FIRST CLASS SUPPORT

FOR YOUR FIRST CLASSES
“It is teachers who, in the end, will change the world of the school by understanding it.”

— Lawrence Stenhouse
WHY TEACH?
Imagine a career where you can inspire, motivate, and unlock the full potential of those around you. Teaching is something that can truly make a difference.

**MAKE A DIFFERENCE**
Teachers are highly influential in the lives of children. Choosing a career in teaching enables you to make a positive difference and help children reach their full potential.

**INTELLECTUAL CHALLENGE**
A career in teaching means embracing practical and intellectual challenges as you seek to nurture, inspire and educate children. On a daily basis, there are opportunities to raise aspirations and make a genuine difference to children’s achievement and life chances through the professional decisions you make.

**BE PART OF A PROFESSIONAL COMMUNITY**
Working with other professionals and support staff – within and beyond the classroom – you will learn with and from each other. It is hugely rewarding to be part of a professional community, working together to transform the lives of children.

**A UNIQUE CAREER**
A well-educated and reflective teacher, who continues to learn from applying theory and research to classroom practice, has the potential for a hugely rewarding career. There are multiple pathways to choose, based on your particular skills and interests and your own emerging identity as a teacher.

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
— Albert Einstein
Our PGCE courses are offered with Master’s credits, which means that as well as graduating with Qualified Teacher Status (QTS) in England and Wales, you will gain credits towards a Master’s degree.

At UEA you will gain 90 Master’s credits, which is the equivalent of half a Master’s degree, providing a strong foundation for the rest of your teaching career.

Throughout your PGCE you will be supported by tutors who are both academics and experienced teachers. Their practice is informed by scholarship and research, so they are well placed to support your learning in university and in school.

Experts from schools and our wider partnership contribute to taught sessions, so you know that you will benefit from expertise drawn from across our educational community.

Your Master’s level assignments are directly related to your classroom experience, so you will learn to use theory and research to continually improve your teaching.

Assignments are designed to help you to become a knowledgeable, skilled and reflective teacher.

There is real value in joining a large community of trainee teachers, learning and working together. Your professional development will be enhanced through regular opportunities to share and reflect on your varied school experiences and work together to link theory and practice.

A recent inquiry* examining the role of research in teacher education concluded that a research-literate and research-engaged professional is likely to have a positive impact on learner outcomes.

A PGCE empowers trainee and newly qualified teachers to better understand how they might enhance their practice through research to increase their impact in the classroom and beyond.

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*A Research and the Teaching Profession: Building the capacity for a self-improving education system* British Education Research Association (BERA) and Royal Society for the Encouragement of the Arts, Manufacturing and Commerce (RSA) 2014
WHY PGCE?
There are some important choices to make before you embark on teacher training. Do your research to make an informed decision about your route into teaching.

**PRIMARY OR SECONDARY?**
You might already have a clear idea about which age group you’d like to teach. But, if you’re undecided, try to spend some time in both primary and secondary schools. You’ll find that teaching in each age phase is quite different and distinctive. This time will help give you an understanding of where your passion for teaching lies. It might also challenge the expectations you’ve had from being a pupil yourself.

**UNIVERSITY-LED OR SCHOOL DIRECT?**
At UEA you can choose to study for your PGCE through either our university-led or School Direct routes. The taught programme is the same for both and you will spend the same amount of time in school whichever route you choose.

On both routes, school experience takes place in partnership schools across the region.

Both university-led and School Direct trainees qualify with a PGCE with 90 Master’s credits.

**WHAT’S THE DIFFERENCE BETWEEN UNIVERSITY-LED AND SCHOOL DIRECT ROUTES?**
On the School Direct route you will already know the lead and partner schools in which you will have at least one of your placements when you are offered a place on the course.

Please visit our website for more information about our current School Direct partners: [www.uea.ac.uk/edu/pgce/school-direct](http://www.uea.ac.uk/edu/pgce/school-direct)

“We working with UEA as a provider is a real opportunity – the training, advice and support for schools is excellent.”
— Jacqui Waring, Assistant Principal, Teaching and Learning at Fakenham Academy, Chair of UEA Secondary Partnership Management Committee
WHY CHOOSE UEA FOR TEACHER TRAINING?
WORKING IN PARTNERSHIP TO MAKE A DIFFERENCE AND TRANSFORM LIVES
Our work with schools, multi-academy trusts and other partners in education includes a focus on making a difference to the lives of children and young people who are disadvantaged in the education system. Working with our partners we help our PGCE trainees to understand educational inequality and how to contribute to positive, lasting change within and beyond our region.

LEARN FROM A WIDE RANGE OF PARTNERS
We draw on expertise from across our partnership to offer our trainees a rich and rewarding range of learning opportunities throughout the PGCE within and beyond UEA. Our trainees benefit from working with our partners in different educational contexts, including museums, field study centres, places of worship and theatres.

