

Postgraduate Certificate of Education

Prospectus 2012-2013



INTRODUCTION TO THE FACULTY OF EDUCATION

The University of Cambridge Faculty of Education was formed in 2001 from the merger of the University School of Education and the teaching and research interests of Homerton College. Courses in Education have been offered in Cambridge for over 130 years, however, and over this time courses have evolved which combine an excellent academic reputation with a top-quality professional training for students who wish to become teachers. The Faculty and its students benefit from being part of a world-class university where research constantly enhances the quality of taught courses and where students and teachers alike can work at the cutting edge of international knowledge in a wide range of subjects.

The Postgraduate Certificate of Education courses are stimulating and challenging, designed to prepare trainees to become outstanding classroom teachers in state schools throughout the United Kingdom, and to equip trainees for leadership roles in those schools in the future. We aim to enthuse and excite trainees about teaching children and subjects, and we believe it is our responsibility to develop the knowledge, skills and expertise of beginning teachers so that they are able to present learning as an exciting and transformative experience for the young people in our schools.

On the PGCE, we aim to create a lively mix of trainees from different backgrounds and cultures, from different parts of the country and from a variety of universities. It is anything but an elitist course; we want our trainees and our courses to reflect the diversity of Britain in the twenty-first century. So we need you to apply if you are a mature person who has decided to fulfil a long-standing ambition to teach, having worked in another occupation, after a career break or after having raised a family; we need you to apply if you are from a minority ethnic background, with experiences in the city or in rural areas; we need you to apply if you have completed an OU degree; we need you to apply if you are a young person who has just graduated from university. In short, we are interested in you, who you are, what your experiences of working with children have been, how you know you want to teach in state schools, why you have a passion for teaching and learning.

We take pride in the high quality courses which we offer in every age range, courses which have been graded as outstanding courses by Ofsted in their recent rounds of inspection. These courses reflect the outstanding lecturers who teach PGCE trainees and the strong partnership schools we work with, but also the quality of the trainees we recruit from across the wide society ... perhaps you have the commitment, enthusiasm and dedication to join them and us, in helping to establish a world-class state education system in this country?

We hope you enjoy reading this prospectus, and that it will provide the information you require; it is regularly updated on our website: www.educ.cam.ac.uk

THE PGCE COURSES AT CAMBRIDGE UNIVERSITY

The Postgraduate Certificate of Education (PGCE) is a one-year fulltime course, lasting for 36 weeks, and is taught in partnership with local schools. Trainees spend at least 50% of the course working with teachers and children in schools across the region.

Courses are offered in the following age ranges:

EARLY YEARS (3-7 years)

PRIMARY (5-11 years)

SECONDARY (11-18 years)

In 2012 about 215 graduate trainees in the Faculty are expected to study for the Secondary PGCE, with a further 205 trainees following Primary and Early Years courses. All trainees must be members of a college and following acceptance onto the course by the Faculty of Education, each trainee must also apply and be accepted for membership by a college. After interview, the Faculty will apply for college membership on your behalf.

Further information about the college membership process can be found in the admissions section (page 16).

OFSTED REPORT FINDINGS

In its latest inspection report (2011) Ofsted identified the following distinctive features of our PGCE courses:

- The highly professional attributes demonstrated by trainees who aspire to become excellent practitioners
- The ethos of care, the consistently high quality of personal, professional and academic support and the flexible allocation of resources to ensure trainees' well-being
- The outstanding well-established and collegial partnership based on positive relationships, mutual respect, high expectations, a pursuit of excellence and a detailed and up-to-date knowledge and understanding of the theory and practice of teaching
- The university's national and international reputation and its place at the forefront of many educational initiatives which ensure high quality training is immersed in research and current practice enabling trainees to become critically reflective practitioners and employable classroom teachers.

THE EARLY YEARS & PRIMARY PGCE COURSE

The Early Years and Primary PGCE course is designed for trainees who wish to train to teach either Early Years, specialising in the Foundation Stage and Key Stage 1 (3-7 years); or Primary specialising **either** in Key Stage 1 and 2, (5-9 years) **or** in Key Stage 2, (7-11 years). The course is taught within the Faculty of Education, and in partnership schools within the region.

Many changes are taking place in schools in the sector, both in the social context and in new developments in curricula and teaching methods. Intending teachers need to be aware of the opportunities provided by these changes, and to be equipped to respond to them in a professional way. The PGCE Early Years and Primary programmes seek to combine the learning of practical teaching techniques with the analysis of contemporary professional practice, to enable trainees the opportunity to develop their own approaches and philosophy to the primary curriculum.

The course consists of three main components – Professional Studies; Curriculum courses and Professional Placement:

PROFESSIONAL STUDIES focusing on the wider and more general aspects of teaching, children's learning and the early years/primary curriculum.

Throughout the course a team of professional and personal tutors work closely with trainees. Significant aspects of teaching in primary classrooms are raised in connection with the experiences provided during professional placement. Aspects such as classroom organisation and management, styles of teaching and learning, assessment and planning, social relationships and special educational needs, as well as basic teaching competencies and issues of equality of opportunity are examined and strongly linked to activities undertaken within professional placements.

