular emphasis on the teaching of reading and numeracy to reflect the government's national education strategy.

2. Curriculum studies two

The subjects of Geography, History, Religious Education, Music, Physical Education and Well Being and the Arts are all covered by short practical courses. These short practical courses cater for trainees whose previous experiences may vary widely and aim to give a substantial introduction to the teaching of these

subjects. This module also includes an 'elective' element, where trainees choose a short course in subjects as diverse as Sustainable Futures, Special Educational Needs/Inclusion, Creativity and Drama.

3. Professional studies

This module aims to develop professional knowledge and understanding, and integrates critical perspectives on theory, research, policy and practice. The key areas include the influence of 'Every Child Matters' on multi-professional working, children's learning and development in formal and informal settings, the global dimension of education, learning with new technologies, equity and diversity issues, special educational needs, classroom interaction, and planning for personalised learning and assessment.

4. School experience

The University has excellent working relationships with its partnership schools, where trainees will be based for their school experience. School-based tutors and mentors are responsible for trainees' learning and development and receive well-designed training. You will initially work in pairs with groups of children, before working independently with the whole class.

5. Specialist studies

All Primary and Early Years trainees will receive specialist training in a chosen specialism from Early Years, Primary Art, Primary English, Primary Humanities, Primary Mathematics, Primary Modern Foreign Languages, Primary Music and Primary Science. The specialism builds on your subject knowledge strengths (from your degree or A levels) and aims to prepare you for an eventual role as subject leader or co-ordinator in this field.



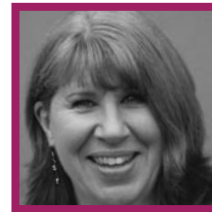


Early Years programme

Early Years

GTTR CODE: XI23

This specialism focuses on the Foundation Stage (3-5), and the Key Stage 1 curriculum (age 5-7). There is an emphasis on understanding children's learning and development, the role and value of play, planning and managing the curriculum, continuity across phases and developing integrated pedagogical approaches that combine adult-directed and child-initiated activities. Key themes will be considered within the wider contexts of theory, research, policy and practice. In addition, you will learn about the particular role of the early years specialist in order to prepare you for leadership positions in pre-school and school settings. School experience will be in the Foundation Stage (nursery and reception) and Key Stage 1 classes.



COURSE LEADER

Professor Elizabeth Wood

has a national and international profile in early

childhood education, based on her research and teaching. The main areas of her research include the role of play in early childhood, children's choices in free choice time, teaching and learning through play, continuity and progression from Foundation Stage to Key Stage 1 and teachers' professional knowledge.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for graduates with a good, all-round academic profile, usually a 2:1 degree and prior relevant experience of working with young children. Work experience may take place in a range of settings such as children's centres, schools, play clubs and playgroups and holiday clubs. Trainees can have a degree in any National Curriculum subject or in related disciplines eg, psychology, sociology, educational studies, childhood studies, playwork.



The teaching is excellent; I feel very lucky to have been taught by the tutors on the course – their **enthusiasm is infectious!**

RENUKA SIVAKUMARAN, PRIMARY MATHEMATICS





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The focus on practical work in science at Exeter has **stood me in very good stead** during my teaching career. I am firmly of the belief that **children learn** and are **engaged by science** through **practical activities** which capture their enthusiasm. Exeter's science PGCE **has this at the heart of its course.**

SALLY GEARY, PRIMARY SCIENCE

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Primary programme

The Exeter Primary PGCE programme is unique. Instead of offering a generic Primary programme, we offer specialisms in Art, English, Humanities, Mathematics, Modern Foreign Languages, Music and Science. These specialisms prepare you to become subject specialists: a distinct advantage as you begin your career in teaching. Applicants therefore need to specify their chosen specialism and entry to the programme requires sufficient subject knowledge in that subject area.

Upper Primary Art

GTTR CODE: XW11

This specialism focuses on developing the knowledge, understanding and skills which are necessary to teach art with imagination and confidence to all primary age children. The course also prepares you for the role of Specialist Leader or Coordinator for Art. Recent research is used to support the development of a contemporary and critical view of Art education in theory and practice. Practical workshops and seminars make up the taught component.



COURSE LEADER

Dr Emese Hall is a Lecturer in art education and has a particular interest in primary art and drawing. Her recent research study focused on the communicative potential of young children's drawings. Prior to her university work, Emese was a primary school teacher in Devon.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for applicants with a 2:1 degree in an Art, Design or Craft discipline. Applicants with substantial practical experience and at least a grade B at A Level in an Art, Design or Craft discipline will also be considered. Applicants should also have at least two weeks' experience (observation and/or working) in a state primary school within the last year.

Primary English

GTTR CODE: XQ1H

This specialism considers how English is taught in primary schools. English is not only a core National Curriculum subject but it is also a medium for learning in all subjects whether that be through reading,

writing, speaking or listening. At the same time the Primary National Strategy puts a strong emphasis on the systematic teaching of literacy. The course will prepare you to use exciting approaches and resources to interest and motivate children as you teach across the curriculum. This will include ways of using poetry, drama, stories and children's literature. The course is taught mainly through seminars and workshops with a significant element of directed collaborative group work and self-study. A trip to London (Tate Modern, Shakespeare's Globe, Wandsworth LEA) in the spring term puts a strong emphasis on learning outside of the classroom and on teaching children with English as an additional language.



COURSE LEADER

Dr Anthony Wilson has a national profile in the field of research on poetry pedagogy. A published poet, he has worked as a writer in schools and has long-standing associations with the Poetry Society, the Poetry Archive and the Arvon Foundation. He is also a trainer for the Poetry Society's poetry class scheme. His research interests include poetry pedagogy, children's creative writing and creative approaches to literacy teaching.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for graduates with a 2:1 or above in their first degree. We expect to take students with at least A level English, preferably degree level. Students without A level English can apply if they can show relevant experience in language/literacy fields, eg, teaching TEFL/psychology/drama. Applicants should have at least two weeks' experience in a state primary school within the last year.



Primary Humanities

GTTR CODE: XV10

A practical and interactive course, the humanities specialism focuses on the methods, skills and processes distinct to teaching history and geography. It will prepare you to teach creatively through experiencing fieldwork, active learning and relating theory to practice. You will consider links to other curriculum areas and education for citizenship. Taught through seminars and workshops, there is an emphasis on collaborative group work as well as self-study and the programme aims to prepare you to take on the role of humanities coordinator as your career develops. A European fieldtrip in the spring term is a highlight of the course and is the basis for the assessed work.



COURSE LEADER

Gill Bivand Taylor moved into initial teacher education at Exeter after an extensive career

teaching in a range of primary schools. She works closely with the Devon Adviser for Geography and Education for Sustainability in promoting good practice in primary geography teaching. Associate Professor Cathie Holden and Dr Fran Martin also contribute to the specialist humanities course. Both have published widely in the humanities and citizenship field. In addition, Fran is the editor for *Primary Geographer* published by the Geographical Association.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for graduates with a good, well-rounded academic profile, usually a 2:1 degree (or above) with at least an A level in history and/or geography and prior relevant experience of working with primary age children.

Primary Mathematics

GTTR CODE: XG1C

This specialism considers the teaching and learning of mathematics in primary schools both as a subject in its own right and also in terms of its relationship to other areas of the curriculum. An emphasis will be on developing innovative, practical and engaging ways to develop the teaching of mathematics in primary schools. You will be expected to review your own understanding of mathematics and engage critically with research into children's learning of mathematics.



COURSE LEADER

Carol Murphy has worked as a primary class teacher and mathematics

coordinator in primary schools in Hampshire. She has also lectured in mathematics education at Canterbury Christchurch University and University College Chichester. Her research interests are in children's mathematical thinking and development of calculation strategies. She is currently directing a research project on the role of talk in young children's learning in mathematics.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

Applicants should have a good degree (typically a 2:1 or better) and demonstrate a strong background in mathematics. This could be an A level or degree in mathematics. Alternatively this could be a degree with a strong mathematical element. We may also consider applicants with substantial practical experience in mathematics. Applicants are also expected to show a strong interest in children's learning in mathematics and have recent relevant primary classroom experience.

Primary Modern Foreign Languages (French)

GTTR CODE: XR9C

The aim of this specialism is to equip you with the knowledge, understanding and skills to teach a modern foreign language effectively and creatively within the primary curriculum. In particular, the programme focuses on the role that languages play in and across the primary curriculum in relation to the Key Stage 2 Framework for Languages. You will be encouraged to develop your reflective and analytical skills both as a professional practitioner and as a languages specialist. The programme is taught mainly through seminars, workshops and school placements that enable you to develop your specialism, and includes a week spent in France in the second term.



COURSE LEADER

Dinah Warren is a specialist languages teacher with over 20 years' experience

of teaching Modern Foreign Languages in schools both in London and Devon. She brings with her an enthusiasm for languages teaching and recent experience of the new initiatives in primary languages. Dinah also teaches on the Secondary Languages PGCE course.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for applicants with a 2:1 or above in their first degree. We expect applicants to have at least good A level French, preferably to degree level, or to have spent time living in a French-speaking country. Some experience of a second language would be an advantage, but is not essential.

Primary Music

GTTR CODE: XWIH

This specialism focuses on developing the knowledge, understanding and skills which are necessary to teach music with imagination and confidence to all primary age children. The course also prepares you for the role of Specialist Subject Leader or Coordinator for music. Recent research is used to support the development of a contemporary and critical view of music education in theory and practice. Practical workshops and seminars make up the taught component.



COURSE LEADER

Sarah Hennessy is a specialist in music education and has taught in all phases of schooling

as well as working with pre-school and adult learners. She has written books and research papers on teachers' professional development and children's creative music making, and is editor of *Music Education Research*.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

The usual entry requirement for this course is a 2:1 degree. We are looking for applicants who are musically flexible, confident singers and have practical skills in accompanying. Applicants should focus on their abilities in playing and singing by ear, improvising and directing to prepare themselves for the course. Successful applicants typically possess degrees in Music, Performing Arts (including Music), Advanced Diploma from a recognised Music Conservatoire or Music Technology (for musicians rather than sound engineers).

