



Welcome to the University of Worcester

Open Day Presentation - Primary PGCE

University-Based and School-Based (School Direct)

Early Years
Later Years
PE Specialism
Maths Specialism



BEFORE WE BEGIN...

- It is worth noting that all content is indicative and subject to change. Any changes would not be substantial but would be there to make the course even better.
- We are continually responding to student feedback (through course representatives), external feedback and partnership developments. Again, this is all to make the course as effective as possible.

WHY WORCESTER?



Why Worcester?

- Excellent employability (97% of students in work six months after graduation)
- Close knit campus community
- Proven high levels of student satisfaction
- Recently won the Sustainability Institution of the Year at the Green Gown Awards 2019
- An award-winning library facility –The Hive
- Variety of campuses – the Arena, the Hive, City campus, Riverside, St. John's
- Take a virtual tour of the campus here - <https://www.worcester.ac.uk/life/virtual-tour.aspx>

FINALISTS FOR

THE AWARDS
2019

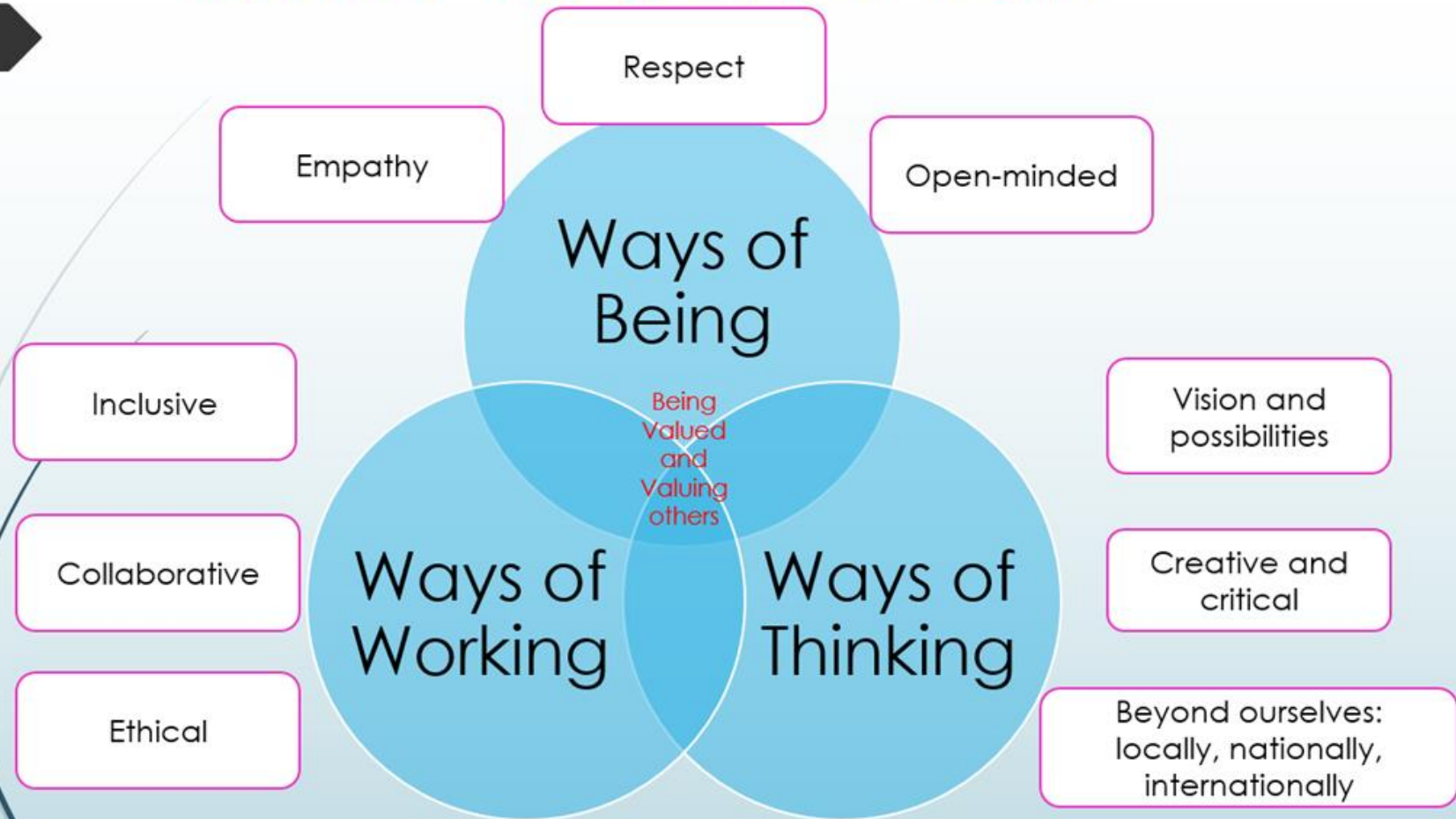
UK
Social
Mobility
Awards™

 Green Gown
Awards 2019

UNIVERSITY OF THE YEAR

OUR PRIMARY TEAM PRINCIPLES

We are a 'values-based' team:



WHY US FOR PRIMARY TEACHING?

Why Worcester for your Primary PGCE?

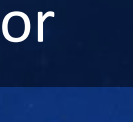
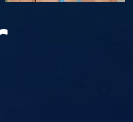
- Dynamic, exciting and vibrant course designed to support all students
- Combination of research, theory and criticality within sessions
- Personalised support
- Online and face-to-face delivery
- Professional, research-active, supportive tutors
- A wide breadth of partnership schools, geographically and demographically
- Excellent employability
- Consistently high levels of student satisfaction

It's in our blood!



THE TEAM

- **Dan Hughes**, PGCE Primary Course Leader
 - **Julie Sutton**, School-based Lead
- **Lorna Williams**, Early Years Cohort Lead
- **Sharon Lannie**, Later Years Cohort Lead
 - **Rhys Pritchard**, PE Specialist Lead
 - **Pinky Jain**, Maths Specialist Lead
 - **Andrea Holloway**, Outreach Lead
- **Rachael Paige**, Primary Department Leader
- **JJ Dadd**, PGCE University-based Course Administrator