Further sessions address the principles and values which underpin early years and primary practice and the curriculum, and the ways in which children develop and learn, together with the implications these ideas have for teaching.

CURRICULUM COURSES focus on the six areas of Learning in the Foundation Stage and the core subjects of the National Curriculum, together with the Foundation Subjects of the National Curriculum and Religious Education at Key Stages 1 and 2.

During the year, trainees take a number of courses which prepare them to teach the areas of learning of the National Curriculum. Extensive courses are followed in the Core Subjects of the National Curriculum and ICT, together with courses in the Foundation Subjects and in Religious Education. Courses for trainees wishing to teach in the Early Years (3-7 years) also address the Early Years Foundation Stage Documentation. These courses are delivered in the form of workshops, seminars, practical work and lectures, and are supported and extended by class, group and individual teaching in partnership schools. The common aim is to develop understanding of the National Curriculum, and the Early Years Foundation Stage and to enable trainees to become confident, enthusiastic and informed teachers in the primary classroom.

Core Subjects

Trainees are prepared to teach the core subjects of English, Mathematics and Science across the age range covered by their course.

The **English** course deals with the four language modes of reading, writing, speaking and listening. Trainees' own literary experiences provide a basis for beginning to think about how children learn. At the heart of the course is literature for children. As well as considering what is written for children in various genres [novels, picture books, short stories, myths, folk tales,

poetry], prominence is also given to strategies for enabling children to become fluent, enthusiastic, discriminating and adaptable readers of a wide variety of texts. Ways of helping children achieve their potential in writing is another central strand of the course. Practical workshops investigate the writing process, considering issues such as drafting, audience, collaboration and form. Consideration is also given to strategies for supporting young readers and writers in the difficulties they may experience in reading and writing. Technical features of language such as spelling and punctuation are emphasised, and trainees are prepared for the National Literacy Strategy. The Early Years Foundation Stage requirements and National Curriculum for English is studied including assessment procedures, alongside other means of monitoring and recording children's language capabilities through profiling, sampling and observation.

The **Mathematics** course places great emphasis on fostering the confidence and enthusiasm of trainees for mathematics. Trainees are helped to use and develop their own mathematical knowledge and to appreciate the way in which this underpins the mathematical learning of children. The range of mathematics which trainees will address, will prepare them to teach children from 3 to 11 with appropriate emphasis. Consideration of developments such as the National Strategy form an integral part of the curriculum work. Throughout the taught course trainees are expected to complement the sessions with recommended relevant reading.

The **Science** course is designed to build confidence, inspire enthusiasm and develop skills in all trainees for the teaching of science as a core area of learning. Attention is paid to developing trainees' own understanding of science, considering modes of learning with a particular emphasis on children's ideas and alternative conceptions, and addressing a range of issues pertinent to the teaching of science including planning, assessment, classroom organisation and the place of information and communications technology (ICT). Trainees are made fully aware of the content of the curriculum including those aspects of life science, material science and physical science relevant to the primary phase. The course involves a high degree of practical work and the importance of developing children's ability to work in a scientific way is a key feature.

Information and Communication Technology is a cross-curricular resource rather than a subject. Where appropriate, all subject courses make trainees aware of relevant and useful ICT applications. The ICT course itself is divided into two parts. The first part is intended to develop trainees' practical skills, confidence and enthusiasm in relation to using computers and other communications technology, and to familiarise trainees with the range of computers, software and other ICT hardware and applications currently used within early years and primary school settings. The second part of the course focuses on the use of ICT within the teaching of the core subjects of the National Curriculum. This involves consideration of planning, teaching, assessment and classroom management issues. A strong focus of the course is to develop trainees' awareness of the ways in which ICT applications can enhance children's learning. Trainees are thus encouraged to critically evaluate the educational value of software packages, to become aware of when it is educationally appropriate to use computers and other ICT hardware, and when it is not.

Foundation Subjects. All trainees take courses which introduce them to all the Foundation Subjects of the National Curriculum, together with Religious Education and equivalent areas of learning in the Foundation Stage.

The introductory courses offer trainees the opportunity to explore the potential which these subjects and areas of learning offer for the primary curriculum, both in form and content and mode of learning, and reinforce the belief of the teaching team that a holistic, integrated approach remains at the core of the primary curriculum.

PROFESSIONAL PLACEMENTS develop and refine practical teaching competence and offer a range of experiences in school. These experiences are structured and guided in partnership between teachers and Faculty lecturers and are strongly linked to the other two aspects of the course.

Around fifty percent of the course [97 days of the total of 180 days] is based in partnership schools, with trainees being placed in at least two different schools. These partner schools reflect a variety of contrasting environments [urban and rural schools, inner city and outer city estate schools, village and new town schools], such that trainees have the opportunity to experience a breadth and diversity of school experience. Most partnership schools are within daily commuting distance of Cambridge, and trainees are expected to play a full part in the life of the school. Where possible, mature trainees are normally placed as close as possible to their home area, but in schools with which they are not acquainted. There is also the opportunity for a small number of trainees to carry out their final placement in an inner-city, multicultural London borough. During placements trainees are visited by faculty based tutors who monitor and support their professional development.

