

14-19 PGCE

Subject Areas Available

Applied Art and Design
Applied Business
Leisure and Tourism

Introduction

This innovative programme has now completed its third year following a successful pilot. It is designed to respond to recent and continuing national policy initiatives on 14-19 education. This dedicated one-year programme aims to produce a new flexible professional, capable of teaching vocational subjects to this age group. The programme prepares students for entry to teaching the 14-19 range across a range of contexts in both schools and colleges of Further Education and related settings.

About the Programme

The programme provides the dual context placement experience to enable individuals to engage with learners and other professionals in a broad range of learning environments. Historically, student teachers have worked towards the achievement of both LLUK standards (the professional standards of Lifelong Learning UK required for teaching in Post Compulsory Education and Training) and Qualified Teacher Status. The University is currently seeking a renewal of dual accreditation in response to national developments, including the new qualification framework for the Lifelong Learning Sector.

The emphasis throughout the programme is on the development of student teachers as individual subject and vocational specialists and emerging professionals. To this end theory and practice are integrated and continuing support is provided by Canterbury Christ Church tutors and placement mentors.

The programme is organised in partnership with schools and FE colleges in geographical consortia in Kent, East Sussex and South East London. Supporting the teacher in placements are trained mentors as well as University tutors.

General Entry Requirements

The University requires all applicants for PGCE programmes to demonstrate that they meet the following national entry requirements, as set out by the Department for Education and Skills:

- that they are capable of meeting the Professional Standards for Qualified Teacher Status by the end of their training
- that they possess appropriate personal and intellectual qualities to be teachers
- that they have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics
- that they meet national standards for physical and mental fitness to teach
- that they have not previously been excluded from teaching or working with children, and do not have a

criminal background which might prevent them from working with children or young people

- that they can read effectively and can communicate clearly and accurately in spoken and written English
- that they hold, on entry, a degree awarded by a United Kingdom Higher Education institution or an equivalent qualification

Specific Entry Requirements

Candidates must possess a degree or equivalent qualification by the time the programme starts. A substantial part of the degree should normally be relevant to the subject specialism to be taken in the PGCE course, and this should be demonstrated in detail in the application by listing courses studied. Most successful candidates will have a degree in which 50% or more of the courses studied are relevant to the PGCE course applied for.

In exceptional cases, applicants who have a degree which is not in a directly relevant subject to the one they wish to teach may be considered if they have sufficient compensating experience which has enabled them to attain relevant degree level knowledge. Examples of significant compensating experience include:

- a candidate for Leisure and Tourism with a degree in another subject, who has worked in the Leisure and Tourism industry for several years

About the course

Level:
PGCE

Duration:

One year full-time

Location:

The programme is taught at the Canterbury Campus but a significant amount of time is spent in school and FE college.

Open Afternoons

November 15th 2007

March 13th 2008

June 12th 2008

www.canterbury.ac.uk/courses/open-days

14-19 PGCE continued

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- a candidate for Applied Business with a degree in Engineering which included a large component of economics and business

We are seeking to recruit resourceful, adaptable, dedicated individuals willing to commit to a career in this rapidly developing 14-19 phase with its new partnerships, opportunities and challenges. Previous industrial or commercial experience in a relevant field is very useful because of the vocational nature of the subject area.

If you are in doubt about whether you meet the entry requirements, contact the Postgraduate Admissions Office at the University.

■ Content and Assessment

The 14-19 programme includes study in the specific subject areas and professional studies relevant to this phase. Student teachers will undertake investigations related to their work in the different contexts and will be assessed throughout by a range of methods including observations, presentations, placement based investigations and tasks and written assignments.

■ Teaching and Learning

Teaching approaches are varied and the programme is structured to support the needs of individuals. The main methods employed are tutorials with a focus on subject and professional matters; lectures

and presentations from tutors and relevant specialists/professionals; tutor/mentor led sessions on a range of topics; student led individual and group presentations; conference workshops and practical workshops/sessions.

■ How to Apply

Applications for the full-time PGCE are made electronically via the Graduate Teacher Training Registry (GTTR) www.gttr.ac.uk

There is no general closing date, but each course is closed when it becomes fully subscribed. Early application is strongly advised, both because some subject courses fill quickly, and because it will help you to plan for your PGCE course if you can get early confirmation of a place.

■ Tuition Fees

Information about tuition fees can be found on page 29.

■ Interviews and Offers of a Place

14-19

Application forms are very important in the selection process. Applicants are advised:

- to provide details of all courses taken in their degree or degree equivalent qualification, including percentages of total study time for each course
- to write a carefully proofread and detailed personal statement which makes it clear why they want to become teachers and what relevant experience they have
- that recent graduates should make the university tutor who can provide most information about their academic work their first referee on the GTTR application
- that those who studied for their degree a long time ago should indicate how they have sustained their subject knowledge in the intervening period, and choose, as first referee a person, preferably a current employer, who can comment in detail on their aptitude for teaching

Those applicants selected are invited for interview as soon as possible after receipt of the application. Candidates are interviewed by University tutors and school teachers/FE lecturers in a process which includes an individual interview, a group activity and a written task. Some subjects have additional requirements which candidates will be advised of when invited for interview.