BENEFIT FROM BEING PART OF A DIVERSE PROFESSIONAL LEARNING COMMUNITY
We recruit from a wide range of backgrounds and prior experience so that our trainee teachers can learn with and from each other. Our cohorts regularly include some career changers, parents and those with varied work and life experience. This diversity enriches professional learning and facilitates the development of supportive friendships and working relationships, during and beyond the PGCE programme.

OUR COMMITMENT TO YOUR CAREER
UEA is committed to supporting you beyond your initial teacher education. We work closely with schools and Newly Qualified Teacher (NQT) induction bodies to identify and provide support and training opportunities during your NQT year.

After graduating you can continue to develop your career. Your PGCE comes with 90 Master’s credits, which you can use towards the MA Educational Practice and Research or other Master’s programmes. We also offer a range of Continuing Professional Development (CPD) opportunities. Please see page 27 for more information. Our popular MOOC – Professional Development for Early Career Teachers – is designed to help newly qualified teachers improve their teaching skills and manage their workload.

BE PART OF A RESEARCH COMMUNITY
The School of Education and Lifelong Learning is internationally recognised for the quality of its educational research. Our research has made a difference in schools across the country, influencing approaches to managing classroom behaviour, understanding students’ motivation, and creating effective communities for learning.

OUR RESEARCH AND SCHOLARSHIP ACTIVITY IS PARTICULARLY FOCUSED AROUND:
- Pedagogy, Curriculum and Professional Learning
- International Education and Social Change
- Lifelong Learning Cultures.
IDEAL LOCATION – INSPIRING SURROUNDINGS
Built on 200 hectares of beautiful parkland on the outskirts of the historic city of Norwich, the UEA campus combines natural beauty with architectural flair. From a large food shop, bakery and bank, to a post office, bookshop and restaurants, everything is on your doorstep. When you want to sample the delights of Norwich, simply hop on a bus direct from campus. You can also take advantage of the local Park & Ride service to campus – free for all students.

CURRICULUM LEARNING AND RESOURCES COLLECTION (CLRC)
The CLRC is a treasure trove of practical resources that can be borrowed for use in school. The collection includes all kinds of materials suitable for use across primary and secondary age ranges to inspire and support learning. Puppets, storysacks, rock samples, giant dice and suitcases containing some genuine historical and religious artefacts are just some of the rich range of resources available for our PGCE trainees.

LEARNING RESOURCES
- Open 24 hours a day, 365 days a year
- Staffed 7 days a week
- Specialist postgraduate rooms with all the facilities you need
- Over 1,700 study spaces and 370+ computers
- Help desk and IT Service Desk open every day
- FREE high-speed internet connection available in the library and across campus
- FREE Microsoft Office 365 to download to your own device
- FREE unlimited cloud storage with access to your data anywhere in the world
- Campus-wide printing, scanning and photocopying facilities
- Access to UEA software on your device
- Online library catalogue and search tools that can be accessed on and off campus
- Over 800,000 books and journals, 15,000+ new titles added every year
- Access to over 400,000 e-books and 70,000 e-journals anywhere in the world
- Extensive collections of specialist materials including government publications, DVDs, music scores and periodicals
- A wide range of subscribed digital resources such as online databases and e-journals
- Bookable group study rooms with IT and AV equipment
- Assistive technology and specially equipped workstations for students with visual impairments or mobility difficulties.
LOOKING AFTER YOUR HEALTH AND WELLBEING DURING THE PGCE
You will benefit from the wide range of support and resources on campus to look after your health and wellbeing during your training.

WHAT’S YOUR SPORT?
Whether you want to get fit, have fun, or compete, our incredible sports facilities will make it happen, with:
- £30m Sportspark facility
- Olympic-sized swimming pool
- 125-station fitness centre
- Indoor cycling studio
- Eight-lane national standard athletics track
- Floodlit 3G five-a-side and seven-a-side football pitches
- Climbing wall
- Two indoor arenas
- Gymnastics centre (plus trampolining, aerobics and dance)
- All-weather pitches.

Norwich was voted one of Britain’s 20 best cities in 2018 (The Telegraph)

STUDENT SUPPORT
We believe everyone can achieve their potential with the right support. Look after your health and wellbeing, spirituality, finances and family with our:
- Counselling service
- Onsite nursery
- Finance advice and support for students meeting eligibility criteria
- Multifaith centre
- Disability team
- Purpose-built medical centre
- Boots pharmacy
- NHS dentist for your whole family.

A PLACE TO CALL HOME
Norwich buzzes with live music, comedy, arts and culture. Be moved by art house cinema, touring West End and international theatre productions, and a thriving literary scene. Hear from famous alumni at our International Literary Festival, and see art from around the world at the Sainsbury Centre for Visual Arts.

