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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 120 days working with teachers and children in schools across the region.

Courses are offered in the following age ranges:

- Early Primary (3-7 years)
- General Primary (5-11 years)
- Secondary (11-18 years)

In 2015 about 200 graduate trainees in the Faculty are expected to study for the Secondary PGCE, with a further 160 trainees following the Primary PGCE courses.

Cambridge is a collegiate university, which means that all students are members of a College as well as of the University itself. There are more than thirty Colleges in the University, and each one has its own character, buildings, governance, administration, intellectual and social life. Most Colleges contain a broad cross-section of academics ('Fellows') and students across the disciplines. As a PGCE student, you will spend most of your time immersed in work organised by the Faculty of Education so your life in the College gives you a great opportunity to meet and mix with people from other disciplines. Each College has enclosed grounds on one or more sites, with catering, sporting, cultural and social facilities. Most Colleges also have limited amount of student accommodation available.

All colleges charge a membership fee but if you are a Home/EU student, and are eligible to receive government funding (ie. student loan or maintenance loan/grant), this fee is incorporated into the funding you receive. This means you will not be required to pay an additional amount for College membership. However, you will still be expected to pay a small College registration fee and a non-Residents charge to cover use of College facilities. This amount varies from College to College.

Please note that the College collects the fees from all students and is responsible for transferring the tuition fee to the University. If you take a tuition fee loan from Student Finance they will pay this directly on your behalf.

Further information about college application process can be found in the admissions section (page 17).
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 PRIMARY & GENERAL PRIMARY PGCE COURSE

Trainees studying on the Early Primary course complete substantial placements in both the Foundation Stage and Key Stage 1, with opportunities for nursery placements for trainees with a personal interest in working with younger children.

Trainees studying on the General Primary course follow either:

- a 5-9 specialist option with substantial placements in Key Stages 1 and lower Key Stage 2, and a short placement in upper Key Stage 2
- a 7-11 specialist option with substantial placements in Key Stage 2 and a short placement in Key Stage 1.

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 Primary and General 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 generic aspects of teaching, children’s learning and the primary curriculum.

Throughout the course a team of professional studies 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 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 seven 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. Whatever course trainees follow, they are made aware of cross-phase curricular teaching and learning.

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 Computing and ICT, together with courses in the Foundation Subjects and in Religious Education. Courses for trainees wishing to teach in the Early Primary (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 is designed to enable trainees to develop into well-informed, confident, inclusive and critically reflective teachers of English. A series of cross-phase lectures, seminars and practical workshops, support understanding of spoken language, reading, and writing. The course explores exciting, innovative and creative ways to engage children with literacy learning from an early age and across the primary phase. It draws on research evidence and best practice seen in schools, within the context of current and planned statutory curriculum requirements. Throughout the course, the needs of all learners, including those with English as an Additional Language and those with Special Educational Needs are addressed. The course is underpinned by a philosophy that high quality literature for children and high quality writing from children are linked. As well as considering what is written in various genres (including picture books, novels, poetry, non-fiction texts, digital texts and film), prominence is also given to strategies for enabling children to become more fluent, enthusiastic, discriminating and adaptable readers and to ensuring that all trainees are confident and competent in how to teach early reading. The development and transition of children’s writing from emergent mark making to a fluent style is explored. Practical workshops support investigations into the writing process.

The course further emphasises the vital role that spoken language plays in all children’s learning as they develop skills to become competent language users. Sessions promote age-appropriate strategies for supporting spoken language skills, and draw on elements such as how to inspire and elicit children’s oral responses to different texts.

The **Early Primary English** course highlights children’s developing literacy skills through introducing playful experiences and creating literacy contexts which are meaningful to young children.

Additionally, the **General Primary English** course highlights creative approaches to English teaching designed to engage and inspire children to achieve their full potential as fluent and able speakers, readers, and writers.

The **Mathematics** course places great emphasis on increasing trainees’ confidence in, and enthusiasm for, mathematics. We aim to educate teachers who enjoy teaching mathematics and are able to convey their enthusiasm to pupils. A central aim of the course is to develop in trainees a knowledge of mathematical pedagogy which is underpinned by a ‘deep knowledge’ of relevant 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 in the Foundation Stage and Key Stage 1 (Early Primary trainees) or Key Stages 1 and 2 (General Primary trainees). Throughout the course tutors draw on research into the teaching and learning of mathematics as well as on practice in schools. National guidance, curriculum changes and recent reviews such as the Cambridge Primary Review and the Williams review, all inform the content and teaching approaches addressed during the course.