Initial experience in an Early Years/Primary School setting

Trainees undertake a home-based school experience of one week at the start of the course in September. This is spent in a state primary school or in an appropriate Early Years setting, and is informed by observation schedules and notes of guidance provided by course tutors.

Part 1 of the course

During the Michaelmas [first] term, trainees are attached, in pairs, to a partner school for 2 non-consecutive weeks; under the guidance of the class teacher/mentor and with the support of a Faculty tutor, trainees work with small groups of children in one of the key stages covered by their course, on activities and tasks which have been derived from University-based sessions, particularly relating to the Core curriculum and to Professional Studies.

Towards the end of the first term, trainees move to work with a different class, often in the same partner school, in a different age phase covered by their course, to prepare for their second school placement, which mostly takes place in the first part of the second term. This allows trainees, working in pairs, to develop their teaching skills and competencies, and to take responsibility, in partnership with the class teacher, for the planning, preparation and teaching of the whole class.

Part 2 of the course

This period of placement is completed individually and takes place in the third term, in a different partner school. Working closely with the class teacher, the trainee now has the opportunity to take fuller responsibility for the teaching-learning process, and to develop appropriate teaching strategies and competencies. Each trainee is supervised by a member of the school staff, working in close cooperation with the Faculty tutor, who visits to observe lessons and discuss progress.

THE SECONDARY PGCE COURSE

The Secondary Postgraduate Course is a partnership course, run in conjunction with secondary schools throughout the region. Trainees spend at least 120 days of the thirty six week course in partnership schools. The first term has a pattern of induction into the Faculty and the trainee's term 1 school, followed by work in the Faculty co-ordinated with two days each week in school. This grows into a four week block placement in school to ensure progression and continuity in the teaching of classes. Term 2 begins with a time of consolidation in the Faculty before an extended second school placement in a second and contrasting school. This placement continues into the third term of the course and provides maximum opportunity to build good relationships with classes and school staff. The course ends with two weeks in the Faculty when the year's experience is enriched by undertaking special projects in the Faculty and schools. As well as essential focus on the trainee's subject, the course places emphasis on the general professional role of the teacher. A series of keynote lectures providing critical perspectives on current educational issues form the main component of the Faculty-based Professional Studies programme supplemented by classroom management and voice awareness workshops. A programme of Professional Studies is also provided in placement schools where inter-disciplinary groups of trainees work together in a weekly seminar programme.

SUBJECT SPECIALISM

The Secondary PGCE provides training for the teaching of the following subjects across the 11-18 age range. Applicants are normally expected to have a degree qualification in either their teaching subject or a closely related subject which will enable them to cover the full range of secondary work up to university entrance standard.

Art	Geography	Music
Classics	History	Religious Studies
Design & Technology	Mathematics	Science ¹
English	Modern Languages	

¹ Science trainees train to teach Science to at least Key Stage 3 and either Biology, Chemistry or Physics as a specialism to KS4 and to years 12/13.

SECONDARY PGCE COURSE AIMS

There are three integrated aspects of the course: subject teaching; professional studies and professional placements in school.

Subject Teaching focuses on the principles and practice of teaching the subject throughout the secondary school. They seek to help trainees:

- to develop familiarity with the content and goals involved in teaching their subject to different age and ability levels, and to develop further the subject knowledge required in such teaching
- to plan lessons and units of work, prepare interesting and appropriate teaching resources, and to use different teaching approaches, activities and strategies
- to organise and manage different forms of teaching activity
- to communicate enthusiastically and effectively with pupils
- to assess, record and report on pupil achievement, to diagnose and remedy specific teaching problems which pupils may have in learning about the subject, and to monitor pupil achievement
- to develop critical awareness and understanding of national strategies in Literacy, Numeracy and for the Foundation Subjects

The **General Professional Role of the Teacher (professional studies)** course is concerned with those aspects of teaching and the general professional role of the teacher which are generic and relevant to the whole school, and is designed to support the professional development of all secondary trainees. The course is taught in seminar groups, through discussion, role play and active learning strategies, and involves trainees in the discussion of topics such as

- the nature and evolution of the school curriculum
- the assessment of pupil learning
- personal and social education and the role of the pastoral tutor
- special educational needs
- equal opportunities
- language in the classroom and across the curriculum
- classroom management and communication
- schools, parents and the community
- health education, drugs education, sex education
- citizenship education
- the moral and spiritual dimension of the curriculum
- children, teachers, parents and the law

Both subject teaching and professional studies are designed to support the periods of **professional placement**, when trainees have opportunity to work together with experienced mentors to develop their own practical teaching skills and competence. Trainees initially work together in the classroom with other trainees and their subject mentor, before gradually taking on more responsibility for planning and teaching as the year progresses.

The second term provides an extended school-based period of professional placement under the guidance and supervision of a subject mentor. Trainees are given the opportunity to develop their teaching skills in a closely monitored environment, and to gain experience of many of the important tasks and responsibilities teachers take on outside the classroom, such as pastoral care and parents' evenings.