Catch over 60 gigs a year at our on-campus live music venue, the Nick Rayns LCR. And join one of our 200+ clubs and societies to discover or share your passion – from Disney to Drama, Filmmaking to French, or Burlesque to Baking. You’ll be spoiled for choice.
PGCE PRIMARY PROGRAMME: OVERVIEW
On the PGCE Primary course you’ll learn to teach in the age bands 3–7 or 5–11 years. You’ll become a confident teacher who can motivate children and manage a class effectively, ready to teach all curriculum subjects across the primary age range.

PROGRAMME STRUCTURE
The programme includes 120 days of teaching practice spread across all three terms.

You’ll gain experience from two main school placements and teach primarily in two age bands within your chosen age range specialism. The placements are in contrasting schools to give you a breadth of school experience. This can feel daunting at first, so we usually place you alongside another trainee on your first placement. On the second placement, you’ll be ready to go it alone.

Your teaching at the university will be through lectures, seminars, practical workshops and tutorials.

Course tutors will introduce you to creative and innovative teaching approaches, as well as new technologies and a rich range of practical resources, so you’ll be prepared and inspired to teach in a 21st century classroom.

ASSESSMENT
During the course your practical teaching will be assessed during your two main placements. There are two written assignments and one oral presentation, which are relevant and closely related to your teaching practice. These have been designed to help you to understand the link between theory and practice and become a better teacher.

WHAT YOU’LL GAIN
The aim is for you to become a confident and highly reflective Newly Qualified Teacher able to understand, value and build upon the rich variety of backgrounds and experience that children bring to school.

PROGRAMME HIGHLIGHTS
- Substantial components devoted to the teaching of English, mathematics and science
- Practical training in the use of information and communications technology across the curriculum
- Introduction to the teaching of religious education and personal, social, health and economic (PSHE) education, and to the foundation subjects: art, computing, design and technology, geography, history, music, physical education, and primary languages
- Professional development components, closely interwoven and linked with your school experience
- Enhancement sessions in English, mathematics, science and other curriculum areas to strengthen your subject knowledge
- Elements of choice that enable you to build on areas of interest and strength and address your individual learning needs. You might, for example, have an opportunity to spend time in a special school or a school in challenging circumstances
- Build expertise through choosing a short specialism in a range of areas, such as outdoor and adventurous activities, enquiry-based learning or in a curriculum area.
PGCE PRIMARY PROGRAMME: COURSES

SPECIALISING IN FOUNDATION STAGE AND KEY STAGE 1 (UCAS CODE X110)
Prepare to teach 3-7-year-olds, with a specialism in the Foundation Stage (Nursery and Reception) and Key Stage 1 (Years 1 and 2).

This course includes two school placements – one in Foundation Stage and one in Key Stage 1.

This is a crucial stage of children’s education and lays the foundation for everything that follows. Teaching in this phase is both intellectually demanding and fascinating.

SPECIALISING IN KEY STAGE 1 AND KEY STAGE 2 (UCAS CODE X100)
Prepare to become a general class teacher in the age range 5–11 years, with a specialism in Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6).

You will be teaching in the primary age range, working with children as they acquire key skills and develop as individuals and learners.

SPECIALISING IN KEY STAGE 2 (UCAS CODE X171)
Prepare to become a general class teacher in the age range 5–11 years, with a specialism in Key Stage 2 (Years 3 to 6).

You will undertake two school placements – one in Lower Key Stage 2 and the other in Upper Key Stage 2. In Key Stage 2, you will play a vital role in motivating, inspiring and challenging children in their learning.

PGCE PRIMARY GENERAL (WITH MATHEMATICS) (UCAS CODE 2NQB)
On this course you will follow the same components as your peers on the Primary PGCE course. You’ll also specialise within a particular age range, and have an additional focus on teaching and learning mathematics.

In at least one of your placements you will be supported by a specialist mathematics tutor at UEA.

An A level in mathematics would help you on this course, but you don’t need one to apply. You should apply if you enjoy mathematics and want to inspire the next generation as a maths teacher.
PGCE PRIMARY WITH LANGUAGES:

KEY STAGE 1 AND KEY STAGE 2
FRENCH (UCAS CODE 38ZT) | GERMAN (UCAS CODE 38ZV) | SPANISH (UCAS CODE 38ZW)

KEY STAGE 2
FRENCH (UCAS CODE XR11) | GERMAN (UCAS CODE XR21) | SPANISH (UCAS CODE XR41)

If you have an interest in language teaching and want to develop this as an area of expertise, our PGCE Primary with Languages courses would be a great choice for you.

