

Graduate School of Education

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE) 2012 ENTRY





Specialisms

PRIMARY

Early Years
 Art
 English
 Humanities
 Mathematics
 Modern 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 Languages (ML) – French, German, Spanish
 Physical Education (PE)
 Religious Education (RE)
 Science – Biology, Chemistry, Physics, Science with Psychology

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Excellence and Leadership in Teacher Education

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 170 years, one thing has remained consistent – a commitment to high-quality teacher education.



Welcome to our PGCE Masters programme offer for 2012-2013. We are proud of our 170 year history and our position as one of the most outstanding leaders in the provision of teacher education. If you are passionate about learning and teaching and want to be the best teacher you can be, Exeter will support, nurture and challenge you to achieve your best. If you have further questions, please do not hesitate to contact us; details are provided at the end of this brochure.

A distinctive feature of the Graduate School of Education is its inclusive and challenging learning environment, which is characterised by a strong international awareness and embedded in a wider research community, of which the students are the key members.

Carol Evans, Associate Professor, Head of Teacher Education

REASONS FOR STUDYING FOR YOUR PGCE AT EXETER

- The School is consistently recognised as one of the UK's premier Education institutions. We are 5th in the UK for world leading and internationally excellent and cutting edge research in Education¹ and play a significant role in influencing national Education policy.
- We are recognised in *The Good Teacher Training Guide* (2011) as one of the top three higher education providers of Initial Teacher Education in the country as well as the top higher education provider of Primary PGCE.
- We are recognised by the TDA and Ofsted as an outstanding provider of Early Years, Primary and Secondary teacher education (Ofsted, 2010).
- Over 90 per cent of our former trainees rate our provision of training as good to very good (NQT survey, 2010).
- We are a leader in the provision of phonics training and are also the South West Centre for the Cambridge Primary Review Network.
- We provide a fantastic choice of PGCE programmes, making Exeter one of the largest PGCE providers in the UK.
- Our Primary programme is unique in offering subject specialisms which prepare primary teachers to be subject leaders in their schools. The secondary programme is led by staff acknowledged to be national leaders in their subjects.
- We provide high quality individualised support for all trainees whether career changers or straight from undergraduate programmes which is evident in our very high completion rates. (Over 40 per cent of our trainees are career changers).
- We have exceptional graduate employment statistics, with 90 per cent of PGCE trainees who achieve QTS securing a teaching post².
- Our innovative programme design using the Exeter model and associated tools, (acknowledged by Ofsted as outstanding (2010), will support and guide you through the PGCE year and beyond.
- Focused study at the University for term 1 will enable you to consolidate your knowledge and understanding of learning and teaching which you will then be able to apply to your teaching practice supported by excellent University visiting tutors.
- Our excellent Partnership relationships with over 250 schools, led by one of the best Partnership teams in the country, will enable you to receive high quality support in schools.
- You will be able to progress smoothly on to the second and third year of the part-time Masters Professional Studies programme having completed 60 Masters credits in your PGCE year.
- As members of our vibrant research community, you have access to high quality research lectures and one of the largest Education libraries in the UK.
- Over 60 per cent of our trainees are rated as outstanding each year. Trainees can also be nominated by their tutors in each subject for the prestigious Ted Wragg awards for those who have been identified as being outstanding in their field.

^{1,2} based on TDA 2009/10 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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The Exeter course **has been fantastic.** When I started the course I had no confidence or self esteem and liked to observe teaching rather than joining in. However the structure of the course and the **experienced tutors** involved within the process has helped me **gain the confidence** I needed to teach.

*JESS GILES, SECONDARY DANCE
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:

- have strong interpersonal skills?
- manage your work effectively?

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 2010, most newly qualified teachers had a starting salary of £21,588 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 TDA website www.tda.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 92 per cent of our trainees are awarded QTS, making them qualified to teach. Of those, 87 per cent are in a teaching post³. Many return to a school where 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 250 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 2009/10 TDA Performance Profile figures



The Secondary PGCE in ICT and E-Learning turned me from a young graduate with little direction, into a **fully qualified and employed teacher in less than a year**. It teaches the skills which are vital to become a **successful teacher**.

MATT DOBLE, SECONDARY ICT
RECIPIENT OF THE TED WRAGG AWARD FOR OUTSTANDING TEACHER TRAINEES





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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.”