A final period of professional placement in term 3 provides the opportunity for trainees to gain further classroom experience, to confirm that they have reached the required level in classroom skills and professional competence for the award of Qualified Teacher Status. There is also opportunity for involvement in a wider range of school activities: for instance, curriculum development and evaluation within their specialist subject(s); work experience and other activities related to careers education and economic and industrial understanding; fieldwork related to environmental education; and other similar activities which seek to extend the experience and education of pupils beyond the conventional classroom context.

The Postgraduate Certificate of Education is awarded to candidates who have diligently attended the course, completed appropriate coursework in both Subject Studies and Professional Studies, and satisfied the Examiners in terms of the quality of their professional performance in the classroom and the school.

PGCE SECONDARY SUBJECTS

Art & Design

This is a demanding yet exciting and stimulating course which prepares trainees for entry into the teaching profession as creative and imaginative art educators. We are concerned with the artistic and aesthetic development of young people in our schools. To this end we aim to draw upon and develop our trainees' range of skills and understanding in art, craft and design within the context of education and schooling. Emphasis is placed upon trainees themselves being their most important resource, working together and sharing skills. We seek to promote a questioning and critical approach to art teaching, addressing fundamental issues relating to art in education. The course examines aspects of art education such as the development of children's imagery, multi-cultural approaches, critical and contextual studies and the role of language. Practising teachers and other professionals are involved in various aspects of the course, including assessment of trainees' progress. Through a range of media and resources, we aim to examine concepts in education in relation to contemporary art practice, as well as examining concepts in art in relation to current educational practice. Art education at the Faculty is rapidly acquiring an international reputation for its work. Art historians and others whose art degree is not studio based are welcome to apply, but evidence must be shown at interview of practical expertise in an area of art, craft or design.

Classics

The Classics course prepares trainees to teach Latin and classical history and civilisation in a range of different contexts, drawing on the best of traditional and modern teaching methods. There is also the option of learning about approaches to teaching classical Greek.

The aim of the course is to give trainees both the theoretical understanding and the practical skills to become imaginative and effective classroom teachers. Trainees are introduced to key aspects of the National Curriculum, including literacy and citizenship, as well as all main aspects of Classics teaching. Trainees also learn about the wide range of resources for teaching Classics, and have every opportunity to use such resources during their professional placements in schools (which are drawn from both the maintained and the independent sector). There are strong links between school placements and sessions in the Faculty, particularly in the first term, when trainees cover the essentials, from lesson planning and Latin pronunciation to public examinations and the place of Classics in the school curriculum.

The course is suitable for graduates with a degree in the classical languages, and for those with a Classical Civilisation, Ancient History or Archaeology degree provided they have Latin to the standard required to teach Latin to GCSE. If you are interested in applying for the course but do not have a formal qualification in Latin, please contact the subject lecturer, Steven Hunt, by email (sch43@cam.ac.uk) before applying. We are very keen to support such applications but because almost all classics posts assume the ability to teach Latin to GCSE it is essential that applicants have themselves reached a high standard in Latin before embarking on the PGCE. 'A' level Latin is not necessarily a pre-condition for acceptance on the course: it depends on the individual circumstances of each applicant.

Design & Technology

Design & Technology as a subject provides young people with an ideal opportunity to develop their learning and understanding of the world around them through problem identification; problem solving; abstract thinking; and the application of diverse knowledge domains and intellectual abilities. Cambridge offers trainee teachers an excellent opportunity to explore the creative abilities of young people and challenge established practices in D&T education.

Trainee teachers will be trained in two of the following fields of knowledge to Key Stage 3 (11-14 years) and will specialise in one of these up to Key Stage 4 (14-18 years):

- Resistant Materials
- Systems and Control (including Electronics and Communications Technology)
- Textiles

The course covers a wide range of knowledge and skills including training in Health & Safety, CAD/CAM, electronics and practical workshop skills. How creativity, innovation and design can be taught, and how young people can develop and use these essential everyday life-skills is a key feature of this course.

Applications are welcome from a wide range of disciplines including design, architecture and engineering.

English

What makes you want to be an English teacher?

- Is it a love of literature and language?
- A memory of an inspirational English teacher who filled you with enthusiasm and impressed you with their own understanding of the subject?
- An interest in media and ICT?
- A passion for poetry and drama?
- A belief that students need a good grasp of literacy issues to succeed in life?

Whatever your beliefs about English teaching, whatever your convictions about what makes a good English teacher, this course will challenge, extend and develop your understanding of teaching English. It prepares trainees to teach students from 11-18, to address the national curriculum, the literacy demands of the English Framework and beyond the classroom with visits to a variety of venues including Shakespeare's Globe.