Primary Science

GTTR CODE: XFIA

The science specialism examines science in the context of the primary school curriculum and looks at science teaching from a global perspective. The course helps you to develop the knowledge, skills and confidence to teach science in a way which will interest and motivate children. Peer teaching and learning is encouraged and the specialism is designed to prepare you to become a science subject leader. There is an emphasis on practical work, education for sustainable development with opportunities provided for extending your learning in the outdoor environment. There are a number of field trips and an additional non-school placement in a science centre, botanical garden, environmental centre, zoo or museum. Your experience of an informal learning environment is an integral part of the programme and will help inform your ideas of children's learning for your Masters level assignment.



COURSE LEADER

Rob Bowker is a specialist in primary science and has interests in education for

sustainable development and informal learning. He has published articles in international journals around the theme of children's learning in informal learning environments. He is presently engaged in research work in partnership with the Eden Project, Cornwall. Prior to working at the University of Exeter, he had 15 years' experience in primary and middle schools as a teacher and deputy headteacher.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

Applicants typically have a 2:1 degree in science or a related science subject degree and one or more A levels in a science or related science subject. Applicants should also have some voluntary or work experience of at least two weeks working with children in formal (schools) or informal (environmental centres, museums, etc) learning environments.



Secondary programme

As a result of a recent Ofsted inspection, the Exeter Secondary programme is rated as grade '1' provision. In addition, according to the latest Performance Profile statistics, 87 per cent of our trainees were awarded QTS, of which 93 per cent are in a teaching post compared with the national average of 84 per cent.⁵

The Exeter Secondary PGCE Programme trains you to teach the 11-18 age range. It is an 11-16 QTS (Qualified Teacher Status) course with post-16 enhancement. In effect, this means that whilst you must meet the standards for QTS within the 11-16 age range, you will also have additional experience of post-16.

All coursework is designed to provide engaging and varied opportunities for you to develop the necessary knowledge, understanding and skills to achieve QTS.

"Management of the school-based training programme by initial teacher education coordinators in schools is excellent. It is based on a thorough knowledge and understanding of the university's procedures and application of their model for training and consistently applied across the partnership."

Ofsted Inspection Report 2010

TERM 1

Term 1 begins with two weeks of observation (preliminary school experience). This leads into the University-based course which focuses on professional development, specialist subject knowledge, pedagogy and teaching skills. Towards the end of this term, you are placed in a partner school for a week's induction to prepare for your first placement.

TERM 2

Term 2 is spent in your first school placement with three seminar days held at the University. At the end of the term you visit your second school placement for a short induction period.

TERM 3

Term 3 is spent in your second school placement with two seminar days held at the University.

Throughout all school-based learning, you work closely with experienced teachers. You will be supported in developing the full range of teaching skills and effective reflection that you will need in your first teaching post as a Newly Qualified Teacher (NQT).

The programme has three fully integrated components:

1. Professional studies

The Professional Studies component introduces you to key educational ideas and principles within a range of educational contexts. The module is followed throughout the year with both University and school-based elements and is concerned with classroom issues, whole school issues and the role of education in the wider society.

2. School-based work

Central to school-based work is the development of your ability to meet the QTS Standards, as required by the TDA. These consist of standards of professional competence which student teachers must demonstrate in order to be recommended to the GTC(E) for Qualified Teacher Status.

3. Main subject

The main subject module forms a major component of your PGCE year. The module will develop your understanding of the content, structure, progression, learning and teaching of your subject in Secondary schools. This enables you to interpret your own subject expertise in the school context in two different placements.

"The first term of university-based training provides an exceptional grounding in broad educational issues as well as extending subject knowledge through peer development and course options."

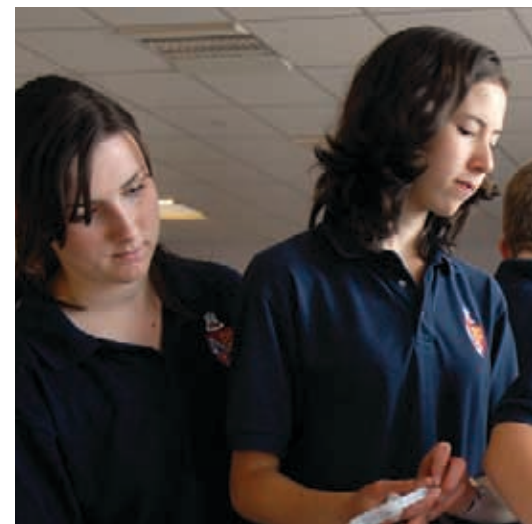
Ofsted Inspection Report 2010

⁵ based on 2008/09 TDA Performance Profile figures



With the **practical sessions** where we can **get fresh ideas** to use in school it is possible to **make science interesting** and the course shows us how to do this!

ROB SOLMAN, SECONDARY SCIENCE





Citizenship with Humanities

GTTR CODE: LXV9

In the latest TDA Performance Profile statistics, 94 per cent of our Citizenship trainees were awarded QTS of which 100 per cent gained a teaching post.⁶

The course offers you the opportunity to be at the forefront of developing this new subject in schools which aims to prepare young people for active participation as informed citizens. The course will address the knowledge and understanding required of pupils as part of citizenship education (eg, political literacy, understanding the law, global and controversial issues, human rights, identity and diversity) and will put particular emphasis on how you can encourage active, informed participation both in the school community and the wider world. The University of Exeter has played a major role in developing citizenship education in the South West over the past six years and as a result is able to call on many teachers to contribute to the course.

The latest Ofsted inspection of Citizenship has shown that trainees have high success

rates for employment, and often become curriculum leaders within a short period of time.

Most of the taught University course will focus on citizenship education, with 25 per cent of time being put aside to develop your skills in the teaching of geography, history and religious education at Key Stage 3. This will be done through short courses focusing on the skills of humanities teaching: you will be responsible for the development of your subject knowledge in these areas. You will then teach both citizenship and humanities in school. We have found that being able to offer schools expertise in both areas is a real strength.



COURSE LEADER

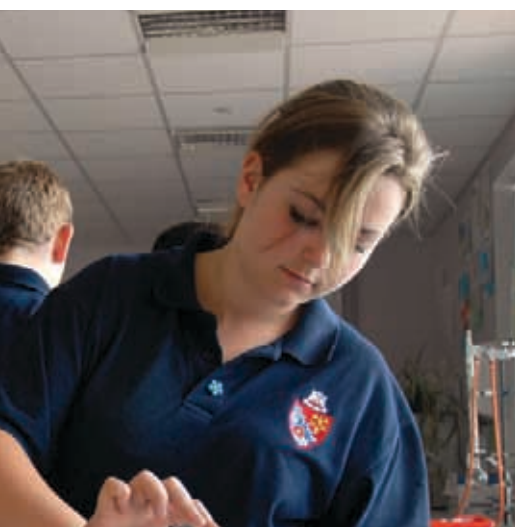
Associate Professor Cathie Holden has

taught for many years in schools before moving into teacher education. She contributes nationally to conferences and policy making. Her publications include *Education for Citizenship: Ideas into Action* (with Nick Clough), *Teaching the Global Dimension* (with David Hicks) and *The Challenge of Teaching Controversial Issues* (with Hilary Claire). She is currently researching young people's concerns for

the future and the extent to which they feel prepared as active citizens. Paula Bradley-Smith contributes to the course. Paula teaches geography part-time at Torquay Girls' Grammar School, which has humanities school status and has had an excellent Ofsted report for geography. She brings with her up-to-date knowledge of the secondary classroom.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

You should have a keen interest in topical, local and global issues. You should enjoy engaging young minds with such issues and be creative and flexible in your outlook. An A level in one of the humanities subjects is desirable. We welcome applicants with a first degree which addresses any of the areas covered by the Citizenship curriculum, for example Politics, Sociology, Law, International Relations, Geography or Theology. We also encourage applicants who may have gained citizenship knowledge through life experience, such as working for government agencies, charities, or in the media. We anticipate that all applicants will have had at least one week's experience or observation of citizenship education in a state secondary school, so that they come to interview informed about the subject they wish to teach.



⁶ based on 2008/09 TDA Performance Profile figures



Dance

GTTR CODE: W5X1

In the latest TDA Performance Profile statistics, 87 per cent of our Dance trainees were awarded QTS of which 100 per cent gained a teaching post.⁷

The course will equip you to become a teacher who can lead developments and meet the demands of dance teaching in the 21st century. The teaching and learning style of the course is highly interactive and participatory, with an emphasis on practical engagement. You will be prepared to teach dance across the Key Stages, including GCSE and A level. Through the taught course and placements in schools, you will have opportunities to teach dance curriculum and examination; participate in extra curricular dance activities; work with professional dance artists; and engage in specific dance projects, for example working with regional Youth Dance Companies. There will also be opportunities to take short courses in drama and music.



COURSE LEADER

Linda Rolfe has worked in Higher Education for 18 years, before this she

was an advisory teacher for dance and chief examiner for GCSE Dance. She has published books on the teaching of dance and edits the international journal *Research in Dance Education*. She contributes to conferences internationally and is currently researching dance education partnerships. Linda was co-artistic director of Devon Youth Dance Company for seven years; this provides performance opportunities for young people aged 13-18 years. She is committed to the development of dance in education.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

The best Dance teachers are:

- intelligent, articulate and enthusiastic about dance;
- excited by and committed to the prospect of working with young people;
- interested and involved in constantly developing subject knowledge;
- prepared to be innovative and creative;
- open-minded and willing to consider new ideas and principles.