The **Early Primary maths course** is taught through a series of lectures and seminars that address early mathematical learning in both the indoor and outdoor environments. With strong links to the professional studies course, this course enables trainees to develop an understanding of the importance of promoting early mathematical learning through experiences which are playful and meaningful to young children. Sessions will explore the importance of handling real objects and using strong imaginary contexts before eventually developing abstract mathematical thinking.
Trainees will learn to deconstruct tasks, identifying the individual mathematical skills and concepts required, in order to provide effective teaching and support individual learning.

The **General Primary maths course** is similarly taught through lectures and workshops or seminars which focus on developing ‘deep subject knowledge’ and knowledge of pedagogical approaches or strategies in relation to particular content areas of primary school mathematics e.g. ‘multiplication and division’ or ‘shape and space’. Trainees try out, and reflect on, teaching/learning activities in the same content area. Seminar activities are selected to introduce trainees to a creative approach to mathematics teaching that is likely to engage children and promote the development of relational understanding. These seminars promote the use of teaching and learning approaches such as dialogic teaching, mathematical enquiry, collaborative working, problem solving and the use of innovative and relevant resources.

The **Science course** is designed to build confidence and competence in the teaching of science, an area of study central to children’s experience in primary schools. Trainees are introduced to approaches to scientific enquiry, to science ideas that form the basis of work with young children and to ideas about teaching and learning that underpin activities inside and outside the classroom. Linking strongly to the work carried out on placements in partnership schools, the **Early Primary science course** addresses the teaching of science within a holistic age-appropriate curriculum. Sessions look at areas of knowledge such as ‘materials’, ‘weather and seasons’ and ‘ourselves’, and generic topics such as science through play, science and creativity and the importance of making links to the other core subjects in KS1 and the prime areas of learning in the EYFS.

The **General Primary science course** similarly considers a wide range of issues and themes relevant to the teaching of science in primary schools. Through lively, interactive sessions, Faculty-based elements of the course address such questions as:

- What are relevant topics in science at primary school?
- How to I start to understand progression in children’s learning in science?
- What is the place of practical work in science teaching and learning?
- What subject knowledge do I need to be able to teach science effectively?
- Where does the statutory curriculum fit in developing my understanding of primary science?

On both the **Early and General Primary courses** there is a strong emphasis on links to school experience. School-based tasks are designed to inform Faculty-based sessions and vice versa, and there is an expectation that science teaching will become embedded in trainees’ developing practice in placement schools.

A highlight of the year for all trainees on the science course is the ‘Environment Day’. This extended experience places science firmly within a cross curricular context as trainees discover how science activities and a wide range of creative arts - including work with clay, textiles, printing and photography - can be brought together within a study of the natural environment. The course therefore intends to develop informed professionals ready to face the many challenges inherent in the teaching of science in Early Primary and Primary settings. Above all, the science course aims to inspire and enthuse trainees to become confident, competent and creative teachers of this important subject.

The Faculty-based elements of the **Computing and ICT course** are built upon the framework provided by the 2014 Computing curriculum. The course aims to familiarise trainees with core concepts, including such terms as algorithm, simple program, logical reasoning, decomposing, sequence, selection and repetition. This is done in the context of engaging activities that are appropriate for Early Primary and General Primary children, such as the use of the Bee-bot floor robot and online programs such as Scratch. In addition, e-safety remains a major focus of the course, as does the use of the IWB for teaching and learning.
In schools, directed tasks guide initial participation in the use of ICT in teaching and learning and in the building of an understanding of primary computing in action. Every trainee makes a half-day visit to a lead Computing/ICT school in the Faculty Partnership, focusing on children’s learning as they use ICT and Computing hardware and software.

**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.

At least 120 days of the course are 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 Primary School setting
Trainees undertake a home-based school placement of one week at the start of the course in September. This is spent in a state primary school and is informed by observation schedules and notes of guidance provided by course tutors.

Part I of the course
During the Michaelmas [first] term, trainees are attached, in pairs, to a partner school for four 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 building up to teaching whole class lessons 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 partnership school, in a different age phase covered by their course. This forms part of their second school placement, which mostly takes place in the first part of the second term. This eight week placement 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. Faculty tutors visit during the placement to observe lessons and monitor progress.