There are options to become a general class teacher in the age range 5–11 years, with a specialism in teaching foreign languages in either Key Stage 1 and Key Stage 2, or in Key Stage 2.

You will undertake two placements, either:

Key Stage 1 (Years 1–2)
AND
Key Stage 2 (Years 3–6)

OR

Lower Key Stage 2 (Years 3–4)
AND
Upper Key Stage 2 (Years 5–6)

In at least one of your school placements you will practise and enhance your language teaching skills, as well as teaching across the rest of the curriculum.

The specialist primary language option is delivered across a number of seminar and workshop sessions, during which you will explore modern language pedagogy and recent policy developments in foreign language teaching in England.

To apply you’ll need a minimum of one A level (or equivalent) in either French, German or Spanish.
The PGCE Secondary programme will prepare you to teach pupils aged 11–16 with post-16 enhancement in secondary schools. This is a stimulating, often demanding but tremendously rewarding age group to work with. You will be teaching pupils as they mature from early adolescence into adulthood. You’ll learn to teach your specialist subject and make an effective contribution to the work of your whole school.
PROGRAMME STRUCTURE

Our PGCE Secondary programme places great emphasis on practical skills and the realities of classroom teaching. The programme runs for 38 weeks and you will be based in schools two-thirds of the time (120 days). The programme begins with structured observation in both secondary and primary schools in your local area. During the two extensive placements in our partnership schools you’ll gain a broad range of practical teaching experience. You will learn to put ideas and theory into practice as you work in university and your two placement schools.

WHAT YOU’LL GAIN

You’ll study a single subject teaching component, learning the principles and practice of teaching your subject. You might also teach or support in a subsidiary subject when undertaking your teaching placements.

PROFESSIONAL DEVELOPMENT PROGRAMME

The PGCE Professional Development programme focuses on the role of the teacher in the school as a whole and on cross-subject aspects of classroom teaching. This element of the course combines lectures and seminars in the university with observations, investigations and discussions in school.

The programme addresses broad educational issues, theoretical insights, whole school issues, cross-curricular dimensions and themes and the teacher’s wider role within the school community. Topics included in the autumn semester, which focus on teaching and learning in the classroom and other learning environments, are introduced in the light of equal opportunities, inclusive practice and addressing barriers to learning.

The wider, whole-school issues addressed in the spring semester, which include pastoral support and working with parents and carers, are introduced with reference to the changing 11–19 education agenda. You will be encouraged to consider teachers’ professional responsibilities as you progress through the course.

You will complete three assignments related to your teaching practice. These will contribute to your evidence portfolio for QTS as well as giving you 90 Master’s credits.

PROGRAMME HIGHLIGHTS

- Work with specialist subject tutors, in your own curriculum groups with fellow trainees who have an equal passion for your subject
- Focus on the application of subject pedagogy in the classroom, drawing on recent and current subject-specific research with your subject tutor and within subject-focused curriculum groups whilst in university
- Expand your subject knowledge when you participate in lectures, seminars and workshops from guests and subject specialists from across our partnership
- Benefit from targeted support. Your curriculum tutor will follow and support your progress throughout the year, and you will have both subject-specific and pastoral support via a subject mentor and link teacher whilst on each placement. Working closely each day with your subject mentor and the weekly SMART objectives they set, will ensure that your teaching practice development takes place effectively. These targets are drawn from the Teachers’ Standards and are tailored specifically to your own needs
- Gain from the expertise of subject specialists within your departments and from subject mentors whilst in our placement schools
- Experience teaching in contrasting school settings to enable you to work with a wide range of different pupils and learn strategies to inspire and instil a love of learning
- Gain from a choice of enhancement activity, visiting schools with expertise in areas such as supporting pupils with English as an Additional Language (EAL) and post-16 teaching
- Participate in our Special Educational Needs and Disabilities (SEND) days to extend your ability to promote inclusion and make provision for SEND needs
- Widen your understanding of pupil transition and enhance your ability to support those pupils who have recently made the transition to secondary school, through joint activity with trainees on the Primary PGCE
- Explore the most effective ways to grapple with whole-school, pedagogical and current educational challenges whilst working within cross-subject Secondary PGCE Professional Development seminar groups.
PGCE SECONDARY PROGRAMME: COURSES
SECONDARY SUBJECT: ENGLISH (UCAS CODE Q3X1)
Age range: 11–16 years with post-16 enhancement experience.

This is an exciting time to become an English teacher. As the curriculum changes, new approaches to teaching English emerge. You'll learn more than just how to teach – you will be joining the discussion and influencing the subject’s purpose and scope.