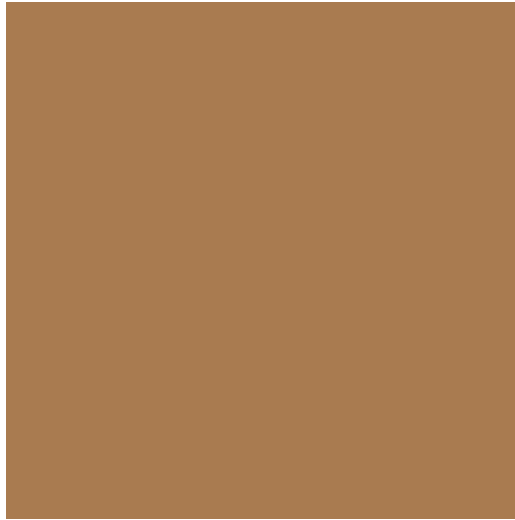
LIAM TRIPPIER

“ 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.”



“

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 Masters level qualification and a recommendation 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. At the end of the course, trainees are awarded the PGCE by the University and recommended to receive Qualified Teacher Status (QTS). 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. You will also be asked questions to assess characteristics such as sustained commitment, resilience, perseverance, motivation as well as strong interpersonal skills, a willingness to learn and a motivation to teach (TDA, 2011).

"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 250 schools in Cornwall, Devon, Dorset and Somerset, giving you the opportunity to gain experience in a diverse range of classrooms.

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



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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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CAREER CHANGERS

Forty-two 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 for Schools (TDA) offers a range of pre-initial teacher training subject preparation courses. 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 provides school visit opportunities and will be happy to assist you in organising a school visit in your area. Call the TDA's Teaching Information Line on +44 (0) 800 085 0962 for information.



Number 1 HE provider for Primary PGCE⁵



The Early Years and Primary programmes

Following a recent Ofsted inspection, the Exeter Early Years and Primary programmes are rated as grade 1 provision. In addition, 94 per cent of our trainees are awarded QTS, of which 85 per cent are in a teaching post⁴ compared with the national average of 80 per cent.

“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 three terms 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:

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 for numeracy and literacy.

⁴ based on 2009/10 TDA Performance Profile figures

⁵ The Good Teacher Training Guide 2011



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 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, equality 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, assessment, 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. Practical sessions on curriculum planning and assessment are led by expert early years teachers.

WHAT WE ARE LOOKING FOR IN AN APPLICANT

We are looking for graduates with a good, all-round academic profile, usually at least 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.



“ One of the most **encouraging aspects** of the course at Exeter University is the emphasis placed on **developing children's natural curiosity and enthusiasm** across the whole curriculum and beyond.

JOHN-PAUL GENTRY, PGCE EARLY YEARS





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I chose Exeter for my PGCE because it has a good reputation and very few courses offer **Early Years**. The most valuable aspects of the course have been the **practical ideas**, the **opportunities** to discuss lesson ideas in seminar sessions, and being on placement with two different year groups so you get a **range of experience**. The year has been hard going but it is worth it! I have made some amazing friends that I share so many common interests and values with.

LIZZIE TREWICK, PGCE EARLY YEARS

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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 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: XWI I

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: XQIH

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. All Primary

schools place 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 (grade B), 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 field trip 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

Debi Lomax has worked as a primary class teacher and mathematics,

science and ICT Coordinator. She has experience teaching mathematics across KS2 to KS4, and has also lectured undergraduate mathematics at Exeter. She has worked as a Mathematics Consultant in Hampshire, and currently leads mathematics master classes for the South West Excellence Hub working with Gifted and Talented pupils in Y3 to Y6. Her research interests include children's mental calculation strategies and conceptual understanding, and the use of ICT to support teaching and 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 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. Primary languages specialists will also take part in an established exchange between the IUFM Laval (a teacher training institution linked to Nantes University). This involves French trainees visiting during the Spring Term, and a week-long trip to Laval during Specialism Week in March.



COURSE LEADER

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

of teaching Modern Languages in schools both in London and Devon, including eight years as head of Department in a London comprehensive school. She brings with her an enthusiasm for languages teaching and recent experience of the new initiatives in primary languages. Dinah also runs 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 and on 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 the Director of the Primary PGCE Programme.