The course will encourage trainees to think about ways of ensuring English is relevant and stimulating to the students they will teach during this year and future years as they progress in their career as an English teacher. Trainees experience a variety of teaching methods including whole class teaching, structured group work, individual or pair work. There is a strong emphasis on active learning through discussion, presentations, peer-tutoring, research, independent study and writing. Throughout the course, trainees study different methods of assessment and how they support classroom learning and teaching. In seminars and workshops, the integral relationship between educational theory and teaching methodology is explored. Trainees are expected to read widely and reflect critically on their experiences as learners and teachers. They will be able to deepen their understanding through classroom-based research.

Geography

Our programme is based around close links between lively and interactive workshops in the Faculty and reflective practice in school. The first term's work concentrates primarily on preparation for the basic elements of classroom teaching, and introduces students to the wide range of resources and teaching strategies available to geography teachers. It also considers the nature of the subject itself, its representation in the National Curriculum and its desirable form in schools. Current sessions include:

- Futures, film & footprints: focus on urbanisation and the moving image.
- The changing geography curriculum: concepts, processes and knowledge.
- Learning about landforms & processes: focus on explanations and modelling.
- Globalisation & interdependence: fashion, sport and sustainability.
- Citizenship, global citizenship and controversial issues – what is the role of geography?

Later in the course, there is a focus on new technologies, fieldwork and wider curriculum issues, such as the role of geography in environmental and citizenship education. For example, we look at how GIS can be used to improve geographical learning, and consider the role of emerging technologies, such as blogging and podcasts, in teaching geography.

Towards the end of the course, trainees have the opportunity to undertake a wide range of activities focused on their individual interests and broader professional development needs. For example, previous trainees have visited Stibbington Field Studies Centre, Cambridgeshire Race, Equality and Diversity Service, the University Botanic Gardens and Cambridge Pupil Referral Unit.

History

The History course puts varied and lively practical activity at the centre of trainees' learning. Trainees learn how to motivate and challenge different types of pupil into a lasting enthusiasm for history. Drawing upon the latest research and development in history education, a wide range of techniques are practised and analysed. Trainees learn how to teach students how to use historical sources, to analyse interpretations, to construct arguments and to conduct historical enquiries. An understanding of the role of information technology, the use of visual, audio and written materials, practice in whole-class performance skills and small group management are all systematically taught through an integrated programme of school and university-based sessions. Independent thought and innovative practice are strongly encouraged. Activity, observation and experience are combined with critical reflection on the structure of the discipline of history, teaching methodology and learning theory.

All trainees are expected to build a clear understanding of what constitutes high standards in history education and to stretch all pupils to the full. An experienced history 'mentor' will gain a close knowledge of each trainee's strengths and weaknesses and will structure the school-based element of the programme using targets and tailor-made training activities.

Trainees are advised to familiarise themselves with the content of the National Curriculum for History at Key Stage 3 before the course begins and should expect to undertake substantial research during the course for any unfamiliar elements that they find themselves teaching in GCSE or A level courses.

Mathematics

The Mathematics PGCE is intended for graduates whose degree included a substantial study of Mathematics. Suitable degrees include those in mathematics (including combinations with other subjects) and some in areas such as computer science, engineering and physics. However, applicants are expected to be able to demonstrate not only breadth of mathematics coverage but also depth of understanding; therefore a degree in which mathematics has been used solely to support the learning of another subject rather than studied as a separate discipline is unlikely to suffice. However, entrants to the course come from diverse academic and social backgrounds and span a wide age-range.

The Mathematics PGCE aims to familiarise trainees with the ways in which mathematics teaching is organised in state secondary schools. The course examines critically current teaching approaches, resources and research in order to understand more fully the means by which the conditions for successful learning of mathematics, for all pupils might be established. The course is practical, participatory and discursive; trainees are encouraged, through discussion, reading, doing mathematics and critical reflection, to challenge existing approaches to the teaching of mathematics and to develop, in warranted ways, their own ideas. The overall aim is to develop different lesson styles to suit trainees' own strengths and to suit different pupils' learning of mathematics. Trainees should expect their current ideas of effective teaching and learning of mathematics to be challenged and developed throughout the year! The Faculty-based course involves a comprehensive programme of taught sessions, independent study and classroom-based research, guided by enthusiastic and experienced lecturers, which is closely linked to periods of school experience. All the schools in partnership for mathematics are state comprehensives in which trainees, supported and encouraged by experienced and committed teacher mentors, work with learners across the secondary age and attainment range.

Most trainees find the course challenging and enjoyable, and learn a great deal from it. The course is widely recognised as outstanding with schools and colleges of all types eager to recruit from it.

Modern Languages

Are you an enthusiastic and well-qualified linguist, who would enjoy passing on your love of languages to young learners? If so, this course will encourage you to think about ways of ensuring MFL is relevant and stimulating to the students you will teach. Particular emphasis is placed on the need to develop 'communicative competence' in learners and on their resulting enjoyment in using the language successfully.