- **Helen Bayfield**, PGCE School-based Course Administrator



UNIVERSITY SESSIONS

The course is a mixture of university sessions and school experience.

Approximately 14 weeks for University-based pathways and 31 days for School-based pathways (additional training provided by school) are spent completing university-based sessions.

Excellent preparation to teach all subjects.

Inclusion, SEND, EAL, mental health and well-being are also embedded.

No exams - assessed through presentations, assignments etc.

On the next slide are the 3 modules you will complete:



The Module Structure – indicative

For both university-based and school-based pathways

Module 1

The Developing Teacher:
Professional Identity,
Responsibilities and
Inclusive Practice

*Content includes behaviour,
inclusion, reflective practice,
the learning environment.*

Level 6/7

30 credits

Links to TS1, 7, 8 and Part 2

Assignment A

January submission

Focus: Critical reflection on
behaviour and inclusive
practice, and a subsequent
personalised action plan.

Module 2

The Learning Child:
Pedagogy and Practice –
Teaching and Learning for
All

*Content includes learning
theory, child
development, core and
foundation subjects.*

Level 6/7

30 credits

Links to TS2, 3, 4, 5, 6

Assignment B

April submission

Focus: Critically evaluating
a sequence of learning,
focusing on assessment
and all pupils' progress.

Module 3

Life in School:
School Experience –
Meeting the Teachers'
Standards

*Content includes school
placements,
development days.*

QTS

Non-credit bearing

ERP / Tripartite at the
end of SE3

PE Specialists / Maths Specialists

These modules will
be done with a
specific focus on
developing as a
PE/maths teacher.

You will also
complete
additional subject
specialist session
for the Learning
Child. Your
assignment in this
module will be
focused on your
specialist subject.

You will have more
time in schools to
teach and develop
your specialism.

SCHOOL EXPERIENCE

At the very minimum, a significant period will be spent in high quality, carefully chosen partnership schools, in a range of geographical locations, ensuring compliance with relevant DfE guidance.

This may include: Extended experience in at least two contrasting schools plus an alternative/enhanced placement.