Applicants will normally have a first degree in Dance or a Joint Honours degree in the Arts with at least 50 per cent dance content. Those with A level Dance or suitable professional dance experience may also be considered.

⁷ based on 2008/09 TDA Performance Profile figures



The Dance PGCE course has been a **wonderful experience**. I have had the opportunity to **develop my skills** as a teacher in a safe and supportive environment. It has made me realise how much I want to pursue my career in dance and live up to my aspirations of becoming a teacher.

ROSEMARY JOHNSON, SECONDARY DANCE





Design and Technology (D&T)

GTTR CODE: W9XI

In the latest TDA Performance Profile statistics, 92 per cent of our D&T trainees were awarded QTS compared to the national average of 84 per cent.⁸

The course is based on the premise that design and technology should provide a broad educational experience which helps pupils to learn and develop on many fronts.

This course is designed to introduce you to the joys and challenges of being a 'design-and-technologist', and to give you some insight into how pupils' may experience the learning activities that you will plan and teach. Tutors will also demonstrate a range of teaching strategies, and will share with you our teaching decisions about what and how we teach. We will also engage you in seminars on issues such as planning, classroom management, inclusion and assessment.

The course offers all four D&T specialisms; students each learn to teach 'core' designing and making skills (including graphics), plus one 'major' specialism up to A level, and a second 'minor' specialism up to age 14. The course is designed to support students in extending their own D&T knowledge and skills; candidates' choice of minor specialism need not necessarily relate to their qualifications or experience.

1. Food Technology

While our Food Technology course will concern designing and making, as do all the D&T specialisms, it will also prepare you to address pupils' *entitlement to cook* (placing a clear emphasis on food preparation, food safety and healthy eating).

2. Resistant Materials

This concerns designing and making with wood, metal and plastics: it prepares you to teach *resistant materials* and *product design* in schools.

3. Electronics

This concerns designing and making with electrics, electronics and computer control. It prepares you to teach *systems and control* and *electronic products*.

4. Textiles

This concerns designing and making with textiles: it prepares you to teach *textiles* and *fashion and textiles*.

All D&T trainees undertake work in graphics, which is seen in initial teacher education as a 'core' D&T skill rather than a specialism. This prepares you to teach *graphic products*.



COURSE LEADER

Nick Givens

moved into teacher education after working in a range of schools.

He has contributed to school texts through a major national D&T curriculum project for which he was both an author and a regional training officer. His research interests focus on equality and diversity within education.

WHAT ARE WE LOOKING FOR IN AN APPLICANT

We consider applicants from many backgrounds. Those best suited include:

- Design and Technology, Technology;
- Design (eg, Product Design, 3-D Design, Industrial Design, Graphic Design, Manufacturing Design, Engineering Design, Design Modelling, Design Management, Computer Aided Design, Packaging);
- Engineering (eg, Civil Engineering, Control Engineering, Design Engineering, Electrical Engineering, Electronic Engineering, Mechanical Engineering, Production Engineering, Systems Engineering);
- Architecture;
- Food (eg, Food Technology, Food and Nutrition, Food Science, Food Manufacturing, Food Production, Catering, Hospitality, Food Product Development/Design);
- Textiles (Fashion, Surface Pattern Design, Textiles, Costume Design).

We also consider applicants with other qualifications, particularly if they have personal or professional experience that is relevant to D&T. If you are interested in teaching D&T, but not sure whether your degree is suitable, please contact us.

Recent experience of working, assisting or observing in a secondary school D&T environment is considered a significant strength in an applicant.

⁸ based on 2008/09 TDA Performance Profile figures



English

with Drama GTTR CODE: QX3I

with Media GTTR CODE: QX3D

Each year the course evolves and develops to take account of the latest research, trainee evaluations from the previous year, and policy changes. It is run by tutors who are enthusiastic about English teaching and who relish the opportunity to work with the next generation of English teachers.

The course is active and participatory, placing considerable emphasis on working collaboratively with others and learning together. We expect you to take a high level of responsibility for your own professional learning and the course includes both taught workshops and directed or independent study activities which allow your professional learning to be tailored to your needs and interests. You will be encouraged to demonstrate a high level of individuality, independence and initiative, and a commitment to the needs of literacy and creativity in the 21st century.

As someone interested in teaching English, you will choose between one of two English specialisms. All trainees take a common core of English sessions and then, depending on your choice of specialism, have a further course in Drama or Media.

1. English with Drama

The Drama element is an introduction to how to use Drama to support teaching

in English. No prior drama expertise is required, but a willingness to be open and exploratory is crucial.

2. English with Media

The Media element introduces you to the conceptual framework underpinning Media teaching, explores the relationship between Media Studies and English and offers practical guidance on how to teach media theory and media production. No prior expertise is needed.



COURSE LEADER

Professor Debra Myhill has been researching English and literacy teaching

for over 18 years. She has conducted several research projects into boys' underachievement, the teaching of grammar, the linguistic features of writing and teachers' classroom talk. She is currently directing an ESRC study into secondary children's writing.

Rosemary Hopper assists in the delivery of the course and has 18 years' experience of ITE through her work in both schools and Higher Education Institutions. Her research interests lie in the fiction reading of teenagers.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

Most successful applicants have 2:1 degrees in English (Literature or Language), Linguistics, Drama, Cultural/Media Studies, Film or Journalism. Previously, a small number of applicants with degrees in other Humanities or Social Science subjects have been accepted.

Where the degree of the applicant is not English, it is helpful if several modules in that degree are strongly relevant to English (eg, literature or language focused). Also, a high grade in A level English Literature or Language is important if the degree route is less conventional. In any case, a secure and broad knowledge of English Literature is important.

Trainees are advised that English with Drama and English with Media are different pathways for the same course. Therefore the English subject knowledge will be identical and we do not recommend applying for both courses.

Geography

GTTR CODE: F8XI

Geography is an exciting, interesting and very popular school subject with strong links with the rest of the school curriculum. For these reasons geography teachers are in demand and many past trainees have posts in South West partnership schools.

The course is dominated by practical activities, which arise from explicit theories of teaching and learning; theory and practice cannot be separated as we learn how to teach geography. In the first term the University-based sessions cover a wide range of important issues such as teaching methodology, games and simulations, fieldwork, assessment and managing children's learning. These are picked up again throughout the year in school-based work, under the guidance of experienced teachers and during the seminar days in terms two and three when you return to the University for a full day. Peer and practical teaching is an important part of the first term programme and all trainees also combine and share development in support groups and in subject knowledge seminars. Individualised tuition is provided in a range of areas, including ICT, designed to meet the needs of all trainee-teachers.

In the latest TDA Performance Profile statistics, 94 per cent of our Geography trainees were awarded QTS, compared to the national average of 87 per cent.⁹



COURSE LEADER

Jon Murray has spent over 25 years teaching in a variety of secondary

schools, holding senior positions managing geography, humanities and pastoral education. He has a thorough knowledge and understanding of geography teaching in the South West, having taught in Devon since 1988, and has worked on the PGCE Geography course at the University of Exeter for the last eight years. Beyond the University he is a senior moderator, examiner and advisor at GCSE level, and has recently coordinated a number of geography projects in a variety of Devon schools.

Jim Rogers is a Teacher Education Research Fellow and assists in the delivery of the course. He comes with a wealth of recent school experience and lists the 'global dimension' among his many interests.

Amanda Roff, Head of Geography in a local secondary school, also assists course delivery, together with a number of other geography teachers who make specialist inputs to the taught programme.

Dr Carol Evans is Head of Teacher Education. She has much experience in secondary schools and has previously worked at the Institute of Education where she was Assistant Director for Learning and Teaching – Initial Teacher Education and prior to this was at Durham University where she was responsible for Masters PGCE provision. Her research interests include: the role that cognitive and learning styles play in learning; creating effective learning environments; and enhancing ITE provision.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

This course is designed for applicants with a wide range of geography related degrees, including Geography, Geology/Geoscience, Planning and Environmental Science. Recent experience of a school environment is considered a positive strength for all applicants.



⁹ based on 2008/09 TDA Performance Profile figures

History

GTTR CODE: VIXI

The History PGCE course is concerned with practical classroom approaches to the teaching of history. This involves the development of a range of appropriate teaching strategies and classroom activities in the varied classroom situations you will encounter, with appropriate use of ICT and a rigorous understanding of when and where particular activities might be appropriate. Paramount is a belief that history teaching is a stimulating, creative activity that gives pleasure to both teachers and pupils and educates them to take a full and active role as citizens.

Taught by a team of lecturers, including inputs by the Advanced Skills Teachers for Devon and Plymouth and classroom teachers, the course relates theory to practice in all elements of the National Curriculum and 14-19 History.

The PGCE team is particularly interested in the teaching of Citizenship and Literacy in the History classroom; the use of ICT to enhance the quality of pupils' learning; and history beyond the classroom eg. we visit the Battlefields of the First World War, evaluate the role of museums and undertake local fieldwork.



COURSE LEADER

Graham Waites has spent over thirty years teaching History in the secondary sector. He has held management positions as co-ordinator for Humanities, Head of History and Sixth Form leader and has worked as course tutor and UVT on the PGCE History course at the University of Exeter since 1997. He has contributed regularly to national CPD conferences and established the Devon Teachers History Network through a TDA project. Research interests include History and Literacy and the use of difficult and challenging text in the classroom; he has also focused on curriculum innovation and resources 16-19. He is an examiner for IB and Edexcel.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

The usual entry requirement for this course is a 2:1 degree in History or a History Joint Honours degree. The course will also consider applications from those with degrees in related subjects such as Ancient History, Archaeology or Politics.



