



Progress to Postgraduate Certificate in Education with QTS

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A warm welcome from our Head of School

There has never been a more important time to consider being a teacher. The world is changing so fast and we are confronted with new and increasingly complex challenges all the time. The teachers of the future will be instrumental in helping our next generation of learners navigate this fast paced and changing world supporting, not only their academic development but their well-being and holistic development.

A career in teaching is a chance to be part of young people's lives and to help shape the leaders of the future. Here in Durham we very much see education as the solution to so many of the world's difficulties and believe that in supporting your development as future teachers we will equip you to be part of that solution too.

We believe in education as a source of equity and opportunity and through it we can provide so many young people with a chance to thrive irrespective of their individual circumstances or backgrounds.

Professor Julie Rattray
Head of School



Contents

Disclaimer

Why Teach?

General information about our PGCE courses

Primary PGCE

Secondary PGCE

Applying for a place

Questions



Please note

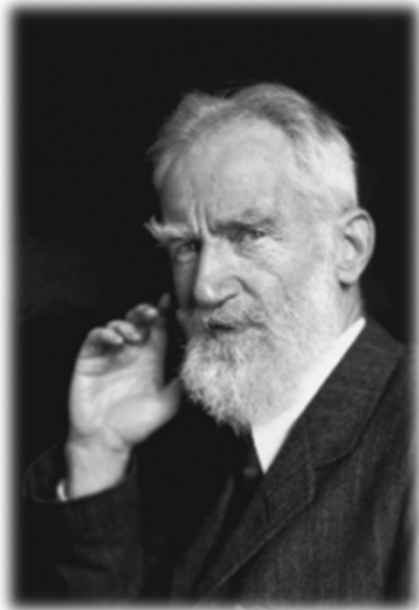
The information included in this presentation is correct at the time of the event but may change slightly before the new academic year.



Teaching

**‘Those who can do,
those who can’t teach!’**

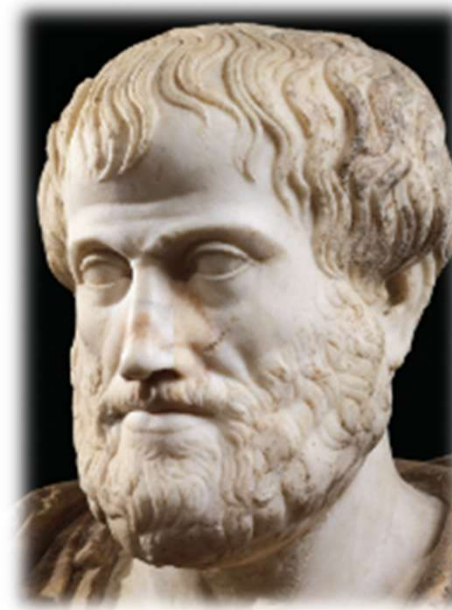
George Bernard Shaw 1856-1950



‘Those that can, do.

Those that understand, teach!’

Aristotle 384-322 BCE



Why Teach? It is NOT just about holidays and pay...

IT IS

Hard work

Never dull

Intellectually challenging

Physically and emotionally demanding

BUT IT IS ALSO

Rewarding and fulfilling

Well paid

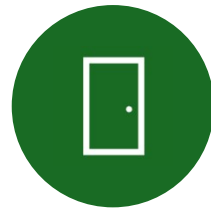
Excellent career prospects



Why Teach?



TO INSPIRE



TO OPEN DOORS



TO MOTIVATE



TO REALISE
POTENTIAL



TO GIVE
SOMETHING BACK

What qualities do you think makes a good teacher?

**Think of your
best teacher...**



Think of your worst...



Why Durham?

- You already know the city and University
- Rankings and reputation
- Research based programmes
- Partnership
- Employability



Durham University Alumni Fee Scholarship

As long as you hold a Bachelor's or higher degree from Durham University and apply for a course that begins within the 2023-24, 2024-25 or 2025-26, you are automatically eligible for this Scholarship - you do not need to apply separately.

Those holding CHE/DHE or postgraduate/CPD credits only will unfortunately not be eligible to receive the Scholarship.

Amount	<p>15% discount for:</p> <ul style="list-style-type: none">• MSc Economics (L1T109, L1T409, L1T609)• MSc Finance (all routes - N3K109, N3K209, N3K309, N3K409, N3KC09, N3K709) <p>10% discount for:</p> <ul style="list-style-type: none">• All other programmes
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Durham University and Newcastle University are working together in partnership to support the delivery of Initial Teacher Training (ITT) in the North East of England, opening up exciting opportunities for the future training of teachers in the region.



Primary and Secondary PGCE

- **Primary**
- Whole of National Curriculum plus RE from 5-11
- **Secondary**
- Subject specialism from 11-16
- Mathematics
- Science- Biology, Chemistry and Physics
- Languages- French, German and Spanish
- English
- History
- Geography

Financial incentives for Secondary PGCE only

- Chemistry, Mathematics and Physics £29,000 bursary *
- Languages £26,000*
- Biology and Geography £26,000
- English £5,000
- Subjects marked * are also eligible for £2,000 scholarship awarded by professional bodies
- NB non- UK students may be eligible for a bursary in languages and physics

What you will learn...