Teachers need to be able to draw on a wide range of ideas, skills and materials to make their subject relevant and effective across the full range of ages and abilities. Trainees following this course are encouraged to explore a wide range of creative and systematic approaches to teaching, covering the four language skills (speaking, listening, reading and writing), as well as focusing on the role of grammar, cultural awareness and new technologies in language teaching. The course is based on a close, interdependent relationship between faculty-based and school-based learning, with trainees working alongside an experienced mentor, who provides key training opportunities and regular systematic support and feedback on classroom teaching. This structure provides the basis for progressive competence in teaching languages to A-level, and is aimed at the development, by the end of the course, of language teachers who are enthusiastic, knowledgeable, innovative and realistic.

Applicants should be able to offer French or German as the main language, along with a second foreign language taught in schools (French, German, Spanish or Italian). A2 level or equivalent in these second languages is a minimum requirement. Applicants should also have spent a substantial period of residence abroad in a relevant country. The course seeks to promote a

general language teaching methodology which is adaptable to a range of school languages, but includes some language specific sessions.

Music

Are you intelligent and intuitive, analytical and reflective, bright and imaginative, personally and musically flexible, bounding with ideas and initiative? Do you have a working knowledge of current music educational practice as observable in state secondary schools and know yourself to be able to relate well to people of all ages and backgrounds? The course was awarded grade 1 in almost every aspect of our most recent OFSTED inspection, which states ' recognised as very effective and at the forefront of many developments in music'. This course will insist that you think about ways of ensuring that music in schools is relevant and stimulating to the students you will teach. Emphasis is placed on the need to develop a strong musical identity in learners through engaging them in practical activity that enhances their appreciation of music and desire to become ever more musical. Whatever your beliefs about music teaching, this course will challenge you both intellectually and practically.

Music teachers need to be able to draw on a wide range of musical knowledge and skill in order to make the subject relevant to the full range of ages and abilities. Trainees are expected to develop new areas of musical expertise, to be able to share this with each other as the course progresses and grow in confidence as musical workshop leaders, communicating directly through the medium of music.

The course is based on close interdependent relationship between faculty-based and school-based learning with trainees working alongside an experienced mentor, who provides key training opportunities and regular systematic support and feedback on classroom teaching. The course provides the basis for progressive competence in teaching music from 11-18. By the end of the course trainees will be enthusiastic, knowledgeable, innovative and realistic.

Applicants normally have a degree in music or one in which music forms a substantial part and must be ready to develop new musical expertise.

Religious Studies

The Education Reform Act, new Agreed Syllabuses, the introduction of a national framework for RE and the explosion of interest in philosophy and ethics courses has opened up fresh opportunities for Religious Studies in schools. Schools are now not only legally obliged to treat Christianity seriously, but they must also provide for the study of other world religions as living faiths, be prepared to explore other world views eg. humanism, and encourage 'the spiritual, moral, social and cultural development' of all their pupils. The Religious Studies methods course aims to prepare trainees to meet these challenges.

This highly practical course explores ways of making Religious Studies interesting and relevant to pupils within the 11-18 age range. Trainees are introduced to a wide variety of teaching methods in Religious Studies, including the use debates, displays, simulations, projects, visits, recordings, music and technology of all kinds. Careful attention is paid to GCSE schemes of work, including A-Level courses as well as to current debates about attainment and assessment in Religious Studies. Visits are arranged to different faith communities to learn about and from their way of life at first hand. Classroom teachers are involved at all stages of the course and visiting speakers add to this variety.

Trainees are also given the opportunity on some placements to explore ways of treating Personal, Moral and Social issues and Citizenship in the context of Religious Studies and where appropriate, ways of working with Religious Studies in a humanities setting.

Science

Science is a National Curriculum core subject and all pupils now experience a broad and balanced science education throughout their compulsory schooling. The PGCE course in the Faculty reflects this approach.

The course sets up learning opportunities for beginning teachers to gain teaching expertise across the science curriculum but graduates are also asked to choose one of the three 16+ specialist subject areas:

Biology, Chemistry, Physics

The science education course includes common elements which are relevant to all science teachers during which we will explore common concerns and share individual expertise. Additionally we run pedagogical content knowledge sessions which will help increase the new teachers' developing expertise.

However, school science departments still need teachers who take particular responsibility for the biological, chemical or physical aspects of their courses at all stages. The separate sciences will be taught in the 16-19 age range for the foreseeable future because good specialist teachers are also always in demand.

Overall the course looks at a range of important issues in science teaching, as well as providing beginning teachers with the knowledge and understanding needed to interpret, critically reflect and research classroom practice, and to make professional judgements about various aspects of practice, for example: accessing and using relevant research literature to inform practice, critical evaluation of published schemes and courses, the use of appropriate illustrative practical activities, the use of information technology, approaches to, and instruments for assessing learners. The professional placements provide the opportunities to observe participate in, prepare, teach, evaluate lessons and research practice under the guidance of expert practitioners.

The **Biology** course is available to applicants with graduate qualifications in any of the Biological Sciences and offers specialist preparation for all secondary levels. The work has a strong practical focus and includes special consideration of environmental, controversial and health related biological issues.

The **Chemistry** course is available to graduates whose degree course included Chemistry (eg chemistry, biochemistry, materials science, metallurgy, earth sciences). The course concentrates on the development of a wide range of skills required for teaching chemistry/science up to A level. There is an emphasis on participation, planning and practical work and the use of ICT to enhance learning.