Information and Communication Technologies (ICT)

GTTR CODE: G5X1

In the latest TDA Performance Profile statistics, 86 per cent of our ICT trainees were awarded QTS of which 100 per cent gained a teaching post.¹⁰

This course provides the knowledge and skills necessary to become a specialist teacher in ICT and e-learning and provides a foundation for you to develop a leadership role. The course has been constructed to include three interwoven and related strands: subject knowledge and understanding, pedagogy and classroom practice. ICT and e-learning components are complementary and fluid within the course structure.

The teaching methods used on the course demand high levels of participation and a willingness to work collaboratively. The

course includes a mixture of lectures, workshops, and seminars. Trainees are introduced to a variety of online learning tools and have the chance to manage their own Virtual Learning Environment.

Underpinning the course is a strong belief that effective teachers are those who can develop their practical skills in the classroom through reflection and critical dialogue and have an intellectual grasp of the theoretical foundations behind their actions.



COURSE LEADER

Kate Watson

has a research background in the effective use of ICT and e-learning in

teaching and learning. She has experience across the curriculum as an ICT tutor and has led in-service courses for both primary and secondary teachers.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

In general, we are looking for trainees with a minimum 2:2 degree. Past trainees have included Building Studies, Journalism, and Cognitive Science graduates as well as those with Information Technology or Computing degrees. We are looking for applicants with substantial ICT subject knowledge and understanding either gained through degree studies, further qualifications or work experience.

¹⁰ based on 2008/09 TDA Performance Profile figures





Mathematics

GTTR CODE: GIXI

In the latest TDA Performance Profile statistics, 81 per cent of our Mathematics trainees were awarded QTS. Of those awarded, 100 per cent are in teaching posts, compared to the national average of 86 per cent.¹¹

The PGCE Mathematics course at Exeter is designed to help you develop your understanding of the subject, of current good classroom practice and how pupils can best be supported in their learning. All of this is underpinned by a commitment to supporting you in your professional development so that you enter the profession as an enthusiastic and highly skilled teacher.

Our aim is to help you to become a reflective practitioner, a teacher who is willing to critically evaluate and develop your practice in the light of experience and research evidence. You will be laying firm foundations for a thoughtful and rewarding teaching career. You will take part in activities that we hope will challenge your thinking and help you to develop a clear and positive rationale for your own values, beliefs and approaches.

You will also need to commit to a significant amount of independent study. As well as exploring your own professional development you will be asked to think about pupils' learning and how best to plan and organise lessons that allow all pupils to be active and successful. Again, we will

interweave practice and research to help you to develop ideas about how pupils learn – and what to be aware of that might inhibit learning. In the first term of the PGCE year, based at the University, we will draw on your experiences, video material, whole group discussion, small group work, paired work, lectures, peer teaching and peer- and self-evaluation to help you prepare for your school-based work in the following two terms. You will also complete three academic assignments, one each term, in which you will explore aspects of learning and teaching mathematics in depth.

Mathematics is a subject with a high profile in the curriculum yet is one about which many learners can have negative feelings. We will explore with you the nature of mathematics and the teaching of mathematics and how this might affect pupil enjoyment and engagement. The Exeter PGCE is designed to help you to develop your own 'academic' knowledge of mathematics, where appropriate, including dedicated sessions on the use of ICT. Furthermore, the development of academic knowledge into 'curriculum' and 'pedagogic' knowledge to support your practice, working within the context of the National Curriculum and the Framework for teaching mathematics, will be an important focus.



COURSE LEADER

Tom Ralph has worked in several comprehensive state schools in London and

Dorset and also as a consultant at SMILE Maths developing educational software. Most recently he was a head of department in a school with a specialism in Maths. Tom has a wide range of experience working with student teachers and NQTs. He was recently appointed as a Teacher Education Research Fellow at the University.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

The usual entry requirements for this course are a good A level Mathematics grade and a good degree with at least 50% mathematical content. However, equivalent or alternative qualifications are always considered and, where necessary, applicants may be required to complete some subject enhancement before joining the course. We anticipate that all applicants will have had some experience or observation of mathematics education in a state secondary school, so that they come to interview informed about the subject they wish to teach.

The PGCE Mathematics course at Exeter requires enthusiasm, energy, commitment, a love of mathematics and a strong desire to teach. In return, the mathematics team, together with school-based partners, will offer you every opportunity to advance towards becoming a confident and inspirational teacher of mathematics.

¹¹ based on 2008/09 TDA Performance Profile figures.



The PGCE MFL at Exeter is one I am very proud to say I was part of. The **academic and personal support is outstanding**. Nothing was ever too much trouble or an inconvenience. The course will **challenge you** from the start, but will leave you a **fully prepared NQT**. I know there are people I've come across in the profession who would have loved the opportunity of a place at St Luke's.

A truly amazing experience!

EMILY WAGSTAFFE, SECONDARY MFL
RECIPIENT OF THE TED WRAGG AWARD FOR OUTSTANDING TEACHER TRAINEES



Modern Foreign Languages (MFL)

FRENCH GTTR CODE: R1X1

GERMAN GTTR CODE: R2X1

SPANISH GTTR CODE: R4XC

The course enables you to explore the challenges that face both teachers and learners of modern foreign languages in Britain today, the strategies for language acquisition in all its practical skills and the need for cultural awareness within the European dimension.

The most recent Ofsted inspection acknowledged the quality of the training provision by experienced practitioners and has been impressed by the coherent link established between the professional studies element and the MFL module as well as the high quality support given to trainees. This is reflected in the latest TDA Performance Profile statistics, where 89 per cent of our trainees were awarded QTS, making them qualified to teach.¹²

The University-based term offers a solid grounding in the communicative approach to language teaching, which also puts emphasis on language as structure, as recommended in the National Curriculum. This part of the course will include interactive, practical workshops and seminars, peer teaching and assessment, subject specific lectures, small group work and discussions. We shall help you to develop into a reflective practitioner, who is constantly thinking about and improving your teaching expertise. Equally

we shall support you in polishing up any rusty language skills and in acquiring the necessary practical teaching skills, underpinned by research and accepted good practice, so that you can enter your teaching placements with confidence. The school-based terms are spent in dynamic MFL departments of a wide range of schools across the South West.

Trainees in French, German and Spanish must have a second language as this will help in the provision of placements, as well as finding a teaching post. The use of ICT is developed to enhance the future teacher's own skills as well as to contribute to the preparation for effective MFL teaching in the 21st century.



COURSE LEADER

Karen Wilson joined the University after teaching German, French and Italian

for over twenty years in five maintained schools; she was Head of Languages in three of them, the latter a Language College. For much of her teaching career she worked alongside trainee teachers as PST, Mentor and briefly as ITEC. Karen also worked as a Project Officer researching CLIL (Content and Language Integrated Learning) for CLILT (Centre for Information on Language Teaching). Her current interests include cross-curricular dimensions in MFL teaching and KS2/KS3 transition.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

You will normally be expected to have a good degree in the appropriate target language (French, German or Spanish). Other qualifications of degree level equivalence can be considered, eg, Final Diploma of Institute of Linguists. Candidates with any of our languages will need a second foreign language, even if only at beginners' level, so that school-based work placements are easier to find, as are jobs immediately after graduation. Native speakers should hold a qualification equivalent to a UK degree and usually a minimum of three years of study at an institution of Higher Education. The qualifications can be in any subject, since they have, by definition, the necessary language skills. An Open University degree or other degree qualification in a subject other than a foreign language may be acceptable if the applicant can show at interview that residence abroad or other relevant experience has developed appropriate competence in the foreign language.

We are also looking for energetic and committed team players, who will be responsive to guidance, open to new ideas and passionate about languages, language learning and intercultural understanding. In return we aim to inspire, encourage and support you through your training year to become effective and motivational teachers of MFL.

¹² based on 2008/09 TDA Performance Profile figures



Physical Education (PE)

GTTR CODE: X9C6

PRIMARY OPTION:

GTTR CODE: XC96

Physical Education (PE) at Exeter is widely recognised as a leading PE course nationally. In the latest TDA Performance Profile statistics, 95 per cent of our PE trainees were awarded QTS. Of those awarded, 93 per cent are in teaching posts, compared to the national average of 89 per cent.¹³

The course is constantly evolving and changing to take account of the latest research, current educational policy changes, recent Ofsted findings as well as trainees' evaluations and the external examiners' reports from the previous year to keep the course vital, stimulating and moving forward. The course is run by a team of enthusiastic, qualified and experienced tutors who have a real passion for their subject and genuine love of working with trainees.

Training to become a PE teacher is a demanding and challenging process; at times exhausting, other times exhilarating. The course will make great demands upon your energy, your intellect, your time and upon your own personal organisation. We place considerable importance on student teachers collaboratively learning and teaching both during university taught sessions and in schools as well as developing high levels of independence, individuality and initiative. The course includes taught lectures/workshops/practical sessions and directed or independent study tasks to meet your own professional development needs as well as the needs of the modern day PE teacher. You will, for example, acquire, understand, develop and apply existing and new knowledge of *content*, *pedagogy*, *learners*, *learning* and the *curriculum* both in PE and the wider educational context.

1. Content: the concepts, principles, facts and skills of a subject, discipline or activity (eg, principles underpinning movement actions) and the inter-relationships between these subjects, disciplines or activities;

2. Pedagogy: innovative and creative ways of communicating or transmitting *content* knowledge that makes it interesting and comprehensible to the learners (eg, collaborative learning and teaching between student teachers);

3. Learners: learners and their characteristics, abilities, attributes, attitudes, diverse needs, strengths and weaknesses;

4. Learning: educational theories of how learners think and learn (eg, Vygotsky's social constructivist theory);

5. Curriculum: both the current National Curriculum for PE and the new Secondary PE Curriculum at Key Stage 3 and 4 as well as GCSE syllabus/specifications and AS/A2 syllabus/specifications.