Part II of the course
This eight week placement is completed individually and takes place mainly in the third term, in a different partnership school. Working closely with the class teacher, the trainee now has the opportunity to take fuller responsibility for the teaching and 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 monitor progress.

HOW THE PRIMARY PGCE COURSE IS ASSESSED

- Practical teaching performance
- Written assignments
  - Curriculum assignment – 6000 words (submitted in January)
  - Research assignment – 6000 words (submitted in early March)

You will be required to complete a short non-examined written task before the start of the PGCE course. Details of this will be sent to you during the summer.
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
Latin with 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.
SECONaARY 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**  ([http://www.educ.cam.ac.uk/courses/pgce/secondary/art.html](http://www.educ.cam.ac.uk/courses/pgce/secondary/art.html))

This is a demanding yet exciting and stimulating course that prepares trainees for entry into the teaching profession as creative and imaginative art educators; art & design education at Cambridge is rapidly acquiring an international reputation. We are concerned with the artistic and aesthetic development of young people in our schools and 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 current issues in art & design education, such as assessment and the role of theory. 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 historians and others whose degree is not studio based are welcome to apply, but evidence must be shown at interview of practical expertise and degree level understanding in an area of art, craft or design.

**Latin with Classics**  ([http://www.educ.cam.ac.uk/courses/pgce/secondary/classics.html](http://www.educ.cam.ac.uk/courses/pgce/secondary/classics.html))

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. However, as 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. If you have any queries about your Latin qualifications, please contact the PGCE office for advice.
Design & Technology
(http://www.educ.cam.ac.uk/courses/pgce/secondary/designtechnology.html)

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 expected to teach one of the following fields of knowledge to Key Stage 3 (11-14 years) and to specialise in second 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  (http://www.educ.cam.ac.uk/courses/pgce/secondary/english.html)

The English PGCE course is for those wishing to train as secondary teachers of English 11-18. The course includes learning how to teach English language, literature and literacy as well as significant aspects of drama, media and ICT. It is built upon principles of inclusion and equality of opportunity in teaching and learning for all students whatever their potential and achievements. It assumes that trainees will foster their own and their students’ creativity through an enthusiastic commitment to adventurousness, exploration and systematic hard work within and beyond the classroom, whether studying spoken language, reading poetry, writing stories, engaging in practical drama, creating multimodal texts or exploring pictures and artefacts in museums and galleries. It encourages trainees to develop an attitude of critical enquiry and see themselves as teachers who research their classrooms so that they make informed choices in all that they do. Whatever trainees’ beliefs about English teaching and what makes a good English teacher, this course will challenge, extend and develop their understanding.

The course will encourage trainees to think about ways of ensuring English is engaging and stimulating for the students they will teach during this year and future years as they progress in their career as English teachers. Trainees experience a variety of interactive teaching methods including whole class teaching, structured group work, individual or pair work. There is a strong emphasis on learning collaboratively through discussion, presentations, peer-tutoring and group writing, as well as on independent study and research. 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, reflect critically on their experiences as learners and teachers, and deepen their understanding through classroom-based research.
**Geography** ([http://www.educ.cam.ac.uk/courses/pgce/secondary/geography.html](http://www.educ.cam.ac.uk/courses/pgce/secondary/geography.html))

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** ([http://www.educ.cam.ac.uk/courses/pgce/secondary/history.html](http://www.educ.cam.ac.uk/courses/pgce/secondary/history.html))

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  (http://www.educ.cam.ac.uk/courses/pgce/secondary/maths.html)

| Why does \(1 \times 1 = +1\)?  
| Multiplying a number by 10 is not a case of adding zero  
| Pupils are sometimes told that to divide by a fraction you simply turn the second number upside down and multiply. Is this helpful? Why does it work (or not)?  

*Three simple statements/questions that need, and are given, careful thought during teaching sessions*

The Mathematics PGCE course aims to help turn those with an interest in mathematical education into inquiring, supportive and inspirational teachers.

On the course you will examine critically current teaching approaches, resources and research in order to help you understand more fully how all secondary school pupils can become successful learners of mathematics. 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 appropriate 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. The schools in partnership for mathematics are committed to working with pupils across the secondary age and attainment range and include committed teachers and experienced mentors.

Applicants generally have a good degree in mathematics either as a single subject degree or as a combination with other subjects, and will have undertaken some recent observation experience in a school in keeping with those used in our partnership.