Placements are organised for you by a dedicated School Experience team and personal circumstances are considered. Personalised support is provided by experienced UW tutors in addition to experienced class teachers and school mentors.



THE YEAR AHEAD – UNIVERSITY-BASED

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indicative Content	<ul style="list-style-type: none"> University of Worcester taught sessions Visit days in school (2 weeks unassessed) 	<ul style="list-style-type: none"> School Experience 1 Taught sessions (1 week) 	<ul style="list-style-type: none"> University of Worcester taught sessions Enhanced Placement e.g. SEND / Secondary school placement School Experience 2 commences 	<ul style="list-style-type: none"> School Experience 2 continues Taught sessions (1 week) 	<ul style="list-style-type: none"> University of Worcester taught sessions School Experience 3 commences 	<ul style="list-style-type: none"> School Experience 3 continues NQT Transition

THE YEAR AHEAD – SCHOOL-BASED

School Experience 1 & 3

University training

School Training

Contrasting school
placement

Enhanced placement

Directed Study / School
Half term

Week No	w/b	Monday	Tuesday	Wednesday	Thursday	Friday
1	24-Aug					
2	31-Aug	BH	SE1	SE1	SE1	SE1
3	07-Sep	UW Training	UW Training	UW Training	UW Training	UW Training
4	14-Sep	SE1	SE1	SE1	SE1	School Training
5	21-Sep	SE1	SE1	SE1	SE1	UW Training
6	28-Sep	SE1	SE1	SE1	SE1	School Training
7	05-Oct	SE1	SE1	SE1	UW Training	UW Training
8	12-Oct	SE1	SE1	SE1	SE1	School Training
9	19-Oct	SE1	SE1	SE1	SE1	UW Training
10	26-Oct	Directed study	Directed study	Directed Study	Directed study	Directed study
11	02-Nov	SE1	SE1	SE1	SE1	School Training
12	09-Nov	SE1	SE1	SE1	UW Training	UW Training
13	16-Nov	SE1	SE1	SE1	SE1	School Training
14	23-Nov	SE1	SE1	SE1	UW Training	UW Training
15	30-Nov	SE1	SE1	SE1	SE1	School Training
16	07-Dec	SE1	SE1	SE1	SE1	School Training
17	14-Dec	SE1	SE1	SE1	SE1	SE1
18	21-Dec	Holiday	Holiday	Holiday	Holiday	Holiday
19	28-Dec	Holiday	Holiday	Holiday	Holiday	Holiday
20	04-Jan	UW Training	UW Training	UW Training	UW Training	SE2
21	11-Jan	SE2	SE2	SE2	SE2	SE2
22	18-Jan	SE2	SE2	SE2	UW Training	School Training
23	25-Jan	SE2	SE2	SE2	SE2	SE2
24	01-Feb	SE2	SE2	SE2	SE2	UW Training
25	08-Feb	SE2	SE2	SE2	SE2	SE2
26	15-Feb	Directed study	Directed study	Directed study	Directed study	Directed study
27	22-Feb	SE2	SE2	SE2	SE2	SE2
28	01-Mar	SE2	SE2	SE2	UW Training	UW Training
29	08-Mar	SE2	SE2	SE2	UW Training	UW Training
30	15-Mar	SE2	SE2	SE2	SE2	SE2
31	22-Mar	Enhanced Placement	Enhanced Placement	Enhanced Placement	Enhanced Placement	Enhanced Placement
32	29-Mar	SE3	SE3	SE3	UW Training	BH
33	05-Apr	BH	Holiday	Holiday	Holiday	Holiday
34	12-Apr	Holiday	Holiday	Holiday	Holiday	Holiday
35	19-Apr	SE3	SE3	SE3	UW Training	UW Training
36	26-Apr	SE3	SE3	SE3	SE3	School Training
37	03-May	BH	SE3	SE3	SE3	UW Training
38	10-May	SE3	SE3	SE3	SE3	School Training
39	17-May	SE3	SE3	SE3	SE3	UW Training
40	24-May	SE3	SE3	SE3	SE3	School Training
41	31-May	BH	Directed study	Directed study	Directed study	Directed study
42	07-Jun	SE3	SE3	SE3	SE3	UW Training
43	14-Jun	SE3	SE3	SE3	SE3	School Training
44	21-Jun	SE3	SE3	SE3	SE3	SE3
45	28-Jun	SE3	SE3	SE3	SE3	UW Training