OPTIONAL PATHWAY FOR PRIMARY

We also offer an optional pathway within the course which equips trainees to teach specialist PE at Key Stage 2 (aged 7-11) in addition to Key Stages 3 and 4 (aged 11-16). This would allow trainees to be employed, for example, in a secondary school setting as a PE subject specialist/Primary Liaison Officer/SSCO (School Sports Coordinator). As part of the University taught PE Course, the primary specialists will take a common core of PE sessions but will divide for the specialist primary PE option (for a total of three hours per week). During School-Based Work, primary specialists will spend the equivalent of half a day per week in a primary school.

¹³ based on 2008/09 TDA Performance Profile figures



COURSE LEADERS

Will Katene leads the 11-18 PE course. He has taught PE in different types

of secondary schools both in the UK and New Zealand and has lectured in Higher Education for 13 years. His area of research focuses on how trainees learn to teach in PE. More specifically, understanding the knowledge base of the trainee (eg, content knowledge) and exploring how trainees maintain and improve this knowledge (eg, collaborative learning and teaching between trainees).



Sue Chedzoy leads the Optional Pathway for Primary PE Specialism. She was Head of Department in

two large comprehensive schools before working as an Advisory Teacher supporting colleagues in primary schools to teach high quality PE. Since lecturing at Exeter she has been involved in training teachers to teach pupils from the age of 3 to 16 years. Sue's research interests include children's activity patterns, preventing obesity in children and issues relating to transition from primary to secondary schools.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

As entry onto the course is highly competitive, we will be looking for applicants with the following strengths:

1. Personal qualities: highly organised, honest, reliable, dependable, committed, intuitive and enthusiastic; applicants who hold an optimistic outlook on life as a whole, a real passion for their subject and a genuine desire to work with young people, especially in a school-based setting;

2. Academic qualifications: (a) C grade or above in PE at GCSE and/or A level, (b) 2:1 Honours degree in Sport and PE, Sports Science, Sports Studies, Exercise and Sport Sciences, Sports Education, Sports Management, Coaching and PE or other sports-related degrees. In the past, applicants with degrees in Education (especially Sport and Education), Sport and Leisure Management, and Psychology (especially Sport and Psychology) have been accepted. We would consider applicants with a strong academic record and a different degree, if several modules were strongly relevant to PE. However, a high grade in A Level PE is important if the degree is less conventional;

3. Health and Safety qualifications: (a) valid and current one-day first aid certificate such as the 'Emergency First Aid at Work' certificate; (b) valid and current 'National Pool Lifeguard Qualification' (NPLQ);

4. National Governing Body (NGB) coaching award qualifications: at least one coaching course successfully completed in a **games** activity in which you are weak or have limited knowledge and understanding of the subject (eg, Basketball: a Level 1 Course **or** Leader's Award Course);

5. Recent and relevant teaching experience: a minimum of 10 days observational/teaching experience in an 11-18 mixed comprehensive school (PE department).

(NB: You are encouraged to apply as soon as possible after the GTTR opens in September as places on the programme fill up very quickly!)





Religious Education (RE)

GTTR CODE: V6XI

In the latest TDA Performance Profile statistics, 95 per cent of those RE trainees who were awarded QTS are in a teaching post compared to the national average of 79 per cent.¹⁴

In line with RE curriculum requirements, this course prepares trainees to teach the major world religions, non-religious beliefs, and philosophy and ethics. In addition, it provides opportunities to explore issues surrounding the role of religion in society and in particular, questions concerning the nature of religion, approaches to the study of religion, and inter-faith dialogue. The course continually focuses on the role of the RE teacher, examining theories of learning and exploring implications for pedagogies of RE. Most importantly, the course is designed to help trainees convey their own enthusiasm for RE in the classroom, demonstrating that the study of religion(s) can be intellectually stimulating, personally fulfilling, and engaging. The aim is to produce sparkling teachers of RE; teachers who will make a difference!

Schools in the South West offer some outstanding RE departments in which to learn how to teach, including the school where the Head of RE won the National Teacher of the Year Award (2007). The University of Exeter is nationally known for its teaching and research in RE. Recent major research projects have included work on assessment in RE, on teaching the Bible in a plural and secular society and on teaching about Jesus in RE. Course tutors are keen to ensure that key findings from these and other significant research in RE feed into the RE seminars on the PGCE programme. Trainee teachers are helped and encouraged to experiment and undertake research in their own teaching.

The TDA has launched a new website called Teach RE which contains further information on becoming an RE teacher:

www.teachre.com



COURSE LEADER

Dr Karen Walshe

read her first degree at the Mater Dei Institute of Education,

Dublin and her Masters at Falmouth College of Arts. She taught in schools in Devon and Cornwall as Head of RE and was employed by AQA as an assistant examiner for GCSE RS. She has worked as a research assistant on several RE projects, including Teaching about Jesus and has recently completed her PhD on children's conceptions of Jesus. Karen has published a number of both professional and academic papers in RE and presented at national and international conferences. Experienced colleagues in the field, including RE Advisors, Ofsted inspectors and Heads of RE in local schools, have regular input to the programme.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

The usual entry requirement for this course is an Honours degree (2:1 or above) in Theology and/or Religious Studies. Applicants with different degrees and relevant professional experience are considered, particularly if those degrees are in Philosophy or Sociology and applicants are willing to extend their subject knowledge by attending a subject knowledge booster course or completing additional modules in Theology or Religious Studies at HE level as required.

¹⁴ based on 2008/09 TDA Performance Profile figures.

Science

BIOLOGY GTTR CODE: C1X1

CHEMISTRY GTTR CODE: F1X1

PHYSICS GTTR CODE: F3X1

**SCIENCE WITH PSYCHOLOGY
GTTR CODE: F0XD**

In the latest TDA Performance Profile statistics, 92 per cent of those Science trainees awarded QTS are in teaching posts, compared to the national average for Secondary Science of 84 per cent.¹⁵

Science is a core subject of the National Curriculum and science teaching offers many career opportunities. We aim to develop effective and reflective practitioners with an understanding of research methods in education that can inform practice. The main subject module centres on learning about the nature, content and teaching of all aspects of the science curriculum for 11-16 year olds.

Biology, Chemistry, Physics or Psychology teaching is chosen as a specialist subject for post-16 teaching. Development of subject and teaching knowledge and understanding is a priority. Topics covered include: the aims of science teaching; the planning, preparation and evaluation of learning experiences for children of different ages and abilities; school laboratory management and the use of information and communications technologies to support science teaching and learning.

Psychology is becoming an increasingly popular choice at A level and is also being offered as a GCSE option in some schools. The Science with Psychology option provides a pathway into teaching for good psychology graduates who also have a strong background in other sciences at A level. It is designed to prepare trainees for teaching all aspects of science to Key Stage 3, some specialist science (depending on A level background) at Key Stage 4 together with psychology at GCSE and A level.

Throughout the course we aim to promote engagement with the wider issues of science and its ethical and social relevance. Practising teachers are involved in delivering the course in the University and play an active mentoring role to foster professional development in schools. Energetic, able and committed science applicants will find this an empowering course which develops personal transferable skills, strength of character and offers the potential for playing a part in shaping the future of society.



COURSE LEADER

**Dr Nigel
Skinner** joined
the University
of Exeter in
1990 having

taught science in maintained schools for ten years, three of them as a Head of Department. His research interests centre on the development of teaching skills and the use of the internet as a professional development tool for teachers. He is the author of many works aimed at improving the quality of science teaching and learning in both primary and secondary schools.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

A typical trainee will have obtained good GCSE grades in 'double science' or in each of the three separate science subjects. They will have a good A level grade in their specialist area (biology, chemistry or physics) and ideally in another science subject. Most will have a good degree in their specialist area or a closely related subject with at least 50 per cent of the content related to their chosen specialism. Equivalent or alternative qualifications are always considered. Where necessary, applicants may be required to complete some subject enhancement before joining the course.



¹⁵ based on 2008/09 TDA Performance Profile figures

Masters in Education: Professional Studies (MEd)

WHAT IS IT?

The Masters in Education: Professional Studies is a part-time programme which builds on the foundation of your initial teacher education course. There are public commitments to making teaching a Masters level profession, recognising that learning to teach is a lifelong process. The Masters in Education (MEd) gives you the opportunity to reflect critically on your own teaching and to investigate educational issues that interest you. By giving you a framework of study and academic support it will help you to become a more informed, more critical and more independent teacher.

The full Masters programme consists of three 60-credit blocks. If you have successfully completed a PGCE you may have already gained the first 60 credits enabling you to move directly into Year 2 of the Masters programme.

Year 1: Extended Reflection on Practice/ Reflecting on Practice

All University of Exeter PGCE trainees who qualified after 2004 are exempt from the Year 1 element of the programme.

If you have already gained Masters level credits from another university or provider in the past five years you may be able to transfer those credits to the MEd via APCL or APEL (administrative charges apply). You may also be able to claim credits based on your prior professional experience. For more information about APCL or APEL please contact ed-med@exeter.ac.uk

If you have not gained Masters level credits, or if you have only 30 credits of APCL, the first year of the programme prepares you for critical professional reflection through either *Extended Reflection on Practice* (60 credits) or *Reflecting on Practice* (30 credits). These modules are designed to enable you to reflect critically on your own development of professional practice in relation to your prior professional learning. The modules will help you to make connections between your own experience and broader understanding of relevant research and policy.

Year 2: Teaching and Learning: Theory, Policy and Practice

The main aim of this year-long module (60 credits) is to enable you, as a practising professional, to deepen your understanding of teaching and learning so that you can alter and improve your own practice. The module focuses on research in teaching and learning and encourages you to make critical, informed decisions and judgements based on relevant theories and research evidence. In this module, you will investigate a real-life challenge identified from your own classroom practice.

This will involve four taught days at the University, spread throughout the year; if you are unable to attend one of the taught days, the module will be available online. The module is assessed through a portfolio which you build throughout the year.