The **Physics** course welcomes applications from physicists, physical scientists and engineers. Beginning teachers explore the main physics topics that need to be taught as part of secondary and post-16 science courses, and consider how their planning and teaching of these topics will be informed by key ideas about teaching and learning. The faculty-based elements of the course involve significant contributions from trainees, who are regularly required to prepare and present inputs to the group as part of the process of learning to think with, as well as about, central teaching principles.

ADMISSION TO THE PGCE COURSES

Entry Requirements

Academic qualifications:

The Cambridge PGCE is a highly academic course, which is assessed at Masters' level, so we expect all PGCE applicants to hold, or expect to obtain, an honours degree with a class of 2:1 or above. However, we will consider applicants with a 2:2 if they are able to demonstrate other strengths in their application and have an otherwise strong academic background.

We cannot consider applicants who do not hold an honours degree or who obtained a 3rd class degree.

For the **Secondary PGCE**, your degree should be in your chosen subject specialism, or in a closely related subject, and we expect most applicants will hold three A-levels at grade C or above.

For the **Primary PGCE**, we will accept applicants from any degree subject background, including psychology and childhood studies, but if your degree is not in a National Curriculum subject we would expect you to have some National Curriculum content in your A-levels. We expect most applicants will hold three A-levels at grade B or above.

All applicants must hold GCSE passes (grade C or above) in English language and mathematics. Primary PGCE applicants must also hold a GCSE pass in a mainstream science subject.

Applicants must hold the required GCSE passes before applying for the PGCE – it is not sufficient to have taken the examination and be awaiting results. If invited to attend an interview applicants will be asked to provide the original GCSE certificates or a Certified Statement of Results issued by the relevant exam board.

Equivalent qualifications:

We will consider applicants holding overseas qualifications as long as they are equivalent to those described above. For an assessment of overseas qualifications contact [National Academic Recognition Information Centre for the United Kingdom \(NARIC\)](#). If you hold an IELTS qualification you must have obtained a minimum overall score of 7.0, with at least 7.0 in each element. We will also accept applicants who studied the International Baccalaureate.

If you do not hold GCSEs, we will accept O-levels or IGCSEs (grade C or above); CSE (grade 1); Scottish certificate of education (grade 3 or above); Irish leaving certificate (grade C at ordinary level or grade D at honours). For applicants from the Republic of Ireland, Home Economics and Agricultural Science at leaving certificate level is not recognised as being a science subject. Science studied up to Junior Cert level is not sufficient.

Unfortunately, the City & Guilds Adult Literacy and Numeracy qualifications are **not** considered the equivalent of GCSEs. We also do not accept, or offer, equivalency tests.

If you hold a qualification not listed above, please contact the PGCE office for advice.

School Experience:

The prevailing ethos of the course is that we prepare trainees who want to teach in the state sector and we therefore expect that applicants for a PGCE course will have undertaken at least 5-10 days work experience or observation in the year before they apply for the PGCE in a mainstream UK state school, working alongside children within the appropriate age ranges for their course choice. Applicants will be expected to be able to draw on this experience in their application.

Although all experience with children is advantageous (eg. scouts, summer camp etc), applicants without relevant school experience are unlikely to be successful.

Please be aware that competition is very strong for places on the Cambridge PGCE courses and that meeting our minimum entry requirements does not guarantee selection for interview.

How to apply

The application procedure is in two parts:

1. GTTR application

All applications must be made online through the Graduate Teacher Training Registry (GTTR), which acts as a clearing house for applications. See <http://www.gttr.ac.uk>

Applications for the Primary PGCE should be submitted as early as possible in the academic year preceding entry; **the closing date for receipt of primary applications is 1st December.** Interviews will normally take place between December and February each year.

Application for the Secondary courses may be made at any time during the academic year, although early application is always advisable as interviews and offers are made on a first come first serve basis and courses will be closed at GTTR once all places are filled.

2. Application for College Membership

College membership is a requirement for all Cambridge University students and arrangements for college membership are made by the Faculty of Education's PGCE Admissions Office.

If invited for interview you will be sent the College application form (CAF-1) on which you are required to identify two College choices. Your application for College membership is not considered until you have officially been offered a place on the PGCE course. The College application form is then circulated to your chosen Colleges in the order of preference you have indicated. If neither of your College choices offer you admission or you did not select a College, your application will automatically be forwarded to an appropriate College chosen by the Faculty.

There are over thirty colleges and they vary in size and character. Three categories of college can be easily distinguished: the 'traditional' colleges, where the majority of students are undergraduates, but which have a graduate community as well; those colleges with a solely graduate intake, but one spread over a large number of disciplines; and finally those colleges which have a high proportion of students studying 'education'. PGCE trainees may apply to colleges in any of these categories but colleges may decline to accept an application. Cambridge graduates are usually allowed to continue membership of their own college for this extra year. The Faculty admissions office can supply further information about college membership and the PGCE capacity of individual colleges.

For information about Cambridge Colleges see www.cam.ac.uk or see the [Graduate Studies prospectus](#).

