

PGCE Modular Flexible Route

Introduction

Canterbury Christ Church is offering a flexible and individualised programme leading to a PGCE:

Primary, Key Stages 1 and 2
Secondary (11-18 years) – English, Mathematics and Music.

Who is suitable?

This programme is suitable for candidates who because of their working arrangements, or experience are not suited to a full- or part-time route into teaching. Prospective students may have already gained experience of teaching in schools or FE colleges, or have been trained overseas. This route supports those who wish to gain a full academic award on a programme which recognises their prior experience. It is suited to those who need or wish to remain in employment or who have other commitments such as caring for children that prevents them from taking the full-time PGCE programme.

The programme is highly flexible in nature, while maintaining the rigour required to attain the full PGCE qualification. (Please also refer to the Important Information section).

Contact with Canterbury Christ Church University

Although the course is designed to be taken independently from a distance, candidates must be prepared to attend face-to-face tutorials, an induction

period at the commencement of the course in Canterbury, and at least 12 days of taught sessions throughout the duration of their programme.

Duration of the Programme

Enrollment on the course is for three years, although in general trainees complete the programme in 18 months. For those coming to the course with relevant experience, the course can take between nine months and one year of intensive work to satisfy the requirements of each module before taking the final Synoptic Assessment.

Starting and Finishing Points

There is one starting point in January. Student teachers may finish at any point in the year.

Interview and Selection Criteria

The interview consists of a mixture of individual and group sessions.

Candidates are expected to show a good knowledge of basic issues in education, and a familiarity with elements of standard curriculum.

All candidates must hold a first degree (preferably Honours) or equivalent qualification. If training to teach a secondary subject, at least 50% of the candidate's first degree must be in that subject.

All candidates must have GCSE grade C, or above, or equivalent, in English, Mathematics and Science. In addition relevant experience of working with children, proficiency with ICT, and experience of distance or independent learning are desirable.

What Does the Programme Look Like?

The first step – Needs Analysis Module

At the start of the programme the Student teacher and their pathway tutor map out existing qualifications, skills and experience. This helps tutors to assess any prior experience and to map out a programme for the individual trainee's time on the course. Evidence (in the form of schemes of work, lesson plans, CPD courses completed, qualifications, experience from work) will need to be collected to demonstrate coverage if students are claiming exemption from any aspects of the programme. A short teaching practice also forms part of the Needs Analysis Module where a trained school mentor, together with a University tutor, will observe and assess the trainee in the classroom to ascertain how long further school placements should be, and their particular focus.

The second step – the Personal Development Plan

Following the Needs Analysis the pathway tutor will draw up a Personal Development Plan with the student teacher, specifying which units of which

About the course

Level:
PGCE

Duration:
One – three years
part-time

All PGCEs include the option of studying for a Postgraduate Certificate with Masters Level Credits or a Professional Graduate Certificate.

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Development Plan with the student teacher, specifying which units of which modules need to be taken, and the length of time needed in school. Targets with dates will be set. Throughout the course this plan is regularly reviewed and updated. This occurs during tutorial contact and often requires some face-to-face meetings.

The Modules

There are six modules per Pathway each covering a cluster of Standards for the award of Qualified Teacher Status. Each module comprises between five-seven themed Units.

Students are given a set time to complete each module, with a possible extension of three months available if required.

There is a mix of independent learning (including reading and reflecting upon key texts, relating theory to practice, tasks and essay type submission from materials printed online) and school-based teaching practice and learning. The programme has an interactive approach to teaching and learning, with sound educational theory underpinning all practice.

School-based Learning

Student teachers will spend variable amounts of time in school depending on their training needs. All student teachers must undertake placements in at least

two schools. Secondary students must demonstrate that they have experience of 24 weeks in school; this is 18 weeks in a primary pathway. However, prior experience can lead to a reduction in these totals.

For those with little school experience there will be three school placements in total, the first being around four weeks, and a second practice of between five and 10 weeks before the final professional placement. This must be a full-time continuous block placement of between seven and ten weeks.

Student teachers in Kent, East Sussex, Essex and South London will be placed in one of our partnership schools. Students outside these areas need to locate schools geographically near to them. The University tutor will then make a formal approach to these schools. In all cases there will be a teacher in the school, called the mentor. The Mentor will be trained to work with student teachers and will offer support, act as a model in the classroom, give help on lesson planning and evaluation, and act as observer and assessor as the student teacher moves towards independent teaching. Unfortunately, the University cannot guarantee to offer support to students in schools which are more than two hours' drive from Canterbury.