He 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

Following a recent Ofsted inspection, the Exeter Secondary PGCE programme was deemed to be outstanding and was rated as grade 1 in all aspects of its provision. In addition, according to the latest Performance Profile statistics, 91 per cent of our trainees were awarded QTS, of which 89 per cent are in a teaching post compared with the national average of 83 per cent.⁶

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](#)

⁶ based on 2009/10 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.⁷

The course offers you the opportunity to be at the forefront of developing this 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 seven 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. Whilst much of the taught University course will focus on citizenship education, a third of the course will be used to develop your skills in the teaching of geography, history and religious education at Key Stage 3. 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 and is one of the aspects which makes this PGCE at Exeter unique.



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.

⁷ based on 2009/10 TDA Performance Profile figures



Dance

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 over 20 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.



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, 95 per cent of our D&T trainees who were awarded QTS had gained a teaching job.⁸

Design and technology is one of the most popular GCSE choices – in 2010 it was the most popular optional subject, taken by over 280,000 pupils.

We aim to develop D&T teachers who will inspire pupils, and who can draw on strong professional knowledge and skills to enable their pupils to explore, learn and progress. The course is designed to prepare trainees for a really good start in teaching, AND to equip them to grow and thrive as their careers progress.

On our course, trainees learn to teach:

- 'core' designing and making skills (including graphics),
- one specialism ('major') up to GCSE (with opportunities to gain some experience of teaching up to A level)
- a second specialism ('minor') up to age 14.

The course is designed to support trainees in extending their own D&T knowledge and skills; candidates' choice of minor specialism need not necessarily relate to their qualifications or experience.

1. Resistant Materials (RM)

This focuses on teaching pupils to design and make with woods, metals and plastics and 'smart' materials: RM specialists can expect to teach *Resistant Materials* and/or *Product Design* in schools; some may teach *Graphic Products* or *Engineering*.

22. Electronics

This focuses on teaching pupils to design and make with electrics, electronics and computer control. Electronics specialists can expect to teach *Systems and Control* and / or *Electronic Products* in schools; some may teach *Engineering*.

3. Food Technology

This focuses on teaching pupils to design and make with foods, placing a particular importance on food preparation, food safety and healthy eating. Food specialists can expect to teach *Food Technology* in schools; some may teach *Food & Nutrition* or *Catering*;

4. Textiles

This concerns designing and making with textiles. Textiles specialists can expect to teach *Textiles*, *Fashion & Textiles* or *Product Design*. Some may teach *Graphic Products*.

During the course, all D&T trainees undertake some work in Graphics, as this is seen as a core D&T skill rather than a specialism.



COURSE LEADER

Nick Givens

moved into teacher education after working in special and mainstream schools, and being a head of D&T in a large comprehensive, and in a sixth form college. He has contributed to school texts through a major national D&T curriculum project .

WHAT WE ARE LOOKING FOR IN AN APPLICANT

Most of all, we are looking for applicants who have a passion for designing and making, and a passion for sharing this. The course is designed for applicants with a wide range of D&T related degrees, including:

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

If you are interested in teaching D&T, but not sure whether your degree is suitable, please contact us.

We strongly advise all applicants to obtain recent experience of working, assisting or observing in a secondary school D&T environment prior to making their application.

⁸ based on 2009/2010 TDA Performance Profile figures



English

with Drama GTTR CODE: QX3I

with Media GTTR CODE: QX3D

The PGCE English course has a national reputation for excellence, and its trainees are popular recruits to schools all over the country at the end of the PGCE year. 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 informed by research in the School's *Language and Literacy* research group, giving you first-hand access to the latest research on classroom practice in English.

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 seminars and workshops and directed or independent study activities which allow your professional learning to be tailored to your needs and interests. In addition, you will have the opportunity to engage with the broader professional field related to English, such as working with the Royal Shakespeare Company, meeting children's authors, and being involved with national or regional arts-based projects.

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 LEADERS

Professor Debra Myhill leads the English with Media module. She has been researching

English 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 leads the English with Drama module. She 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.

In exceptional circumstances, we will consider applicants with degrees in other Humanities or Social Sciences. In these cases, it is helpful if several modules in that degree are strongly relevant to English (e.g. literature or language focused). A high grade in A level English Literature or Language is required if the degree route is less conventional, and in any case, a secure and broad knowledge of English Literature and Language is important.