Modern Languages  (http://www.educ.cam.ac.uk/courses/pgce/secondary/modlanguage.html)

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**  (http://www.educ.cam.ac.uk/courses/pgce/secondary/music.html)

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? 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**  (http://www.educ.cam.ac.uk/courses/pgce/secondary/religious.html)

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  (http://www.educ.cam.ac.uk/courses/pgce/secondary/science.html)

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 and field biology. There is an emphasis on active participation and collaboration in all components of the course.

The Chemistry course is available to graduates whose degree course included Chemistry (e.g. 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 First or Upper Second (2.1) classification. We may consider applicants with a 2.2 if they have an otherwise strong academic background, a supportive academic reference and are able to demonstrate other strengths in their application; however, if you do have a 2.2, please contact the PGCE Admissions Office before you apply so that we can give you carefully considered advice.

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 B or above.

For the Early Primary/General 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 (minimum grade C) in English language and mathematics. Early Primary and General Primary PGCE applicants must also hold a GCSE pass (minimum grade C) 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. These qualifications are in addition to your degree.

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 English is not your first language, you must hold an Academic IELTS qualification with a minimum score of 7 in each element.

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). We will also accept applicants who studied the International Baccalaureate. For applicants from the Republic of Ireland, Home Economics and Agricultural Science are not recognised as being a science subjects. Science studied up to Junior Certificate level is not sufficient.

Unfortunately, the City & Guilds/OCR 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 course prepares trainees who want to teach in the British state sector and we therefore expect that applicants for a PGCE course will have undertaken at least 10 days work experience or observation in the year before they apply for the PGCE in a mainstream British 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. It is recommended that at least 5 days should be undertaken in a block placement and if possible gain experience in more than one school.

Although all experience with children is advantageous (eg. scouts, summer camp etc), applicants without relevant school experience are unlikely to be successful. Classroom teaching is different from any other role with young people you may have experienced. Working at a youth club, summer camp or helping on a school trip will tell you whether you like working with that age group and but not whether you will enjoy teaching. Teaching English as a Foreign Language will give you some teaching skills but won't prepare you for a class of 30 in a state comprehensive school. School classroom observation is important for you to decide if teaching is really for you and is the only real way to find that out. We want to know that you have a good understanding of the role and the challenges it entails.

Make the most of your classroom experience
Talk to the teachers in the staff room about the profession, how they feel about it, how do government initiatives really affect them, what do they think about SATS, what they particularly like about teaching, anything that could give you an insight into the role. Being able to refer in detail about being inspired by a particular teacher, or to give an example of a moment when you helped a child understand something complex through a creative approach, in an application or interview will make you a far more convincing and committed applicant.

Keep a diary of your classroom experience:
- Did you observe any particularly good/bad teaching practices
- How did you feel
- How did the teachers prepare for class
- What was the structure of lessons
- What was inspirational to you and confirmed your wish to teach
- How did the teacher deal with challenging situations when they arose

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

1. UCAS Teacher Training (UTT) application
Applications must be made online through UCAS. You will need to provide details of two referees. If you have been in higher education within the last 5 years, your first referee must be an academic one. Further advice and information about the process is available at http://www.ucas.com/how-it-all-works/teacher-training.

Candidates are selected for interview based on the information provided on their application form only.

2. Literacy & Numeracy Skills Tests
All applicants for initial teacher training (ITT) courses must pass the Department for Education Skills Tests in Numeracy and Literacy before they start a course. If you are invited to attend an interview at Cambridge, you will be expected to have booked your Skills Tests, even if you haven't yet taken them. You will be required to bring proof of this to the interview. Both Skills Tests must be passed within 28 days of an offer being made. If you fail either test three times you will not be allowed to start the PGCE and will be barred from re-taking the tests for a further two years.

Further details are available at the Department for Education website: http://www.education.gov.uk/get-into-teaching/apply-for-teacher-training/skills-tests.aspx

3. College membership application
College membership is a requirement for all PGCE trainees at Cambridge and arrangements for college membership are made by the Faculty of Education PGCE Admissions Office.

If invited to attend an interview you will be sent a College Application Form on which you may specify two colleges to whom you application for membership will be sent in order of preference; however, your application will only be circulated once you have been formally offered and accepted a place on the PGCE course. If neither of your College choices offer you admission, your application will automatically be forwarded to an appropriate College chosen by the Faculty.