Course highlights
- Explore a range of topics, including spoken language, creative writing, the reading process, children’s literature, developing pupils’ response to texts, language and technology, grammar, language variety and development, and media in English
- Understand the requirements of the National Curriculum, planning lessons and schemes of work, ensuring pupils’ progress and assessing learning in English accurately
- Develop a variety of teaching strategies and gain insight into pupils’ learning and motivation
- Become skilled in long-term planning, the practicalities of assessment and, of course, classroom management.

Subject specific entry requirements
You’re likely to hold a degree or joint honours degree in an English discipline, but we also consider applicants with degrees in related fields such as American studies, and linguistics.

SECONDARY SUBJECT: GEOGRAPHY (UCAS CODE F8X1)
Age range: 11–16 years with post-16 enhancement experience.

Learn the importance of enquiry, creativity and inclusivity in the teaching and learning of geography. Understand the importance of outdoor learning and digital technologies such as GIS. On this course you will have the chance to challenge pupils through practical activity and develop your own understanding and practices in geographical fieldwork and curriculum making in collaboration with our partnership schools.

Course highlights
- Focus on pupil assessment, progression in learning and curriculum making – then put these skills into practice by planning and identifying strategies to encourage positive pupil participation and achievement
- Understand how pupils learn through exploration of ‘powerful geographies’ and develop your ability to guide thinking and learning in geographical teaching
- Develop your own strategies to make learning geography a rewarding, engaging and challenging experience
- Understand, and learn to successfully engage with, the challenges faced by geography departments in the changing geographical landscape
- Shape your teaching with input from experienced geographers, geography PGCE alumni and subject specialist mentors.

Subject specific entry requirements
You’re likely to be a good honours graduate from a geographically related discipline. You might previously have studied geography, environmental and earth sciences, international development, economics, surveying, ecology, geology or anthropology.

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela
SECONDARY SUBJECT: HISTORY (UCAS CODE V1X1)
Age range: 11–16 years with post-16 enhancement experience.

The way history is taught in schools has aroused controversy in recent years and there are many views on why and how history should be taught. Part of your training to become a history teacher will be understanding these views, engaging and shaping them.

Course highlights
- Bring the theory and practice of history to life in an intellectually vigorous way
- Investigate ideas about the purposes and benefits of secondary school history
- Cover a wide variety of topics, including how to teach controversial subjects, how to make the most of new technology, ideas, and approaches to the teaching of ‘fundamental British values’ in history.

Subject specific entry requirements
You are likely to have a good honours degree in history, or a combined honours degree which includes some history.

You may have degree specialisms in related fields such as politics, international relations or archaeology. Alternatively, you should be able to demonstrate that you have enough background in history to teach the National Curriculum for the subject.

SECONDARY SUBJECT: MATHEMATICS (UCAS CODE G1X1)
Age range: 11–16 years with post-16 enhancement experience.

Learn from ongoing reflection and a collaborative approach to this course. There is a strong practical element during study and we take every opportunity to apply theory into practice.

Course highlights
- Develop your own strategies to make teaching maths an engaging and positive experience
- Consider how games, practical activities, interactive teaching, ICT, problem-solving and investigations can support your teaching and stimulate your pupils’ mathematical thinking
- Learn to teach pupils to see mathematics as an exciting subject that engages and stimulates the mind, as well as being a vital part of the modern world
- Explore wider issues of classroom practice and develop your own approach to behaviour management.

Subject specific entry requirements
To be offered a place on this course you will need to have studied mathematics, or a related degree with significant mathematical content.

“Our partnership with UEA has always been very successful, so much so that over a third of our current teaching staff have joined us from the UEA PGCE programme.”
— Tom Rolfe, Principal, Hellesdon High School and Sixth Form Centre, Member of Secondary Partnership Management Committee
SECONDARY SUBJECT: MODERN FOREIGN LANGUAGES (UCAS CODE R9X1)

Age range: 11–16 years with post-16 enhancement experience.

On this course you will focus on a number of themes, including second language acquisition, use of authentic media, the nature of communication in the classroom, approaches to differentiating language activities, assessment practices and intercultural competence. You will learn how to support pupils of all ages and abilities to develop independence in listening, speaking, reading and writing tasks.

Course highlights
- Explore topics including the use of the target language, the teaching of grammar, intercultural awareness, global citizenship, special needs and diversity
- Research wider educational issues such as motivation, personalisation, gender and achievement, language take-up, different teaching and learning styles and social justice
- Gain the skills to remove barriers to learning and create a positive, inclusive learning environment where all pupils make progress and language learning is enjoyable
- Benefit from full use of the James Platt Centre for Language Learning at UEA, where you can use this state-of-the-art resource to further develop your own language and cultural knowledge and to plan lessons and schemes of work for your pupils.

Subject specific entry requirements
You will thrive on this course if you are a linguist who is passionate about language learning. You will have a strong desire to inspire pupils to love and enjoy the languages and cultures you are teaching. You will want your pupils to take this passion for language with them into the world.