The Initial Teacher Training Early Career Framework (ITTECF) consists of 5 strands

You will ‘ **Learn that...**’ and ‘**Learn how to...**’

- Behaviour Management (Teachers’ Standards 1 and 7)
- Pedagogy (TS 2, 4 and 5)
- Curriculum (TS 3)
- Assessment (TS 6)
- Professional Behaviours (TS 8 and Part 2) plus statutory requirements including safeguarding and Equality
- Teaching is a mix of lectures, seminars, workshops
- Attendance and engagement are expected

About the PGCE

We work in partnership to deliver:

University-based

- Subject knowledge
- Pedagogy



School-based

- Professional knowledge
- Practice



ITAPS

As part of the programme there are Intensive Training and Practice sessions (ITAPs) x4:

ITAP 1 Behaviour Management and Routines

ITAP 2 Early Reading Phonics and Maths

ITAP 3 Planning and Pedagogy

ITAP 4 Adaptive Teaching

Each ITAP is a balance of school-based teaching and university-based teaching



2 placements which
enable you to;

Observe

Support

Teach

Placement activities
to complete on
Pebblepad

Weekly observations

Weekly mentor
meetings

Targets for
development agreed



Weekly university
feedback

Weekly training plans
delivered via email to
trainees, school staff
and tutors.



Assessment of trainee teachers to be recommended for the award of QTS

Trainee teachers are assessed across **four phases:**

Phase 1 Novice to Advanced Beginner

Phase 2 Securing Advanced Beginner

Phase 3 Advance Beginner to Competent

Phase 4 Competent to Proficient

To achieve QTS by end of PGCE course you need to be assessed at phase 2 in all 5 strands



Assignments and Assessments for the award of PGCE

Essay (5,000 words) 30 credits at Master's level

Mini-study (5,000 words) 30 credits at Master's level

Professional Issues in School-based Education
(1,500 words)



You will need to travel to your placement school



You will need to arrange your own transport to school. Students pay an agreed amount and we pay the rest.



Funding travel to schools



We fund primary and any secondary subjects with no bursary.

We do not fund secondary if they are in receipt of a bursary.

Support during your PGCE and early teaching career

- We are committed to support you during your PGCE year, the first 2 years of your teaching career and beyond if required.
- Academic
- Wellbeing
- Professional
- Employment
- Wider University



The support from the teaching staff has been excellent. They go above and beyond to ensure you make progress and to support you. You are made to feel like a person and not just a number. You are encouraged to and given the opportunity to participate in seminars and lectures. On the whole, the feedback on assessments has been detailed and has enabled me to make progress. Placements in school have been brilliant learning opportunities and the highlight of the course. Staff care about your wellbeing.

I have also received excellent support from both staff on my course and from my college during a period of illness when I was unable to complete my assignments - they couldn't have been better!

The placement was really good. I enjoyed going to a range of schools.

The teaching staff are all really kind people. They have never made us feel stupid, with sharp comments. They always support us when possible and upon request.

The staff have been very supportive and encouraging throughout. They are always just an email away and tend to reply very quickly when needed providing accurate and helpful information regarding materials taught, assessments or prospective job advice.

I have an excellent ??? supervisor who answers any questions I have very promptly (same day) and it has been very easy to organise regular meetings. The jobs conference we had for Primary Education was really useful for helping with interview prep. I have learned lots through placement.

Giving feedback and making changes based on student feedback. Staff support. Building on learning.

Professional development has been well planned and coincided well with the placements. The placement opportunities have been well planned and adjusted to meet our needs.

I feel supported.

My course had a placement that was well supported by the university.

Opportunity to go on placements to apply skills I have learned at university. The job conference my department put on to help with employability. Lecturers drawing on their own experience in teaching to inform their lectures I found extremely useful.

The course allowed me to reflect on and consolidate teaching practices. I felt this helped my learning and made me a better practitioner.

Seminars were engaging and useful for practice.

Applying for a place

- Apply through the DfE portal NOT UCAS
- Entry requirements
- Interview
- To do



PGCE Entry Requirements

Grade 4 or better in English, Maths (both programmes) and a National Curriculum Science subject (primary only)

Hold an undergraduate degree to at least 2.2 level

You must also

- have a well-structured personal statement
- be supported in your reference
- pass our interview process

https://www.durham.ac.uk/search/?searchStudioQuery=pgce&facets=fq%3Dsectiontype_ss%3A%22course%22&isGrid=false&orderBy=&start=0



Example: Secondary Biology

The equivalent of a UK 2:2 honours degree of which at least 50% should be in the subject you wish to teach. We may accept closely related degree subjects.

GCSE English and Mathematics at grade 4 (or C) or above (or equivalent). We'll consider candidates with pending GCSE's. We'll consider candidates who need to take an equivalency test in English and/or Maths.

If your qualifications are from an overseas institution you **must** apply for a Statement of Comparability from **ENIC**

For International Applicants for whom English is not their first language, a minimum IELTS score of 7.0 is required with no individual component less than 6.5.

Interview

Two people will interview you

You will be given notice ahead of your interview to prepare;

- a short presentation
- read a document
- You will answer our set questions
- There will be an opportunity to add anything else relevant to your application
- There will be an opportunity to ask any questions

In addition

- If you are offered a place you will need to have an **Enhanced Disclosure & Barring Service (DBS)** check before starting the programme.
- You will need to complete a '**Declaration of Health Questionnaire**' to be returned as soon as possible.
- The course begins with an **Induction Conference**, usually in the first full week of September.
- Durham graduates are eligible for an **alumni discount** on tuition fees.

Support pre-application exclusively for Durham graduates

- Advice on personal statement
- Mock interview

And finally...

‘If you can read this, thank a teacher!’

Harry S. Truman (1884-1972)





Questions?