Although all colleges charge a membership fee, this will be paid for you by the University if you are in receipt of a government loan or grant. However, even if your membership fee is paid by the University, all colleges charge a small registration fee and a fee for use of facilities, even if you are non-resident. These fees are paid by the student. The fee charged varies from college to college, so applicants are advised to contact colleges directly for this information.

College membership does not guarantee college accommodation. Most colleges only have a very limited amount and this is often not allocated until late in the summer, so be prepared to look for private accommodation.

For information about Cambridge Colleges see www.cam.ac.uk or see the Graduate Studies prospectus.
**Application Period**

We will accept applications for all courses from early November until the 30th June or whenever the course is full, whichever date is earlier.

Competition for places is extremely high so we recommend that applications are made before Christmas to avoid disappointment should a course be filled early in the academic year.

See the [PGCE vacancies](#) page on our website for information about current vacancies.

**Interviews**

Interviews take place at the Faculty of Education and must be attended in person. We are not able to offer telephone/Skype interviews if you are out of the country.

Interviews are arranged on a rolling basis, generally from early December, until the course is full. We have a limited number of places on each course, so for the most popular subjects, such as Secondary English, Art, Classics and History, we may only hold a small number of interview panels and usually expect to be full very early in the year.

Interviews for the Primary courses usually run from early December through to March. Each interview panel consists of eight candidates and four interviewers (a mix of Faculty and school-based staff from our Partnership schools) and lasts approximately 3½ hours.

Most interviews consist of a group discussion/activity, an individual interview, a written task and some form of presentation to other candidates/interviewers. For Secondary courses you may also be required to complete a subject specific task, e.g. for Art and Design & Technology you are required to provide a portfolio of work.

**Equal opportunities**

The 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 Disclosure and Barring Service. All PGCE trainees must obtain an Enhanced Disclosure from the DBS at the behest of the Faculty of Education, even if they have already been issued one by an employer or other organisation. Trainees who have spent more than 6 consecutive months abroad in the last five years will also be required to obtain the equivalent disclosure from that country.

The cost of all checks must be met by the trainee.

Information about this process can be found at: [http://www.admin.cam.ac.uk/students/gateway/regulations/dbs-pgce.html](http://www.admin.cam.ac.uk/students/gateway/regulations/dbs-pgce.html)

Students who do not complete this process prior to the start of the course will not be admitted to the course.

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 Admissions Review Panel 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

Please read all of the following section very carefully. You may not be allowed to start your PGCE if you have not made adequate preparation to cover your fees.

Home/EU: £9,000
Islands/Overseas: £22,674 plus college membership fee

Your College (i.e. the Cambridge College of which you will be a member during your course) will collect your fees, and arrange for the tuition fees to be paid to the University. If you are eligible for a tuition fee loan (see below) your fees will be paid directly to the college by the funding body on your behalf. If you have not arranged a tuition fee loan, or you are ineligible, you will be liable to pay your own fees.

If you are intending to pay your own tuition fee (without a loan), your college will expect full payment in advance at the start of the course. The training bursary/scholarship (if you are eligible to receive one) is paid to you monthly in arrears from October onwards, so cannot, in practical terms, be used to pay your fees.

Home and EU students

Home and EU students will be liable to pay a fee of £9,000. Colleges also charge a membership fee but the University will pay this for those who are eligible for government funding (i.e. student loan or maintenance loan/grant).

Please note, if you are a UK citizen but have been living outside the UK/Europe for more than 3 years prior to the start of the course Student Finance may classify you as an overseas student and you will therefore be charged fees at the overseas rate.

Channel Island/Isle of Man/Overseas students

Channel Island/Isle of Man/Overseas students will pay a fee of £17,880 and in addition they will have to pay a college membership fee.

All students

In addition to any college membership fee that students may have to pay (see above) all students are liable to pay a contribution towards the cost of provided facilities and a registration fee. This amount varies from college to college. Please check with the college concerning this fee.

Funding

Home students are eligible to apply for the following support in the academic year 2015-16. The Maintenance Grant is means tested on household income. UK students classified as overseas (see note above) will not usually be eligible for tuition fee support.

|                      | Up to £9,000
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<tr>
<td>Tuition Fee Loan</td>
<td></td>
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<tr>
<td>Maintenance Grant for Living Costs</td>
<td>Up to £3,387</td>
</tr>
<tr>
<td>Maintenance Loan for Living Costs</td>
<td>Up to £5,740</td>
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EU students are eligible for the following support in the academic year 2015-16

|                      | Up to £9,000
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<tr>
<td>Tuition Fee Loan</td>
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If you are a mature student with dependants, you may also be entitled to grant payments for your dependants, and for various other allowances. Student Finance will explain these to you when you submit your application for financial support.