Equal opportunities

Cambridge University Faculty of Education is committed to implementing an equal opportunities policy on admission. Applications are therefore welcomed from prospective students irrespective of ethnicity, race, sexual orientation or disability. We are strongly committed to this and this policy underpins our recruitment and selection procedures and the support we offer on the course. Wherever possible, we are looking to recruit those who share our passion and commitment to raising and enhancing the quality of education in the state schools of our country.

Applicants with disabilities

Students with a disability are welcomed by the Faculty. The Faculty is committed to equal opportunities for all and to the provision of support for students with a disability. Therefore it aims to ensure that no present or prospective student receives less favourable treatment than another on grounds of any condition or status not directly affecting study or work. Reasonable adjustment will be made both during the admissions process and through the training year to support the needs of those with a disability. Applicants with a disability are invited to bring this to the attention of the Faculty at the earliest opportunity to enable us to provide the support you may require. The University's Disability Resource Centre is available to all trainees and will work with the Faculty to provide support before and during the PGCE course.

Disclosure of criminal background of those with access to children

All places on the PGCE course are conditional upon obtaining a satisfactory **Enhanced Disclosure** from the **Criminal Records Bureau**. The cost of this check must be met by the trainee. Students who do not complete this process prior to the start of the course will not be admitted to the course. General information about this process can be obtained from: http://www.direct.gov.uk/en/Employment/Startinganewjob/DG_195809.

In the event of a disclosure that contains information about a previous conviction or caution, the disclosure will be reviewed by the Faculty of Education to ascertain whether the offence will prevent admission to the course. Please be aware that the Rehabilitation of Offenders Act (1975) does not apply to those applying to the teaching profession and that criminal convictions or cautions, may never be considered "spent".

You should be aware that any previous convictions related to drug offences, violence or sexual abuse would be a matter of concern for your future employer and may debar you from entering the teaching profession. If, in relation to this, you are in any doubt about your future employment prospects, you may wish to contact your local education authority to seek some advice.

FEES AND FUNDING

Tuition Fees

PGCE trainees are required to pay variable or 'top-up' tuition fees. ***Please note, fees for 2012-13 have not yet been finalised.*** Trainees may also be required to pay an additional fee to their college, sometimes called a kitchen fee or non-residence fee.

UK Home students are eligible to apply for a student loan to cover the full costs of their tuition fees. Home students are also eligible to apply for a maintenance grant of up to £3,250 and a maintenance loan of up to £5,500.

UK Home students must apply through [Student Finance](#) * (or the appropriate Islands government if from the Channel Islands or Isle of Man) for a student loan to cover fees, and other financial support. Fee payments will be made directly to **your College** by *Student Finance*. Application for tuition fee payment should be made as early as possible after an offer of a PGCE place has been made and your College membership confirmed. All Home students must apply for a financial assessment in order to confirm their Home student status, even in no student loan application is to be made.

EU students are eligible to apply for a student loan to cover the cost of their tuition fees. The [Student Finance Services European Team](#) * will process applications for support from students from **EU countries**. Early application is recommended.

Students from overseas (non EU countries) are not usually eligible for tuition fee support. PGCE tuition fees for overseas students are in the region of £15,480 (2011 figure) and we **strongly recommend** that overseas students contact their prospective college in order to discuss fee arrangements. Further information on finance for overseas students is available from [The UK Council for International Student Affairs](#)

* see the *Student Finance website for more details:*

(<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance>)

Training Bursary

Home and EU trainees starting a PGCE course in September 2012 are eligible to receive a training bursary. The amount of the bursary depends upon the subject in which you are being trained and your undergraduate degree result.

Secondary Maths, Modern Languages, Chemistry, Physics - trainees will receive £20,000 (for those with a 1st), £15,000 (for those with a 2.1) and £12,000 (for those with a 2.2)

Early Years & Primary and all other Secondary subjects - trainees will receive £9,000 (for those with a 1st) and £5,000 (for those with a 2.1). Trainees with a 2.2 are not eligible for a government bursary.

Please see the [TDA website](#) for further information.

Hardship Funding

PGCE trainees may also be eligible for financial support from the Access to Learning Fund (see www.admin.cam.ac.uk/univ/funds/government.html)

Application to these funds must be made through your college after you start the course. The funds are only available to Home students and any training bursary payments you receive will be taken into account when needs or entitlements are assessed.

Further Information

If you are at all unsure about the suitability of your experience or qualifications please contact us for advice:

For Early Years & Primary or Secondary Art, Design & Technology, English, Music or Religious Studies enquiries call 01223 767679.

For Secondary course enquiries in Science, Classics, Geography, History, Mathematics, and Modern Languages call 01223 767674.

Email: pgce-admissions@educ.cam.ac.uk

Or write to: PGCE Office, Faculty of Education, 184 Hills Road, Cambridge, CB2 8PQ

General information about teaching, training to teach, funding and other support is available from the **Training and Development Agency for Schools (TDA)**: <http://www.tda.gov.uk> or from the Teaching Information Line: 0845 6000 991