Year 3: Researching Professional Practice

The final year of the programme introduces you to a range of methods of educational enquiry and supports you in developing a research design so that you can carry out a substantial research enquiry in your own professional context. This module is assessed through a dissertation.

This module involves four taught days at the University, plus individualised dissertation supervision. If you are unable to attend one of the taught days, the module will be available online.

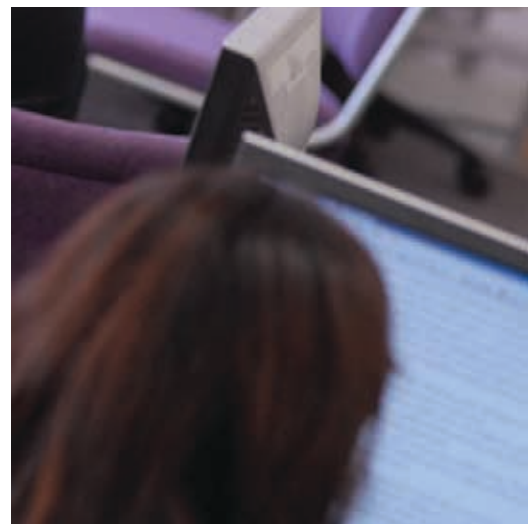
WILL I HAVE ENOUGH TIME TO STUDY?

There is no doubt that teaching is a demanding job and you may be concerned about whether or not you will have time to study. We realise how busy you are and for this reason, the MEd has been designed very much with you in mind.

For example, some of the face-to-face teaching takes place at the weekends; assignments are cumulative; resources are accessible online. The MEd programme will give you the time that all teachers need to reflect on your practice and to continue to develop your professional expertise.

WHAT WILL IT COST?

For the latest fee information, please refer to the website www.exeter.ac.uk/education/ppd4teachers



WHY DO I NEED A MASTERS DEGREE?

Increasingly, public bodies are advocating transforming teaching into a “Masters profession” with the expectation that every teacher in the future will have a Masters degree. By taking that step now, you not only benefit from the outset from the skills you will hone through the programme, but you will be a step ahead in terms of career development.

Your school or college will also benefit from the impact that the programme will have on your teaching and that of your colleagues, and because the theoretical core of the programme is so strongly linked to practice and experience, your research could have beneficial effects on whole school/college policy.

WHAT ARE THE BENEFITS?

The programme offers you the opportunity to:

- create continuity with your teacher training and build a strong foundation for your teaching career
- network with others in the profession outside your own school/college context
- share good practice and learn from others' experiences
- continue to develop your own academic and intellectual capacity
- complete the programme flexibly over three years by taking one year out if desired

- demonstrate your commitment to the profession, to enhancing your own teaching and to enriching the learning environment of any school or college
- participate in a TDA-approved programme

HOW DO I APPLY?

You can download an application form from our website: www.exeter.ac.uk/education/ppd4teachers

WHERE CAN I FIND OUT MORE?

You can find out more about the programme on our website: www.exeter.ac.uk/education/ppd4teachers

YOUR FIRST POINT OF CONTACT

For more information, please contact the Graduate School of Education:

Email: edu-admissions@exeter.ac.uk

Telephone: +44 (0)1392 724837



In my second year of the MEd, I introduced a peer-mentoring programme between my Year 7 and Year 10 students as part of the Mentoring module.

I am now in the process of investigating how personality dynamics can affect the success of such a programme as part of my dissertation. **Studying for the MEd** has given me a **deeper understanding of the needs** of my students.

EMMA MCNALLY,
PHYSICAL EDUCATION TEACHER



“

They really **teach**
you how to be
self-sufficient
and give you a lot of
responsibility
for **assessing**
your own
progress.

RACHAEL WOOD,
SECONDARY ENGLISH

”



“

...despite having to move 250 miles, the
reputation of both the **University**
and the **course** made **Exeter my**
first choice!

HELEN PARRY, PRIMARY SCIENCE

”

PGCE entry requirements and application details

All applications for entry to our PGCE courses must be made through the Graduate Teacher Training Registry (GTTR) and application forms are available either online through their website www.gttr.ac.uk or by contacting them direct. Applications can be made from mid-September 2010 and you are encouraged to apply early as many courses fill up quickly. The initial closing date for receipt of Primary applications is 1 December 2010, but later applications may be considered if places are still available. There is no specific closing date for Secondary applications but programmes will be closed as soon as they are filled. An academic reference is required from any institution of Higher Education that you have attended within the last five years. Please note: if an academic reference is not submitted then this will cause a delay in the processing of your application.

DEFERRED ENTRY

Applicants are not able to apply for deferred entry, although in special circumstances we may agree to defer a place after an offer has been made and requests may be considered on an individual basis. Enquiries should be made to the Admissions Office:

Telephone: +44 (0)1392 723009

Email: pgce-admissions@exeter.ac.uk

APPLICANTS WHO WILL BE OVERSEAS DURING THE RECRUITMENT CYCLE

If you will be outside the UK during the recruitment cycle for your proposed year of entry, you should make contact with the Admissions Office directly to discuss alternative arrangements.

EXTRA AND CLEARING

If you are unsuccessful in finding a place by the middle of March, the GTTR will send you information explaining the Extra process. This will enable you to contact institutions directly. If by 30 June you have not secured a place, then you will be sent details of the Clearing process, which also allows you to contact institutions

directly. All new applications from 1 July will automatically enter the Clearing process. Enquiries should be made to the Admissions Office:

Telephone: +44 (0)1392 723009

Email: pgce-admissions@exeter.ac.uk

All Extra and Clearing forms should be sent to the Admissions Office. Please see page 47 for details.

ENTRY REQUIREMENTS AND APPLICATION DETAILS

Entry to the PGCE programme is conditional on:

- graduate or equivalent status
- the relevance of an Honours degree content to the chosen specialist subject(s)
- passes at GCSE in English and Mathematics at grade C or above (or equivalent) for those applying for Secondary. If you are applying for Secondary Mathematics, Science, Design and Technology, Information Communication Technologies, Modern Foreign Languages or Religious Education and do not have a pass at grade C in either English or Mathematics, you will have the opportunity to sit the University's equivalency test in order to gain attainment at an appropriate level
- passes at GCSE in English, Mathematics and Science at grade C or above (or equivalent) if you are applying for Primary or Early Years. **Please note: although the TDA minimum requirement is a grade C at GCSE, we will generally only consider applicants with a grade B or above for Mathematics and English and a grade C or above for Science for the Primary and Early Years programmes**
- selection based on the information provided on the GTTR application
- selection based on a successful interview

OTHER REQUIREMENTS

- a medical report which is deemed satisfactory by the University
- a completed CRB enhanced disclosure which is deemed satisfactory by the University
- Independent Safeguarding Authority registration
- a completed Suitability to Teach assessment form from the General Teaching Council (GTC), which is deemed satisfactory by the University

The University of Exeter follows 'safer recruitment' guidelines to help ensure the suitability of applicants recruited to its PGCE courses.

TERMS AND CONDITIONS

All trainees will be required as a condition of enrolment to abide by, and to submit to, the procedures of the University's Regulations for Students, as amended from time to time.

A copy of the current Regulations for Students is available, on request, from the University.

"One of the most enjoyable voyages of self-discovery I have ever been on!"

Sarah Anson, Secondary Science



Coming to
Exeter is the
best choice

I have made in years.

CLAIRE BEGGS,
SECONDARY D&T



Accommodation

PGCE trainees are not guaranteed University accommodation and in the vast majority of cases, having University accommodation is not appropriate due to the pattern of school-based work placements. Therefore, almost all trainees take accommodation in the private sector.

Primary PGCE trainees spend most of their third term in school placements, most of which are away from Exeter, and therefore, are advised not to enter into a contract until they know the location of their third term placement. Secondary trainees will only need accommodation in Exeter for the first term as they are generally away from Exeter for their teaching placements during the second and third terms.

From May onwards the Accommodation Office publishes a list of short-term accommodation in the private sector to assist PGCE trainees and has been successful in helping all PGCE trainees find appropriate accommodation in previous years.

If a student is allocated to University of Exeter accommodation it is let for 42 weeks and trainees are responsible for payment for the full period of the accommodation contract. International fee paying PGCE trainees are entitled to university accommodation if they apply to the Accommodation Office before the guarantee deadline date and take accommodation for the full 42 weeks.



Fees and finance

TUITION FEES

Tuition fees for the University of Exeter's PGCE programme for entry in 2010/11 were £3,290 for Home/EU students and £9,100 for international students. Tuition fees can be paid up front at the start of the academic year or in three equal instalments; each instalment being due on the first day of a new term. **Please note, for international applicants from Canada we offer a specific PGCE programme, see www.exeter.ac.uk/education/pgce/canada**

A variety of attractive financial support packages are available and we strongly recommend you visit the following websites for the latest details:

- www.direct.gov.uk/studentfinance
- www.gttr.ac.uk
- www.tda.gov.uk

UNIVERSITY OF EXETER FINANCIAL SUPPORT

Ted Wragg Awards for Outstanding Trainees

The University of Exeter is a leading provider of teacher education courses. As such, we are looking for applicants who have the potential to become outstanding teachers.

The Ted Wragg Awards for Outstanding Trainees are in honour of Professor Ted Wragg, a nationally-recognised advocate of the teaching profession and a man who inspired a great many of today's best teachers and teaching practices. These awards have been developed to recognise, encourage and financially reward our best PGCE trainees.

Why? Because a fundamental part of our PGCE programme is the sharing of experience, good practice and support not just from staff to trainee but between trainees themselves. We reward excellent trainees because we know they are an

important part of creating a programme that encourages all trainees to succeed and become great teachers.

So, what makes an excellent trainee? We are looking for those who demonstrate good subject knowledge, excellent communication and people skills. Excellent trainees are creative, able to think on their feet, confident and infuse enthusiasm both in the classroom and in their fellow trainees. Most importantly, we are looking for those who show us they are passionate about helping people learn and enjoy the challenges and rewards that teaching offers.