You will need a good degree (or equivalent) in languages, languages and literature, or linguistics. If you do not have this kind of degree but you are a native speaker of a relevant language, you can still apply. You will speak at least two of French, Spanish or German and be able to teach one of these to A level (or at least to Key Stage 4 GCSE), and another to at least Key Stage 3. Early applicants can participate in a funded Subject Knowledge Enhancement Course to improve the second foreign language being offered.

SECONDARY SUBJECT: PHYSICAL EDUCATION (UCAS CODE X9C6)

Age range: 11–16 years with post-16 enhancement experience.

This course develops reflective practitioners, confident in the delivery of high quality and inclusive physical education.

Course highlights
- Learn how to teach pupils the knowledge, skills and understanding to take part in physical activity, both in and out of school
- Engage in collaborative ‘Lesson Study’ with peers during placements
- Strengthen your subject knowledge and gain national qualifications as part of the course, including British Gymnastics Secondary Teacher’s Award and RFU Rugby Union in Secondary Schools Award. There are also opportunities for optional Teachers’ Awards across a range of activities.

Subject specific entry requirements
You are likely to have an honours degree (minimum 2:1) in physical education, sports science or sports studies. Your sports-related degree should include modules related to pedagogy, practical activities, and coaching.

ENTRY REQUIREMENTS
Page 30

FEES AND FUNDING
Page 28

HOW TO APPLY
Page 28

FURTHER INFORMATION
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www.uea.ac.uk/edu/pgce/secondary
SECONDARY SUBJECTS: BIOLOGY (UCAS CODE C1X1) | CHEMISTRY (UCAS CODE F1X1) | PHYSICS (UCAS CODE F3X1) | PHYSICS WITH MATHEMATICS (UCAS CODE 2DXM)

Age range: 11–16 years with post-16 enhancement experience.

You’ll be trained to teach all three sciences to Key Stage 3 and your subject specialism to Key Stage 4. In addition, we will help you to develop expertise that will enable you to teach all three sciences to Key Stage 4 (GCSE) and your subject specialism to Key Stage 5 (A level). A real strength of our course is the emphasis on collaborative teaching and learning.

You will develop an understanding of the aims, objectives and methods of teaching in the context of the National Curriculum for Science. You’ll develop your skills in practical work through ‘hands-on’ activities, learn about the design and evaluation of teaching materials, and have the chance to practise science demonstrations both within and outside your specialism.

You’ll build confidence to manage pupils safely within a laboratory, learn how to be a reflective practitioner, use the lesson plan cycle for effective evaluation that maximises learning for your pupils, and explore ways to use information technology to enhance the teaching of science.

**Course highlights**
- Specialist practical workshops in our purpose-built Science PGCE laboratories
- Opportunities to work in a variety of educational settings (Sixth Form Colleges, Special Schools, schools with a high intake of pupils for whom English is an additional language)
- Guided peer teaching throughout the course
- Opportunities to develop A level subject knowledge
- Sessions on key science misconceptions and how to address these effectively.

**Subject specific entry requirements**
You’re likely to hold a degree in a science-related discipline. At least 50% of your degree should relate to your subject specialism. We consider applicants on a case-by-case basis and so we would encourage you to contact us if you have any questions regarding your degree subject.
BIOLOGY (SPECIALIST SUBJECT)
If you choose biology as your specialist subject you will explore exciting and innovative biological practical activities for use in the classroom. These include molecular biology techniques, DNA fingerprinting and engaging activities in plant science. You will be given time to focus on teaching A level biology and the biological elements of the National Curriculum at Key Stage 4 (GCSE).

We take an active learning approach, with a strong emphasis on student-centred practical activities. You will learn how to organise fieldwork. This is followed by a field course on the North Norfolk Coast.

CHEMISTRY (SPECIALIST SUBJECT)
If you choose chemistry as your specialist subject you will cover the main ideas, concepts and materials used to teach chemistry at A level and the chemistry elements of the National Curriculum at Key Stage 4 (GCSE). You will also learn about common elements of the different GCSE and A level specifications.

This is a practical ‘hands-on’ course in which you will explore a variety of pedagogical approaches to develop your repertoire of teaching strategies and techniques. You will also develop the skills to help pupils engage with some of the more abstract areas of subject content.

PHYSICS & PHYSICS WITH MATHEMATICS (SPECIALIST SUBJECT)
If you choose Physics or Physics with Mathematics you will explore the key concepts used to teach physics at A level as well as the physics elements of the National Curriculum at Key Stage 4 (GCSE).

We will use a range of teaching and learning strategies that will help you to engage and inspire pupils. You will learn how to approach conceptually challenging ideas in a fun and innovative way. Practical work and the effective use of ICT are given a high priority.