You are responsible for applying for the above loans and grants yourself. It is important you do this as soon as you have been offered a place and College membership confirmed.

**Islands students** should apply for funding support from the relevant government department. You will be asked to complete a financial guarantee before starting the PGCE, to show that you are able to pay your fees in full.

**Overseas students** (from non EU countries) are not usually eligible for tuition fee support. We will ask you to complete a financial guarantee before starting the PGCE, to show that you are able to pay your fees in full.

**Training Bursary**

UK, EU and Islands students are eligible to receive a National College of Teaching and Leadership bursary. The amount of the bursary depends upon the subject in which they train and their undergraduate/highest degree result.

Although Channel Islands/Isle of Man students will be treated as Overseas students for tuition and College Membership fee purposes, they will be entitled to the NCTL bursary if they meet the eligibility criteria (i.e. subject studied and degree result). UK students classified as Overseas (see note above) will not usually be eligible for a training bursary.

You do not need to apply for the training bursary as this is arranged by the Faculty on your behalf. However, we will send you a form in August asking for details of your qualifications and bank details. The bursary is non-taxable and non-repayable and will be paid into your bank account in monthly instalments from mid-October to mid-July.

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<thead>
<tr>
<th>Degree result</th>
<th>1st or PhD</th>
<th>2.1 or Masters</th>
<th>2.2</th>
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<tbody>
<tr>
<td>Primary: Early Primary, General Primary</td>
<td>£9,000</td>
<td>£4,000</td>
<td>0</td>
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<tr>
<td>Secondary: Physics</td>
<td>£25,000</td>
<td>£25,000</td>
<td>£15,000</td>
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<tr>
<td>Secondary: Chemistry, Latin with Classics, Mathematics, Modern Languages</td>
<td>£25,000</td>
<td>£20,000</td>
<td>£15,000</td>
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<tr>
<td>Secondary: Biology</td>
<td>£15,000</td>
<td>£12,000</td>
<td>£10,000</td>
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<tr>
<td>Secondary: Design &amp; Technology, Geography</td>
<td>£12,000</td>
<td>£9,000</td>
<td>£4,000</td>
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<tr>
<td>Secondary: English, History, Music, Religious Studies</td>
<td>£9,000</td>
<td>£4,000</td>
<td>0</td>
</tr>
<tr>
<td>Secondary: Art &amp; Design</td>
<td>0</td>
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**Bursary payment schedule:**
Trainees receiving £4,000/£9,000/£10,000/£12,000 - 10 equal monthly payments
Trainees receiving £15,000 – 10 payments of £1200 plus an extra £1500 in February & July
Trainees receiving £20,000 – 10 payments of £1400 plus an extra £3000 in February & July
Trainees receiving £25,000 – 10 payments of £2000 plus an extra £2500 in February & July
Physics, Chemistry and Mathematics trainees with a 2.1 or a 1st are eligible to apply for an Institute of Physics, Royal Society of Chemistry or an Institute of Mathematics scholarship worth up to £25,000. Scholarships are paid instead of the training bursary, not in addition to it.

For more details please see:
http://www.education.gov.uk/get-into-teaching/funding/postgraduate-funding

Other Sources of Information
- Support for EU students
- UK Council for International Student Affairs
- Department for Education
- Student Finance
- You may also be eligible for financial support from the Access to Learning Fund (ALF)
FURTHER INFORMATION

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

| Primary:          | Early Primary               | Ursula Clarke  
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<td>General Primary</td>
<td>01223 767679</td>
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<td>Secondary:</td>
<td>Art &amp; Design</td>
<td>Ursula Clarke</td>
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<tr>
<td></td>
<td>Design &amp; Technology</td>
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<td>English</td>
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<td>Music</td>
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<td></td>
<td>Religious Studies</td>
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<tr>
<td>Secondary:</td>
<td>Classics</td>
<td>Robert Garnett</td>
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<td></td>
<td>Geography</td>
<td>01223 767674</td>
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<td>History</td>
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<td>Mathematics</td>
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<td>Modern Foreign Languages</td>
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<td></td>
<td>Science (Biology, Chemistry</td>
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<td></td>
<td>&amp; Physics)</td>
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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 Department for Education [http://www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching) or from the Teaching Line 0800 389 2500.