How does the Award work?

Unlike a scholarship, recipients will not be selected based on entry criteria – instead they will be judged on their year as a trainee. Therefore, everyone comes into this equal. Trainees are selected because they not only proved they will make outstanding teachers, but helped others to become the same.



All PGCE trainees are eligible and will be considered for this competitive award. There is no application process. The awards are made towards the end of the training year. Trainees will be selected based on consultations with school mentors, tutors and course leaders. The number of awards handed out each year will vary. Last year 25 trainees received the award. The value of the awards will again vary depending on the number of trainees selected and the strength of each trainee. Typically, awards are £500.

The money is tax-free and will go directly to the awardees. These awards are discretionary and therefore will be administered based on the judgements of the School, the merits of each trainee and the needs of the PGCE programme. The School may reserve some awards for specific subject areas.

ACCESS TO LEARNING FUND

The University also has an Access to Learning Fund to assist UK students in

exceptional financial difficulty such that continued attendance on their course may be at risk. Students eligible for other bursaries, grants or scholarships must apply to those schemes in the first instance. In assessing hardship, all available sources of funding, including training bursaries and student loans, must have been utilised by the student. All awards from the Access to Learning Fund are discretionary. Students with dependants may apply to their Local Authority for financial assistance from the 'Parents Learning Allowance'.

For further information on the Access to Learning Fund and other Student Funding Schemes:

Telephone: +44 (0)1392 723858

Email: money@exeter.ac.uk

www.exeter.ac.uk/studentfinance

Alternatively, contact the Students' Guild Advice Unit:

Telephone: +44 (0)1392 723520

Email: studentadvice@exeter.ac.uk



Living in Exeter and the South West

CITY LIFE

Exeter has a well-deserved reputation for being one of the safest and most student friendly cities in Britain, with a vibrant culture and relaxed atmosphere. The city centre is a fusion of the best in modern facilities and a beautiful historic setting.

The cafés, restaurants, pubs and modern shops of the city centre mix easily with Exeter's historic buildings. The city centre itself has an impressive shopping centre with all the stores and facilities you'd expect in the regional capital. But the real enjoyment of shopping in Exeter is to explore the side streets and some of the more unconventional shops, such as the Cathedral Green with its bars and restaurants or Gandy Street with its diverse range of shops.

Exeter's arts centre, the Phoenix, offers top quality theatre, dynamic dance, live music from around the world, exhibitions of visual arts and crafts and thought-provoking films. Exeter has three theatres, the Exeter Northcott Theatre, which is on the Streatham Campus and run by the

University; the Barnfield Theatre; and the Exeter Phoenix Theatre, whilst Plymouth's Theatre Royal attracts national touring companies such as the Royal Shakespeare Company. The Vue Cinema is the main cinema in Exeter, but the Picturehouse is also very popular. Its programme includes art house and classic films as well as the major blockbusters. It also has a bar with fabulous views where you can have a drink or relax with a coffee and a newspaper.

There are a large number of bars, pubs, clubs and restaurants in the city centre. Performers from the London stand-up comedy circuit regularly visit the Exeter Comedy Club. Live music can be enjoyed throughout the city in various venues, on campus and at the large Westpoint venue.

BEACHES AND COUNTRYSIDE

The South West region is one of Europe's top holiday destinations and there is a stunning array of coast and countryside within easy reach of Exeter. Dartmoor, Exmoor and Bodmin Moor offer rugged landscapes to challenge hikers, climbers,

cyclists and horse riders. There are beautiful beaches for sunbathers and watersports enthusiasts, and surfers can find some of the best surf in the country on the north Devon and Cornwall coasts. In contrast, the gentler landscapes of rolling hills, rivers and attractive market towns and villages throughout Devon are perfect for exploring in a leisurely fashion.

To find out about living in Exeter and the South West, visit www.exeter.ac.uk/postgraduate/locations

“

Exeter celebrates history and embraces today...its **thriving night-life, lively cultural scene** and rich history make it well worth a visit. This old **city is young at heart** thanks to a large student crowd and plenty of bars, clubs and cafés, especially around the revitalised quay area.

LONELY PLANET GUIDE TO GREAT BRITAIN, 2008

”



“

Not only is Exeter one of the **top schools** for **teacher training**, it's a **lovely part of the country**.

*PETE BUCKLEY,
SECONDARY SCIENCE*

”

“

Excellent surroundings and a good mix of students with supportive, **encouraging tutors**.

*LEE SMITH,
SECONDARY D&T*

”





Exeter offered me **everything I could have wished for** in terms of a University **experience**. It has been inspiring, challenging and **endlessly rewarding**.

CATRIN COX, PRIMARY ENGLISH



Facilities

A PGCE course is demanding and to help you achieve your best results we take great care in providing excellent resources. In addition to the unsurpassed support and attention of our staff and school mentors, the campus facilities include:

- modern seminar rooms and lecture theatres
- £1m library refurbishment with new and improved study areas (both silent and group research spaces), improved IT facilities including a wireless network and a self-service facility
- print unit with full reprographic services
- extensive IT facilities, including a recently-completed £0.5m refurbishment of an IT-enabled 100 seat lecture theatre

TIME TO UNWIND

Although academic resources are essential for your training, we also understand you will need some time to relax and unwind from your studies. To help make your experience as enjoyable and complete as possible the following facilities are also available on St Luke's Campus:

- a restaurant and cafeteria
- a bar and student centre
- an indoor swimming pool
- two gymnasia including a dedicated advanced conditioning studio
- lawn tennis/volleyball during the summer

The University has a very active Students' Guild, which offers a range of activities and

events for all students. In addition to the St Luke's Campus, students are encouraged to take advantage of further facilities located on the Streatham Campus, which is only a short 20-minute walk away.

DEDICATED SUPPORT

The University provides comprehensive student services that include the Disability Resource Centre, Student Learning Skills Service, Student Advice Unit, the Counselling Service, Students' Union Advisors, the Student Health Centre, Family Centre and the Chaplaincy. Full details can be found on the University's Postgraduate Study web pages at: www.exeter.ac.uk/postgraduate

DISABILITY RESOURCE CENTRE

The Disability Resource Centre (DRC) provides a range of services for students with disabilities. We promote equality of opportunity and aim to prevent discrimination wherever possible. We encourage all students with specific learning difficulties (including dyslexia), a physical disability or illness to declare their needs on their application form. This will not affect your application but will enable us to plan and prepare for your arrival and support. You may be eligible for a Disabled Student Allowance (DSA) which is a non-means-tested award from your home Local Authority (LA). Please contact us for advice.

The Disability Resource Centre (DRC) offers the following services:

- diagnostic assessments for students who feel they may be dyslexic

- one-to-one tuition with dyslexia specialists
- one-to-one appointments with disability advisers
- one-to-one tuition for IT skills
- advice on how to apply for a DSA
- some Technical Needs Assessments subject to home LA approval
- special exam concessions
- note-taking support, readers, amanuensis, guides
- support workers for personal care and mental health issues
- sign language interpreters
- liaison with academic staff

For more information please contact the DRC:

Email: disability@exeter.ac.uk

Telephone: +44 (0) 1392 723880

Fax: +44 (0) 1392 722092

www.exeter.ac.uk/disability

STUDENT ADVICE UNIT

The staff of the Guild's Student Advice Unit can answer many of the questions or problems you might encounter, including those relating to money, housing and legal matters. More information on this can be found at: www.exeter.ac.uk/studenthelp

The Students' Guild provides support, advice, representation, entertainment and other activities to enhance your student experience at Exeter.



The Postgraduate Union (PGU) is part of the Students' Guild and represents the specific interests of postgraduates to the Guild and University. The PGU also offers advice and support on academic and welfare issues and organises social events, including the annual Postgraduate Ball in January. All postgraduate students are automatically members of the Students' Guild and the PGU.

INTERNATIONAL STUDENTS

We have a strong international community and we warmly welcome applications from international students. International fee paying PGCE trainees¹⁶ are entitled to university accommodation if they apply to the Accommodation Office before the guarantee deadline date and take accommodation for the full 42 weeks. There is also plenty of privately rented accommodation available in the City. For further information, including a virtual tour of University accommodation, visit: www.exeter.ac.uk/accommodation

International Student Advisors are on hand to offer advice and assistance on a wide number of issues; more information is available on the International Office website at: www.exeter.ac.uk/as/support/international

STUDENTS FROM ETHNIC MINORITIES

Sara Bennett, the Race Equality Resource Officer within the School, is available to work closely with students from ethnic minorities. Sara is not part of the student assessment process and offers you:

- a safe, confidential and non-judgmental place to discuss issues and concerns
- practical support to manage issues such as housing and finance
- referral to appropriate agencies for specialist advice, information and support

Sara also works with staff and partner schools to ensure the success of school-based placements for all concerned.

Email: s.l.bennett@exeter.ac.uk

"Sara Bennett was so helpful and supported me all the time during the course. She responded to me quickly and gave me useful advice and suggestions."

Kentaro Saito,
Secondary Citizenship with Humanities

¹⁶ You are defined as an 'international' student only if you pay international fees (not EU)



PGCE Open Days

Becoming a teacher will lead to an exciting and rewarding career. Quality teachers are highly sought after and choosing a PGCE course is an important step in ensuring a successful career. Our website provides details about the many courses we offer, including information on who to contact if you have specific queries.

In addition, for those of you interested in training to become Maths, Science, D&T, MFL or ICT secondary teachers, we run Open Days where you can visit our campus, meet our tutors and learn more about these particular PGCE courses. Please visit our website for details of these Open Days.



“

Top marks to our tour guide, who was **buzzing with enthusiasm**. When I left the Open Day I felt **extremely positive** and **motivated**.