If you choose the Physics with Mathematics course you will teach science and maths at Key Stage 3. However, the emphasis will be on physics and maths to Key Stage 4 (GCSE) and A level.
A recent report from the British Educational Research Association noted that “structured, accredited CPD informed by the latest research knowledge can play an important role in improving the quality of teaching”.

At UEA, we’re committed to supporting you beyond your training year. We work with a number of partners, including Norfolk Children’s Services and partnership schools, to develop and offer a range of conferences, study days, short courses and accredited modules. These build on our strengths in teacher education and educational research, to meet the needs of schools and teachers in the region.

Our modules are shaped by the educational landscape and current educational debate.

For those who are entering the teaching profession, aspire to leadership roles, have been teaching for some time, or are interested in the theory, policy, and practice of education and training, our portfolio of CPD opportunities is the perfect choice.

“We can’t recommend the MA Educational Practice and Research programme enough. The supervisors are supportive, full of knowledge and the environment is really nurturing ... I learnt so many important lessons during my PGCE that have set me up well for my continued research and study.”

— Jasmine Stedman, Primary PGCE and current MA EPR student

We also offer a specialist, part-time Master’s programme:

**MA EDUCATIONAL PRACTICE AND RESEARCH**

Develop and explore your own thinking as an educator, expanding your knowledge in the same way that you help your pupils expand theirs.

**About the course**

We want you to be at the forefront of current thinking in the field, so our modules are shaped by the educational landscape and current educational debate, as well as our academics’ interests and areas of research.

A broad range of modules are offered, some around specific subject pedagogy such as Physical Education or Modern Languages. Other modules are broader, covering areas such as Leadership and Management in Education or Developing Educational Practice. Participants are able to select modules to suit their own professional interests.

**At a glance**

- Enjoy this flexible part-time course, scheduled around your commitments
- Build on previously accrued Master’s credits
- Enhance your teaching practice and explore areas of educational research.

**What you’ll gain**

You’ll graduate with a Master’s degree and a wide range of skills that will prove invaluable in your future career.

For more information, including detailed entry requirements, please visit our website: [www.uea.ac.uk/study/pgce-masters](http://www.uea.ac.uk/study/pgce-masters)
**NEXT STEPS**

**ATTEND AN INFORMATION SESSION**
Get advice from the people who will be teaching you. Meet tutors and current students at one of our PGCE Information Sessions, where you can find out more about the course and learn how to prepare a good application from our admissions team.

View upcoming information session dates and sign up at: [www.uea.ac.uk/pgce-events](http://www.uea.ac.uk/pgce-events)

Key contacts and useful information can also be found at: [www.uea.ac.uk/education/key-contacts-and-useful-links](http://www.uea.ac.uk/education/key-contacts-and-useful-links)

**MAKING YOUR APPLICATION**
Applications for a PGCE are made via UCAS Teacher Training online: [www.ucas.com/teaching-in-the-uk](http://www.ucas.com/teaching-in-the-uk)

The UCAS code name and number for UEA is EANGL E14.

Applications open in October and remain open until each course is full. You should apply as soon as you have all the information you need in order to make an informed career choice and prepare a strong application.

**FINANCE**

**ELIGIBILITY FOR TRAINING BURSARIES**
UK/EU PGCE students may be eligible for a Department for Education training bursary. Find out if you are eligible at: [getintoteaching.education.gov.uk/funding-my-teacher-training](http://getintoteaching.education.gov.uk/funding-my-teacher-training)

Find out how to apply for student finance or a training bursary at: [www.gov.uk/teacher-training-funding](http://www.gov.uk/teacher-training-funding)

**FINANCIAL SUPPORT FOR INTERNATIONAL STUDENTS**
If you’ve been assessed as ‘international’ for fee purposes, unfortunately you are not entitled to a training bursary or university scholarship support. Fee status is not specifically linked to nationality. If you’re unsure about your fee status, check with PGCE Admissions at: [edu.pgce.admiss@uea.ac.uk](mailto:edu.pgce.admiss@uea.ac.uk) or call +44 (0) 1603 592855 or +44 (0) 1603 592805

You can find full details of fees for the PGCE programme on our website: [www.uea.ac.uk/edu/pgce](http://www.uea.ac.uk/edu/pgce)

Fees are subject to annual review and are likely to increase each year. You can pay your fees as you study, or you can apply for a Student Loan.

Have a question we haven’t answered here? Just email our PGCE Admissions team: [edu.pgce.admiss@uea.ac.uk](mailto:edu.pgce.admiss@uea.ac.uk)
NEXT STEPS
Your application form should demonstrate not only depth of key stage and subject knowledge but also your enthusiasm and commitment to a career in teaching.