ASSESSMENTS AND EVIDENCE

University

- Assessments – 2 assignments at Level 7 (30 credits each) for all pathways
- Attendance is monitored
- Engagement with sessions and the programme.
- ***On successful completion of all pathways (University and School-based) provide the same PGCE qualification with QTS***

School

E-Reflective Portfolio (PebblePad):

8 Teachers' Standards

Part 2 – Personal and Professional Conduct

Tripartite Interview at the end of the third placement

WHICH PATHWAY?

UNIVERSITY-BASED

SCHOOL-BASED

LATER YEARS

EARLY YEARS

PE SPECIALIST

MATHS SPECIALIST



PGCE SCHOOL DIRECT

- Early Years or Later Years.
- A 2-part interview – UW and School-based.
- Immersion in school from September to July.
- You choose the school you want to apply to from Partner schools across the West Midlands.
- A minimum of 30 days in University with expert input from University teachers.
- Search and select the school that you would like to train in via UCAS Teacher Training (this may change due to DfE guidelines – please check on our website).

PGCE PRIMARY ENTRY REQUIREMENTS

- ALL ROUTES

Degree: An honours degree usually of 2:2 or above (applicants with a 3rd class degree or an ordinary degree will be considered on an individual basis)

GCSE: Minimum of grade C/4 or equivalent in English, maths and science

School Experience: You are strongly encouraged to undertake additional school experience before starting the course as this is beneficial in increasing your knowledge and experience; however this will not be a condition of interview or an offer.

An appropriate, related A level (or equivalent qualification) or significant experience is required to apply for the PE Specialist and maths specialist routes.

Equivalency
tests
available.
Contact
AdmissionsB@worc.ac.uk

Please note,
not all tests
are accepted
– please
seek advice.

PGCE PRIMARY ENTRY REQUIREMENTS - ALL ROUTES

- Online medical questionnaire
- Safeguarding checks **including DBS**

If you have lived, studied or worked overseas for three months or more in the last five years a Certificate of Good Conduct from the country of residence will be required. Further information and guidance associated with additional costs are available from the [Home Office](#).

ENGLISH AND MATHS SUBJECT KNOWLEDGE – ALL QTS ROUTES

- The Government replaced the skills test with a new system of provider-led assurance for 2020/21. There are ***NO SKILLS TESTS*** anymore.
- Initial Teacher Training providers are expected to make an assessment of English and mathematics knowledge of a trainee and ensure competence by the end of training. This will be part of achieving your QTS.

PERSONAL STATEMENTS

- We want to know why you want a career in teaching. What was that 'light bulb' moment?
- Emphasise the relevance of your previous studies, career and experiences to the subject and/or age group you have chosen.
- Give practical examples to illustrate each point, particularly examples from recent school experience and where relevant, from any other experience you may have of working with children.
- Ensure that personal statements are well-written, accurate and error-free.



THE INTERVIEW

At interview, you may be asked to (indicative):

School Direct – you may have a further interview in school, where you may be asked to carry out a teaching activity/task.

- **Complete a book task – this involves sharing a children's book of your choice and explaining why you identified this book.**
- **Engage in observed professional discussions on a relevant topic.**
- **Answer interview questions including a specific phonics question which you will be asked to prepare for before the interview.**
- **You will be required to demonstrate a good knowledge of current issues in Primary and Early Years education, policy and practice.**

All information is sent out to you by the Admissions team prior to interview = no surprises.

We want you to do your best!

PGCE PRIMARY – THE HEADLINES

We are annually assessed by External Examiners who support course development and give us feedback. Here are some of the recent comments:

Students are most appreciative of the quality of learning and teaching on the PGCE course.

A particular strength of this course is its curriculum-focused inclusive pedagogy and practice.

The PGCE and its component parts continue to offer a coherent, high-calibre academic programme.

The PGCE course continues to provide an empowering learning experience for all students.

WHAT DO THE STUDENTS SAY?