The interviews are intended to help applicants confirm their decision to apply to the University as well as to help the University make its selection. The activities are challenging, but, we hope, fun. Candidates are also supplied with information about the structure of the PGCE, teaching, learning and assessment on the programme, and school/FE placements. Candidates will be asked to provide information that will help the University find suitable school/FE placements. They are informed of the location of their school placements as soon as possible, and advised to live near their placement school.

Interviews for the full-time PGCE are held between November and August for entry in September.

Art & Design (14-19)

The 14-19 PGCE in Art & Design is an innovative and intensive one-year programme preparing graduates for the demands of teaching the 14-19 age range in the Secondary and Further Education sectors. Candidates will be awarded a PGCE and recommended for Qualified Teacher Status, enabling them to teach in schools. Subject to revalidation, the programme is also designed to provide a strong foundation for working in the Lifelong Learning sector, especially FE.

The course is organised in partnership with Schools and Further Education colleges where student teachers spend 24 out of the 36 weeks teaching. Supporting the student teacher in two placements are specially trained school mentors as well as University tutors.

School and FE College Experience

Teaching experiences include opportunities to teach Key Stage 3, GCSE, A-level, AVCE, GNVQ and National Diploma Programmes.

Students will teach concurrently in a secondary school and FE college.

The aim of both teaching experiences is that they should be progressive, giving student teachers scope for reflection and time to develop a range of appropriate teaching styles and strategies. Teaching experience is interwoven with the University-based part of the course, and

theory and practice are fully integrated, offering student teachers opportunities to develop their own understandings, skills and knowledge. The subject mentor, working with student teachers, is crucial to the development of reflective practitioners, providing them with opportunities to try out particular skills in a safe environment, planning lessons and evaluating performance.

There are opportunities for students to undertake research and teaching in Chicago through the links the course has with an art teachers' organisation. Other teaching and research opportunities include the museum and gallery context.

University-Based Teaching

The sessions in the University focus on two areas: subject studies and professional studies.

Professional Studies

Professional studies sessions aim to inform student teachers about aspects of professional practice which are central to their work, whatever their subject, including pastoral care, behaviour management, meeting the needs of individual pupils and groups, and pupil assessment.

Subject Studies in Art & Design

These involve work in two related strands: practical concept-based workshops and lecture/seminars, which together enable student teachers to develop a clear personal rationale, and practical strategies for teaching Art &

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Design in the Secondary and Further Education sectors. In the practical workshops, student teachers examine and explore key concepts that underpin the National Curriculum for Art and Key Stage 3, examinations and vocational courses in Art & Design.

These sessions enable student teachers to relate their experience and expertise to the needs of students in the 14-19 age range by inquiring into and challenging their own assumptions and patterns of thinking and working.

The lecture and seminar programme seeks to develop student teachers' knowledge and understanding of major contemporary issues in Art & Design education.

Integrated into the sessions are study visits developing the student teachers' Practical and Critical and Contextual knowledge and understanding. This includes a study visit to a major cultural centre outside the UK, which this year was Venice.

Student teachers are encouraged to continue with their own practice as it is seen as a vital way of informing their work within the classroom, studios and workshops.

What qualifications do I need?

Normally you must have successfully completed an appropriate Art & Design degree at least three years prior to the start of the programme.

Candidates should also have experience of working in an area of the Art & Design industry.

Applied Business (14-19)

The 14-19 PGCE in Applied Business is an intensive one-year programme preparing graduates for the demands of teaching the 14-19 age range in the Secondary and Further Education sectors. Candidates will be awarded a PGCE and recommended for Qualified Teacher Status, enabling them to teach in schools. Subject to revalidation, the programme is also designed to provide a foundation for working in the Lifelong Learning sector, especially FE.

The course is organised in partnership with Schools and Further Education colleges in geographical consortia in Kent, East Sussex, and SE London. The programme is based in schools and colleges for 24 out of a total of 36 weeks. Supporting the student teacher in their placements are specially trained mentors as well as University tutors.

School and FE College Experience

You will experience two contrasting teaching placements (School and FE) as well as a third Alternative Teaching placement. Teaching experience will centre on the Applied GCSE and GCE in Business Studies. There will also be opportunities to teach GCSE and A-level Business Studies, as well as BTEC courses. Additionally, there will be opportunities to become involved in the delivery of new Diploma style units in Business Administration and Finance.