RECOMMENDATIONS FOR APPLICANTS
Although it is not a requirement to gain school experience in order to train to teach, we highly recommend that you get some observational experience in a classroom environment if possible. This will help you make an informed career choice and gain an up-to-date understanding of how classrooms are managed and how teaching and learning takes place.

Classroom experience will also enable you to make a more informed choice about your preferred age range and specialism.

In the personal statement section of your application form you must show clearly what you have learned from any experience working with children, including what you have learned from any recent experience in a UK school, with children of the age range and specialism that you want to teach.

If your first language is not English you will need to prove your proficiency in English — equivalent to IELTS 6.5 with at least 6.0 in each component — prior to application.

Applicants must obtain:
- An Enhanced Criminal Records check from the Disclosure and Barring Service
- A satisfactory Health Check. All PGCE trainee teachers must meet the Secretary of State’s requirements for physical and mental fitness to teach.
GAINING SCHOOL EXPERIENCE

The Department for Education (DfE) has a School Experience Programme (SEP) to help you to decide whether teaching is right for you: getintoteaching.education.gov.uk/school-experience

The DfE website also provides information on how to arrange school experience independently.

PRIMARY APPLICANTS

You will have a good honours degree (preferably class 2:2 or above) or equivalent by the beginning of the PGCE programme in September.

You should have a GCSE pass at grade 4 or an equivalent qualification in English language, mathematics and a natural science subject (i.e. biology, chemistry, physics or a combination of these) before submitting your application.

It also helps if you have a good standard of academic attainment at A level or recognised equivalent.

For the Primary Language PGCE programmes, you will need an A level or have considerable experience working with your chosen language.

If you completed your degree within the last five years, you must ensure that an academic reference is included on your UCAS application form.

SECONDARY APPLICANTS

You will need to have achieved a degree or its equivalent by the beginning of the PGCE programme in September.

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

If offered a place on the PGCE programme you might be able to attend a Subject Knowledge Enhancement course for biology, chemistry, English, geography, mathematics, modern languages or physics. For more information about these courses, email our PGCE Admissions team: edu.pgce.admiss@uea.ac.uk

You also need a GCSE pass at grade 4 or an equivalent qualification in English language and mathematics before submitting your application.

Please also check our Secondary subject pages for additional entry requirements specific to your subject area.

IMPORTANT INFORMATION

We might make changes to advertised courses and other information.

We have taken great care in compiling the information contained in this brochure, which we believe to be accurate at the time of going to press. We consider changes to courses very carefully and the University hopes to minimise any changes. Exceptionally it can be necessary to make changes, for example to courses, provision of facilities or fees due to legitimate staffing, financial, regulatory or academic reasons. Examples of such reasons might include a change of law or regulatory requirements, industrial action, lack of demand, departure of key personnel, change in government policy or funding, or withdrawal or reduction of funding.

We will try to keep applicants notified as soon as possible of any such material changes likely to have a bearing on their application by updating our website.

www.uea.ac.uk/about/legalstatements/important-information-for-students

NO LIABILITY FOR CHANGES OUTSIDE OF OUR CONTROL

Should industrial action or other circumstances beyond the reasonable control of the University occur, and this interferes with the University’s ability to deliver services in accordance with the descriptions provided, the University will use all reasonable efforts to minimise disruption as far as it is practicable to do so.

Provided the University complies with its obligations set out above, it shall not be liable to students, applicants or any other person for any loss, costs, charges or expenses arising out of the information set out in this brochure or its digital equivalent, changes to that information or any disruption or interference of the type described above.

UNIVERSITY TERMS AND CONDITIONS, PROCEDURES, RULES AND REGULATIONS

If you accept an offer of a place, it will be subject to the University’s terms and conditions, the latest version of which is available at:

www.uea.ac.uk/about/legalstatements

For more information, including detailed entry requirements, please visit our website:

www.uea.ac.uk/edu/pgce or contact our PGCE Admissions team:

edu.pgce.admiss@uea.ac.uk
“We are fortunate to continue to work closely with the Secondary PGCE programme at UEA. Our teachers gain valuable experience as mentors and we enjoy welcoming trainees to join us for their placements. The high quality of training and support from the team at UEA is superb. We benefit hugely from the network of new teachers who are then potential new recruits to joining our team of teachers at Northgate in the future.”

— Mary Hallett, Professional Tutor, Northgate High School, Ipswich
Member of Secondary Partnership Management Committee

“We’ve regularly appointed graduates of the Primary PGCE programme and found them to have strong, evidence-based practice. We really value the level of scholarship, research engagement and child-centredness that’s encouraged by the course; we see this as a particular strength.”

— Michael Bunting, Head Teacher, Recreation Road Infant School, Norwich
Member of Primary Partnership Management Committee