Successful applicants will have a strong academic track record and will be able to demonstrate a passion for teaching English. They will possess a high level of individuality, independence and initiative alongside a commitment to developing learners who are creative and critical students of English. In addition, they will be able to build strong and effective relationships with students and professional colleagues and will have good interpersonal skills.

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

Geography

GTTR CODE: F8XI

Geography as a subject finds itself in a unique position in school and in a global society. In schools, geography has become one of the chosen EBacc subjects, which maintains its high profile in the curriculum. However, on a wider scale, as children are growing up in a culture of globalisation, economic change and environmental issues, geography has a crucial role in the education of children and their understanding of the nature of the contemporary world in which they live.

The Geography PGCE course here at Exeter is designed to provoke thought, challenge assumptions and help develop you as a reflexive practitioner of the subject, so that you can enter the teaching profession with clear educational priorities and the skills with which to achieve them. The course has an outstanding reputation, is consistently over subscribed, and is highly regarded by schools regionally, nationally and internationally.

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, 90 per cent of our Geography trainees were awarded QTS of which 89 per cent gained a teaching post.⁹



COURSE LEADERS

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 'Ted Wragg Teaching and Educational Research Fellow' and co-leads the course with Jon. He has taught in secondary schools in Northamptonshire, Devon, Cornwall and New Zealand, leading Geography departments, Humanities faculties and year groups, and a DFID funded project called '*Every child matters: The Global Dimension*'. At Exeter in addition to leading the PGCE his time is taken up with research for his PhD with a focus on Global Educational Partnerships and Community Cohesion.

Amanda Roff, Head of Geography and AST 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 considerable 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, in medical education at the KSS Deanery 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. She is president of the Education, Learning, Styles, Individual differences Network.

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 2009/10 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 coordinator 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

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. 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

all phases of education. 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

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. Recent observation or experience in a secondary school setting, preferably in a comprehensive school, is highly recommended.





Mathematics

GTTR CODE: GIX1

In the latest TDA Performance Profile statistics, 93 per cent of our Mathematics trainees who were awarded QTS gained a teaching job.¹⁰

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.

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 per cent 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.

¹⁰ based on 2009/10 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!

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



Modern Languages (ML)

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 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 was 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. 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, 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 ML 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 ML teaching in the 21st century.



COURSE LEADER

Dinah Warren

joined the University in 2009 after teaching languages for

twenty five years in comprehensive schools in London and Devon. She was Head of Languages in an outstanding school in North London for eight years and has worked alongside trainee teachers as a Tutor and Mentor for the last ten years in her current school, where she teaches part-time. Dinah also runs the MFL specialism on the Primary PGCE course and has a strong interest in 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' 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 ML.



Physical Education (PE)

GTTR CODE: X9C6

Physical Education (PE) at Exeter is widely recognised as a leading PE course nationally. In the latest TDA Performance Profile statistics, 98 per cent of our PE trainees were awarded QTS.¹¹

The course is constantly evolving and changing to take account of the latest research, current educational policy changes, recent Ofsted findings as well as student teachers' evaluations and the external examiners' reports to keep the course vital, stimulating and moving forward.

The course is run by a team of very knowledgeable, highly qualified and experienced tutors who have a real passion for their subject and genuine love of working with student teachers.

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 partnership 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, develop, understand 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 gymnastics, biomechanical principles of movement) 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 (eg gifted and talented pupils, English as an additional language pupils), strengths and weaknesses;
- 4. Learning:** educational theories of how learners think and learn (eg Vygotsky's social constructivist theory);
- 5. Curriculum:** new Secondary PE Curriculum at Key Stage 3 and 4 as well as GCSE syllabus/specifications and AS/A2 syllabus/specifications.

¹¹ based on 2009/10 TDA Performance Profile figures.



COURSE LEADER

Will Katene leads the Secondary PE course. Teaching since the mid 1980s, Will has

extensive experience in teaching PE to secondary school pupils and lecturing in PE, Sport Sciences and Education to students at undergraduate and postgraduate level. His area of research focuses on how student teachers learn to teach in PE. More specifically, understanding the knowledge base of the student teacher (eg content knowledge) and exploring how student teachers maintain and improve this knowledge (eg collaborative learning and teaching between student teachers).