Teaching and Learning Strategies, and Support Mechanisms

Advice will be given on the options for teaching and learning available within the modular programme, and the existing full-time and part-time PGCE programmes. The types of learning experienced will be a combination of independent reading, reflecting, note-taking and writing assignments, integrated at points with school practice.

There are also 12 'Core Teaching Days' at Canterbury Christ Church University which all student teachers must attend. These are mainly on Fridays and Saturdays, so that student teachers can make the most of their time on the course in terms of intensive, stimulating seminars, access to tutorials, the University Library, and social networking with other modular student teachers!

In addition there are regular tutorials for advice, support, and assessment. These can be face-to-face, by telephone or on-line with the Pathway tutor, depending on circumstances. Students will also have frequent, informal contact with tutors and student teachers via email and the programme's virtual learning environment.

Assessment

Each module must be passed by submitting evidence of reflective practice in the form of extended written assessments, and other evidence in the

form of schemes of work, lesson plans, lesson evaluations, school journals, and ICT work. Pathway tutors and Module leaders will assess the work and write a detailed evaluation designed to help the student teacher to move on to the next stage of their programme.

Student teachers must also submit two research-based written assignments during the course of their programme related to particular modules. This work can be undertaken at Level 4, Master's level, and will earn credits towards a Master's degree.

Final Professional Placement

The Final Professional Placement requires student teachers to demonstrate that they can successfully meet the standards in a continuous teaching practice which will be assessed by mentors, tutors and external examiners.

TTA QTS Skills Tests

Student teachers are required to take the TTA QTS Skills Tests in Literacy, Numeracy and ICT in order to gain QTS. These tests can be booked in advance and taken at any time during the programme, or as an exit test towards the end of the programme. Registration details are given as students enroll on the programme.

Completion

Once all modules have been passed, along with the QTS skills tests, students complete a Record of Achievement and then a Career Entry and Development Profile. Finally, the pass grade is processed via the Examination Board, and the student can be recommended for the award of QTS.

Selection Criteria

All candidates should hold a recognised degree or equivalent qualification. Candidates for each of the secondary pathways are required to demonstrate that they have acquired sufficient background knowledge in the main subject area to enable them to meet the requirements in this respect for the award of Qualified Teacher Status either through:

- the degree programme followed, or
- the compilation of a portfolio

All candidates are required to have obtained GCSE grade C or above (or equivalent) in English and Mathematics. If undertaking the Primary PGCE pathway candidates are also required to have obtained GCSE grade C or above (or equivalent) in Science.

Applicants are required to demonstrate that they can communicate accurately and effectively in written and spoken English. In addition, applicants should

demonstrate that they have the experience and aptitude to benefit from this model of ITE. Evidence of prior experience of distance learning, and the ability to work independently in an organised way will be looked upon favourably. Prospective students will be expected to show an awareness of current professional issues within education as well as evidence of personal and professional development already undertaken.

Applications may be made via the GTTR or directly to the University. Candidates are screened for interview by the pathway tutors for secondary subjects and the pathway tutors and local head teachers for Key Stage 1/2. Applicants for the secondary pathways, who satisfy the entry requirements, will be sent an initial audit drawn up for the programme by the pathway tutor, designed to gauge their relevant experience, knowledge and expertise. This audit will provide a basis for the subject interview.

Primary candidates undertake written tasks at interview in maths and English as part of the interview process to identify strengths and weaknesses in subject knowledge.

All candidates for primary and secondary pathways are given a one-to-one subject interview to determine the extent and relevance of the candidate's expertise and a group interview, which includes a presentation element.

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Applicants will normally be required to live within reasonable traveling distance of a partner school. They must have good access to the Internet or confirm agreement to have this within a maximum of one month of beginning the programme.

Tuition Fees

Further information on tuition fees can be found on page 29.

Application and Enquiries

Application should be made directly to the University. They can be downloaded from: www.canterbury.ac.uk/courses/prospectus/postgraduate or e-mail: admissions@canterbury.ac.uk
For further information and an informal discussion contact:

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