The aim of the teaching experiences is that they should be progressive, giving student teachers scope for reflection and time to develop a range of appropriate teaching styles and strategies. Teaching experience is interwoven with the University-based part of the course, and theory and practice are fully integrated, offering student teachers opportunities to develop their own understandings, skills and knowledge. The subject mentor, working with student teachers, is crucial to the development of reflective practitioners, providing them with opportunities to try out particular skills in a safe environment, planning lessons and evaluating performance.

Through the placements student teachers will have opportunities to access classroom and workshop practices where they will experience an exciting range of materials, media, resources and equipment ranging from the more traditional to contemporary technology.

University-Based Teaching

The sessions in the University focus on two areas: subject studies and professional studies.

Professional Studies

Professional studies sessions aim to inform student teachers about aspects of professional practice which are central to their work, whatever their subject, including pastoral care, behaviour management, meeting the needs of individual learners and groups, and pupil assessment.

Subject Studies in Applied Business

These involve work in four related strands: task-based classes, group work, practical concept-based workshops and lecture/seminars, which together enable student teachers to develop a clear personal rationale, and practical strategies for teaching Applied Business in the Secondary and Further Education sectors. In the practical workshops, student teachers examine and explore key concepts that underpin 14-19 courses in Applied Business.

These sessions enable student teachers to relate their experience and expertise to the needs of learners in the 14-19 age range by inquiring into and challenging their own assumptions and patterns of thinking and working.

The lecture and seminar programme seeks to develop student teachers' knowledge and understanding of major contemporary issues in Business Education.

Integrated into some sessions are study visits developing the student teachers' knowledge and understanding.

What qualifications do I need?

You must possess a degree by the time the programme starts. The degree should be in a subject related to Business Studies or in some exceptional cases an unrelated degree if you have worked in a Business field. We welcome candidates with experience in business and industry,

particularly where this work has enhanced your knowledge, skills and understanding in Business Education.

Leisure and Tourism (14-19)

The 14-19 PGCE in Leisure and Tourism is an intensive one-year programme preparing graduates for the demands of teaching the 14-19 age range in the Secondary and Further Education sectors. Candidates will be awarded a PGCE and recommended for Qualified Teacher Status, enabling them to teach in schools. Subject to revalidation, the programme is also designed to provide a foundation for working in the Lifelong Learning sector, especially FE.

The course is organised in partnership with Schools and Further Education colleges in geographical consortia in Kent, East Sussex, and SE London. The programme is based in schools and colleges for 24 out of a total of 36 weeks. Supporting the student teacher in their placements are specially trained mentors as well as University tutors.

School and FE College Experience

You will experience two contrasting teaching placements (School and FE) as well as a third Alternative Teaching placement. Teaching experience will centre on the vocational GCSE in Leisure and Tourism, which focuses on a general study of the wide range of activities encompassed by the leisure and tourism industry, and there will be opportunities

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to teach a range of post-16 courses, including National Diploma programmes.

Besides specialising in your main subject area, you could realistically expect to be called upon to contribute to other teaching programmes, such as Geography, Physical Education and Applied Business, according to your interests and expertise.

The aim of the teaching experiences is that they should be progressive, giving student teachers scope for reflection and time to develop a range of appropriate teaching styles and strategies. Teaching experience is interwoven with the University-based part of the course, and theory and practice are fully integrated, offering student teachers opportunities to develop their own understandings, skills and knowledge. The subject mentor, working with student teachers, is crucial to the development of reflective practitioners, providing them with opportunities to try out particular skills in a safe environment, planning lessons and evaluating performance.

Through the placements student teachers will have opportunities to learn from practitioners with a range of expertise in teaching in schools and colleges, and to access a wide range of resources, materials and approaches to teaching and learning ranging from the more traditional to those using contemporary technology.

University-Based Teaching

The sessions in the University focus on two areas: subject studies and professional studies.

Professional Studies

Professional studies sessions aim to inform student teachers about aspects of professional practice, which are central to their work, whatever, their subject, including pastoral care, behaviour management, meeting the needs of individual learners and groups, and assessment.

Subject Studies in Leisure and Tourism

The sessions in the University will explore the subject knowledge needed to teach Leisure and Tourism, the concepts that underpin it, and how to apply it through classroom teaching; connections between work in Leisure and Tourism and other parts of the curriculum; ways of incorporating direct learner experience of the industry in the curriculum; and assessment of work in the subject.

Teaching will include lectures, seminars and workshops, and there will be a strong emphasis on collaborative working and presentations from participants. The course will address real classroom teaching issues, and underpin this strong practical emphasis with theory that is relevant and useful.

What qualifications do I need?

You must possess a degree by the time the programme starts. The degree should be in a subject related to Leisure and Tourism or in some exceptional cases an unrelated degree if you have worked in a Leisure and Tourism field. We welcome candidates with experience in business and industry, particularly where this work has enhanced your knowledge, skills and understanding in Leisure and Tourism.