In 2011, Will Katene was recognised by the Higher Education Academy with a National Teaching Fellowship award. This prestigious award is given in recognition of excellence in higher education teaching and support for learning.

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, a thirst for knowledge and a genuine desire to work with young people 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 a Sport-related Discipline. In the past, applicants with degrees in Education, Sport and Leisure Management 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 (eg 'Emergency First Aid at Work' certificate and, (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: Level 1 Course' or 'Basketball 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 strongly 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 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 the RE-flect project (RE and metacognition); the FARE project (assessment in RE); the Biblos projects (teaching the Bible in a plural and secular society); and the Jesus projects (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

is Director of the Secondary PGCE programme. She read her 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. Karen is currently Deputy General Secretary of the International Seminar for Religious Education and Values (ISREV) and Secretary of the Association of University Lecturers in Religion and Education (AULRE).

In addition, 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.

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, 88 per cent of those Science trainees awarded QTS are in teaching posts, compared to the national average for Secondary Science of 82 per cent.¹²

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 and the team of science tutors includes specialists in biology, chemistry, physics and psychology teaching. 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

biology and 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, physics or psychology) and ideally in another science subject. For psychology specialists it is essential to have at least one other science A level at grade B or higher. Successful applicants will need 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. Where necessary, applicants may be required to complete some subject enhancement before joining the course.



¹² based on 2009/10 TDA Performance Profile figures

Masters in Education: Professional Studies (MEd)

During your PGCE year you will be completing written assignments, building on your practice in schools, at Masters level. This will give you 60 credits towards your Masters qualification. 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.

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.

Year A: Critical Reflection on Practice

The Critical Reflection on Practice 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 B: Teaching and Learning: Theory, Policy and Practice

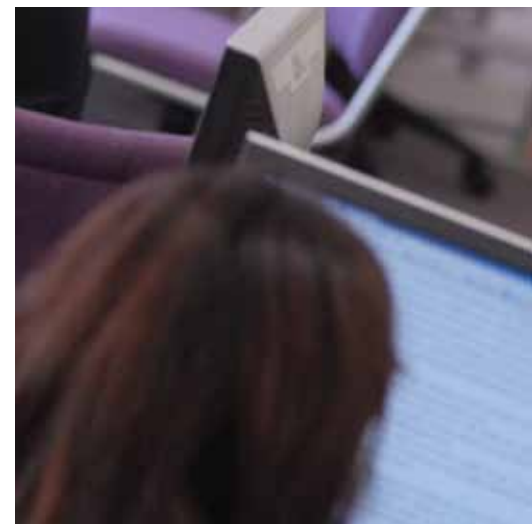
The Teaching and Learning modules aim to enable you, as a practising professional, to deepen your understanding of teaching and learning so that you can alter and improve your own practice. The module focuses on research in teaching and learning and encourages you to make critical, informed decisions 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. The module is assessed through a portfolio which you build throughout the year.

Year C: 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.

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
- 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 programme run by an internationally renowned research-based University

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: ssis-admissions@exeter.ac.uk

Telephone: +44 (0)1392 724837

www.exeter.ac.uk/education

“

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

Please note: the information given below is correct at time of going to press but is contingent on the outcomes of a government review (2011)

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 2011 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 2011, 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.

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) 844 620012
(UK callers)
+44 (0)1392 723009
(EU/International callers)

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 for 2011-12 was conditional on the following. Please check relevant websites for any changes to the 2012-13 requirements as a consequence of the outcome of the government review (2011):

- 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 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
- a completed Suitability to Teach assessment form 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

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 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 2012/13 are £9,000 for Home/EU students, International students should see the University's website as details are yet to be finalised.

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.





This is an **outstanding programme** which owes its success to the mature and **responsive partnership** between the School of Education and schools within the region; the **dedication** of the tutors and teachers; the **openness and intelligence** of the students themselves and the **carefully constructed** curriculum.