Knowledgeable and
enthusiastic lecturer

Incredible
lessons...everyone
involved

Lots of great practical
ideas we can use in
lessons

The course was
engaging, practical and
well structured

All aspects made very
clear

SUPPORT

We believe that the support at the University of Worcester is outstanding. We aim to provide each student with varied and personalised support throughout the course and beyond.

BEFORE the course...

- Pre-Course Learning Journal including tasks and reading to prepare you
- Induction Day
- Induction week (and some sessions thrown in)...
- Contact with the team

DURING the course...

- PAT Tutor
- Blackboard
- Resource lists
- Cohort Leads
- School Experience Tutors
- Firstpoint
- School partnership team including Lead Mentors
- Weekly updates email
- Your peers

AFTER the course...

- Early Career Framework
- NQT support group
- Access to resources
- Lifelong connections
- Communities of practice
- We're still here for you!

I'M INTERESTED. WHAT ELSE CAN I DO?

If possible, gain experience in a primary setting.

Talk to friends and family who are involved in education to gain an insight into the roles and responsibilities of primary teachers.

Think about what skills, qualities and attributes you need to be a primary teacher.

Find out about current research in teaching and learning and current government policy.

Access our web pages for further information including about Taster sessions and evenings.

UCAS Teacher Training

Get Into Teaching Government Website

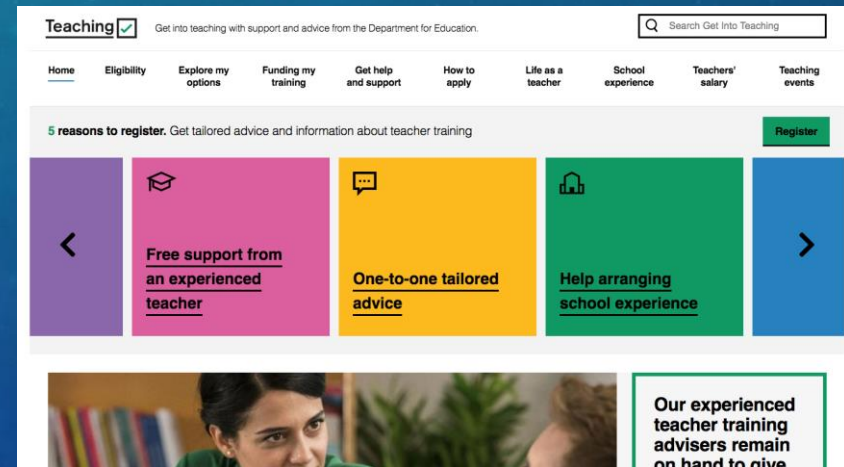
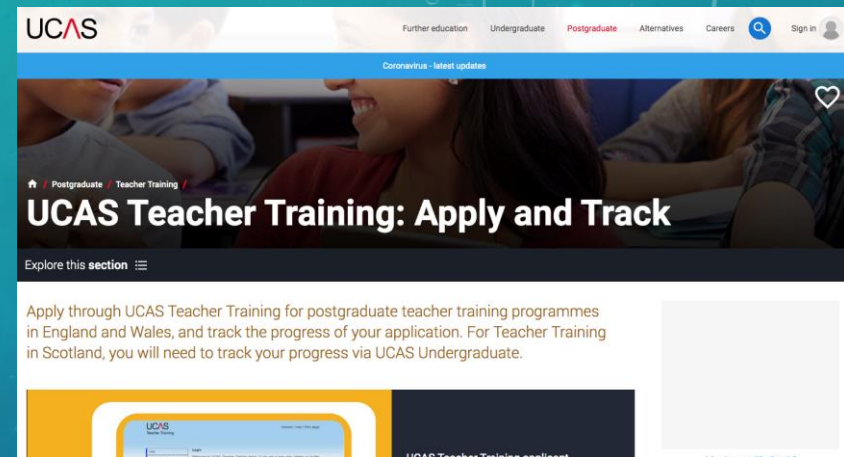
For more information on
eligibility/criteria:

admissionsb@worc.ac.uk

daniel.hughes@worc.ac.uk

(School-Based Provision:

j.sutton@worc.ac.uk)



ANY QUESTIONS?