”



“

It definitely **added** to
the **information**
in the prospectus
excellently.

”

“

I felt the **most**
useful part of the
day was having lunch
with the tutors – that was
where we **learnt**
the nitty-gritty
about the
course, how it’s
run, the placements and
career advice. We also
got the **chance to**
talk to other
prospective
students.

”

“

I found it **informative** and **welcoming**.
All of my questions were answered in a very friendly way.
I found **all the staff** I talked with to be **very**
approachable and **informative.**

”

“

Thanks, I enjoyed
the day and would
recommend
it to anybody.

”

How to get here

BY TRAIN

The average journey time from London Paddington to Exeter St David's is two hours 30 minutes. The local H bus service connects the station and St Luke's Campus.

BY COACH

National Express coaches call at Exeter Coach Station. The local D bus connects the Coach Stations to both St Luke's Campus and Streatham Campus.

BY CAR

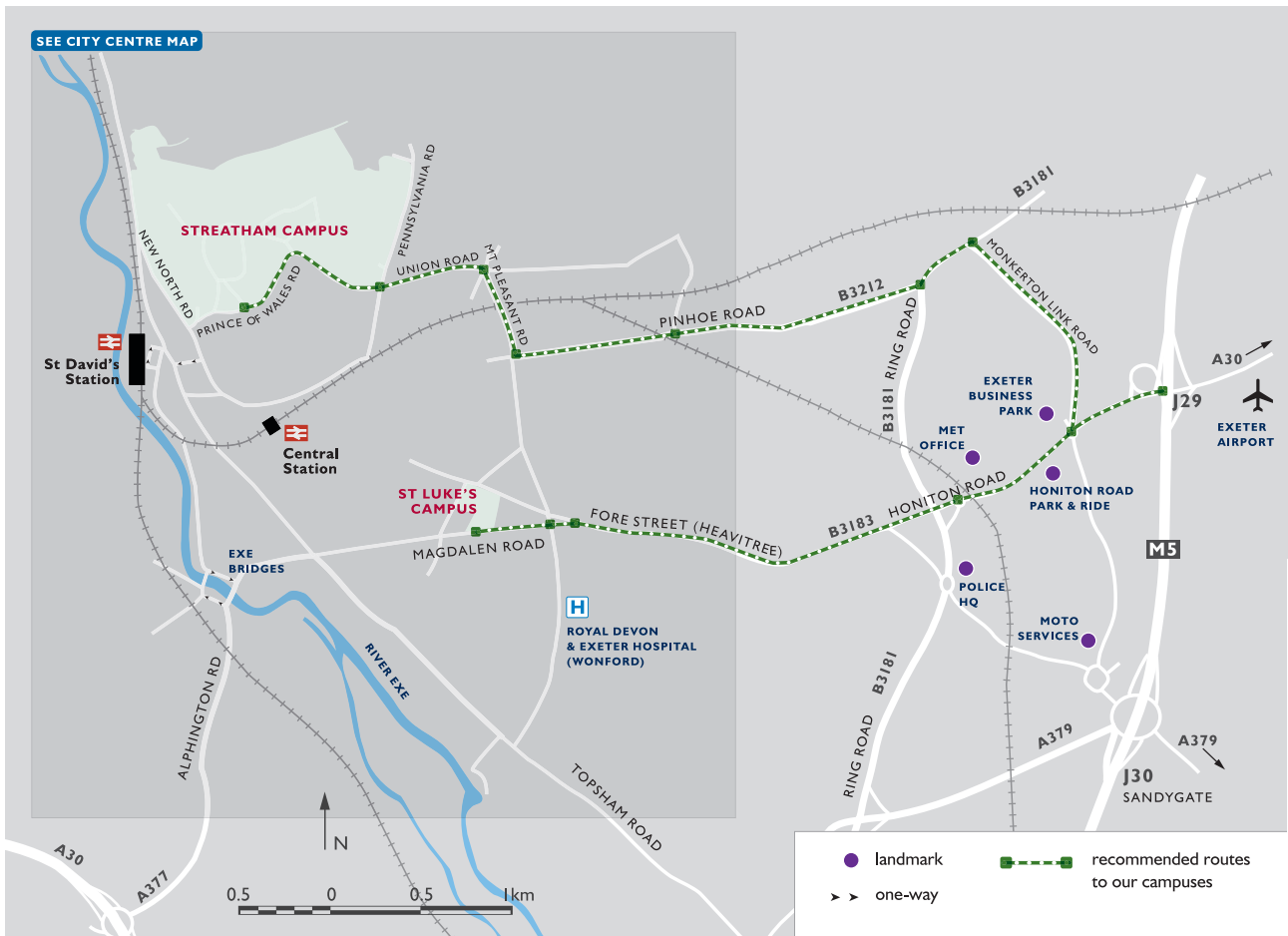
The M4/M5 links Exeter directly to London, the Midlands, South Wales and the North including Scotland. The average journey time from either London or the Midlands is three hours.

BY AIR

The nearest regional airports are at Exeter, Plymouth and Bristol. For further details:

Please note that, with the exception of individuals with disabilities, students are not permitted to park on the St Luke's Campus. Details of parking facilities can be found at: www.exeter.ac.uk/visit

www.exeter.ac.uk/visit





“

I have really enjoyed working with the other students on the course – as a mature student this was one of my anxieties, but it has been a very positive experience.

KATHY NORRIS, EARLY YEARS

”

Key contacts

PGCE ADMISSIONS OFFICE

Laver Building, North Park Road,
Exeter, Devon EX4 4QE
Telephone: +44 (0) 1392 723009
Fax: +44 (0) 1392 723857
Email: pgce-admissions@exeter.ac.uk

ACCOMMODATION OFFICE

Telephone: +44 (0) 1392 722524
Fax: +44 (0) 1392 723142
Email: accommodation@exeter.ac.uk
www.exeter.ac.uk/accommodation

STUDENT FINANCE

Telephone: +44 (0) 1392 723858
Fax: +44 (0) 1392 723859
Email: money@exeter.ac.uk
www.exeter.ac.uk/studentfinance

TRAINING AND DEVELOPMENT AGENCY FOR SCHOOLS (TDA)

Telephone: +44 (0) 845 6000 991
www.tda.gov.uk

GRADUATE TEACHER TRAINING REGISTRY (GTTR)

Telephone: +44 (0) 8714 680469
www.gttr.ac.uk

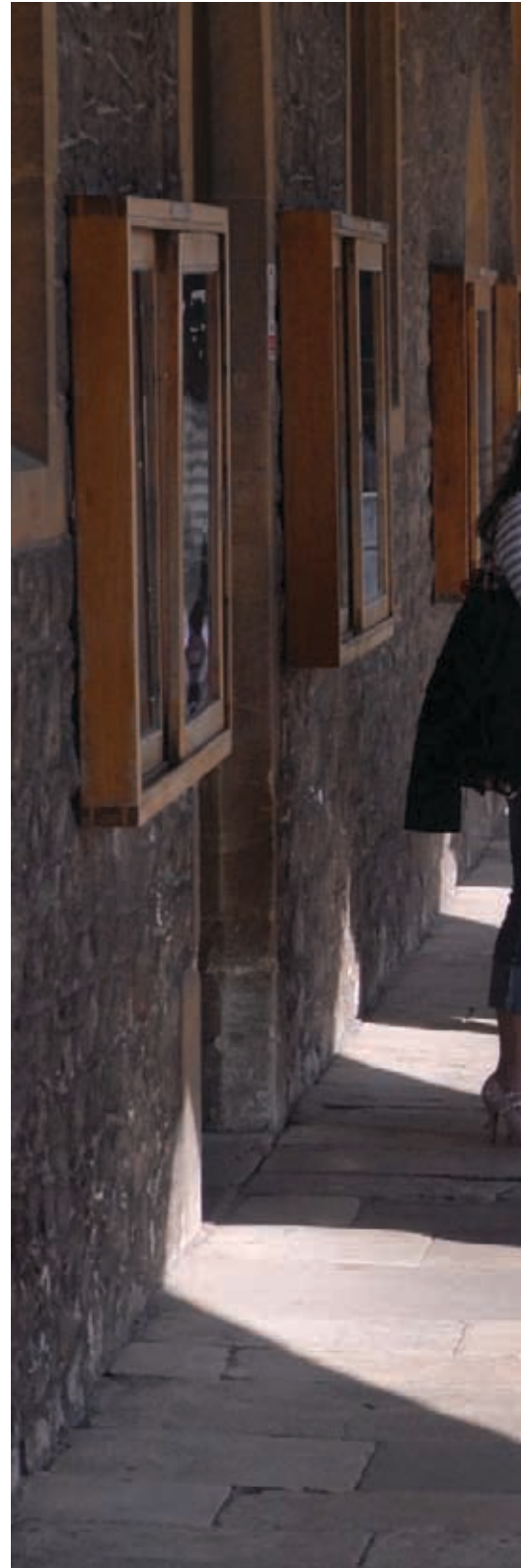
DEPARTMENT FOR EDUCATION

www.education.gov.uk

TEACHERNET

www.teachernet.gov.uk





“

...with Exeter the door is never closed. It continues to be **on hand to give advice and take an active interest in the career development** of its students. This makes Exeter **a very special place**, putting **students and ultimately the pupils they will teach, first.**

RICHARD BRIDGEWATER, PRIMARY HUMANITIES

”



This document forms part of the University's Postgraduate Prospectus. Every effort has been made to ensure that the information contained in the Prospectus is correct at time of print. The University will endeavour to deliver programmes and other services in accordance with the descriptions provided on the website and in this prospectus. The University reserves the right to make variations to programme content, entry requirements and methods of delivery and to discontinue, merge or combine programmes, both before and after a student's admission to the University. Full terms and conditions can be found at www.exeter.ac.uk/postgraduate/disclaimer

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