EXTERNAL EXAMINER, 2010



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 23 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

”



“

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 gymnasias 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 trainees¹³ 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

A Race Equality Resource Officer (RERO) is available to work closely with students from ethnic minorities. The RERO 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

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

Email: ssis-rero@exeter.ac.uk

"The RERO 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

¹³ 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, ML 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

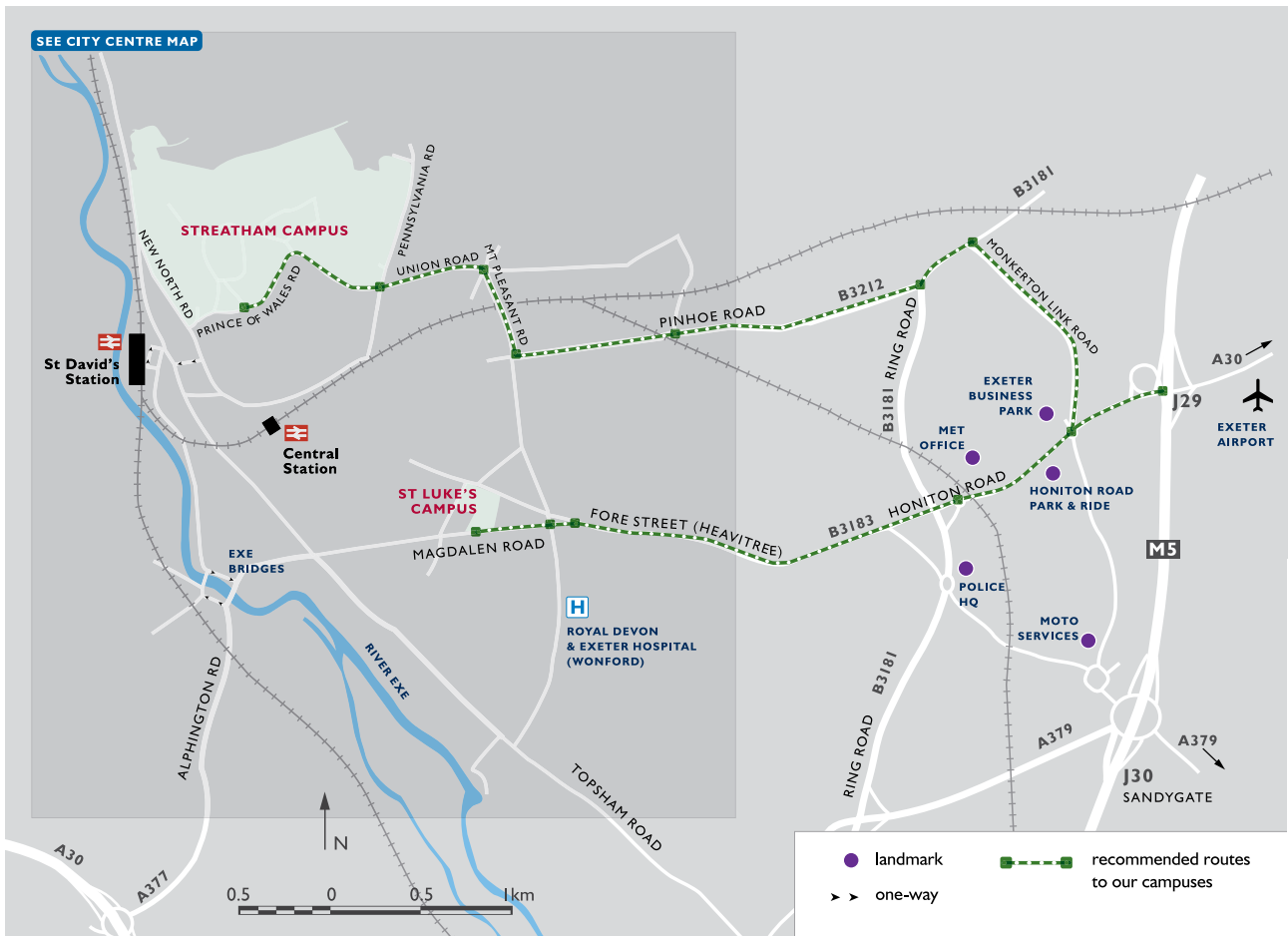
The M4/M5 links Exeter directly to London, the Midlands, South Wales and the North including Scotland. The average journey time from either London or the Midlands is three hours.

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) 844 620012

(UK callers),

+44 (0) 1392 723009

(EU/International callers)

Fax: +44 (0) 1392 722479

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 725709

Email: money@exeter.ac.uk

www.exeter.ac.uk/studentfinance

TRAINING AND DEVELOPMENT AGENCY FOR SCHOOLS (TDA)

Telephone: +44 (0) 800 389 2500

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





“

...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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