

Postgraduate Certificate in Education - PGCE - Secondary



Our secondary PGCE courses are planned, taught and assessed through a partnership, rated as [‘Outstanding’ by Ofsted](#) (April 2010).

Our Secondary PGCE graduates are some of the most employable in the country. Statistics from the TDA show that 87% are working as teachers two years after graduation; the third best result in the country and 7% higher than the national figure.

Taster Events

We run regular taster events that offer an overview of what to expect on the course. Are next tasters on Monday 28 May and Monday 25 June will focus specifically on Maths, Languages, Design and Technology and Science. For more information and to book your place email tastercourses@worc.ac.uk

Standard Course

The standard full-time course offers eight subjects with an optional Special Needs pathway, Citizenship pathway and a 14-19 PE pathway for a small number of students. The subjects are: [Design and Technology](#) (food and textiles); [English](#); [History](#); [Maths](#); [Languages](#), [PE](#), [Psychology](#) and [Science](#) (Biology, Chemistry and Physics).

We work closely with a range of local schools to help develop good practice. The course links school and university work to provide students with a secure background for their first teaching post. Throughout the year, blocks of time in school are interspersed with time in university. In total you will spend 120 days in school and another 60 at University. All students have to meet the requirements for ITT (Initial Teacher Training) set out by the Government in the Standards for the award of Qualified Teacher Status (Qualifying to Teach).

Placements

We seek to provide student teachers with a range of experience in their two placements. Through careful, structured support, you will gradually develop your teaching skills.

Placement One (October – December): Student teachers normally work in subject pairs in their first placement school. Each pair has a mentor in school who guides their programme of work, starting out with a variety of induction tasks, moving on to teaching collaboratively with partner and mentor, before ultimately taking responsibility for teaching a class alone. University subject tutors also visit the school to liaise with mentors and provide support.

Placement Two (January – June): The first two weeks of the second placement are spent being gradually introduced into a new school before the timetable is increased gradually to 50%. Each student teacher has their own mentor who develops a programme of work to achieve the standards required. University subject tutors also visit the school to liaise with mentors and provide support. In the final part of the second school placement, student teachers undertake less teaching but extend and develop their teaching skills through an analysis of teaching performance and by engaging with the school mentor in a classroom-based research project of their choice.

We work with a wide range of [partner schools](#) and do our best to place trainees as near to home as possible for extended placements.

Special pathways

The Special Needs Pathway: It is possible for a small number of student teachers to opt for a more detailed look at working with pupils with special needs in their subject. This involves a few extra taught sessions in university time and a different emphasis to the work in the second placement.

The Citizenship Pathway: It is possible for a small number of student teachers to opt for a more detailed look at working within the school's Citizenship programme. This involves a few extra taught sessions in university time and a different emphasis to the work in the second placement.

14-19 Physical Education Pathway: It is possible for some PE student to specialise in the 14-19 age range. This works similarly to the SEN pathway, involving a few additional sessions in university.

English as an Additional Language Pathway: It is possible for a small number of student teachers to opt for a more detailed look at working with pupils for whom English is an additional language. This involves a few extra taught sessions in university time and a different emphasis to the work in the second placement.

Applying

To avoid disappointment you are advised to make an early application for the PGCE Secondary course. Most of the subjects we offer fill very early (before March). Also at interview we may offer a conditional place. These conditions may include attending a course, attending a school or a series of tasks. If you apply early this will give you enough time to meet these conditions before the course begins.

Subject Knowledge Enhancement Courses

We also offer subject knowledge enhancement Summer courses in the following subjects: Chemistry, Design and Technology, French and Physics. To find out more visit the [Subject Knowledge Enhancement Courses page](#)

Finance

The table below summarises the financial incentive scheme that will operate in 2012/13. * Additional Scholarship from Institute of Physics

	Physics,* Maths, Chemistry, Languages	PE, Design & Technology, English, History, Biology	Psychology
First	£20,000	£9,000	0
2.1	£15,000	£5,000	0
2.2	£12,000	0	0

- University fees for PGCE home and EU students £9,000
- University fees for PGCE overseas £9,600
- Fee loans/grants are available, but subject to status
- Maintenance loans/grants are available, but subject to status

Funding is subject to change by the TDA

Check the [TDA website](#) for the current arrangements.

GTTR FREE FEE

If you apply for a 2012 teacher training course in secondary maths, physics, chemistry or modern foreign languages (MFL) through the GTTR, the TDA will reimburse the £19 application fee.

Please see details and eligibility at <http://www.tda.gov.uk/get-into-teaching/apply-for-teacher-training/gttr-application-fee-promotion>

Study options

2011/2012

14th September to 16th December 2011

9th January to 30th March 2012

16th April to 5th July 2012

The dates for the end of the Spring term and the start of the Summer term may vary, as they depend on which Local Authority (LA) the school placement is in (not all LAs have the same Easter break).

Get in touch

Please email:

secondary@worc.ac.uk

Admissions Office:

Prior to entry you must have:

A relevant degree (2.2 or above) of the choice of subject you wish to teach in school. A degree related to subject for native speakers applying for Languages may not apply.

Grade C in GCSE or equivalent in English Language and Mathematics. (The University of Worcester organises alternative examinations in these subjects for those without the appropriate certificates.) Applicants for Design and Technology, Maths or Science must have the English qualification at the point of application. Those applying for English, History, Psychology or PE should have both English and Maths GCSE equivalencies before applying.

Students are expected to have visited a secondary school before the course starts.

Shortlisted applicants will be interviewed.

The TDA requires all Trainee Teachers to satisfactorily complete a medical questionnaire to demonstrate their fitness to teach, to obtain a Criminal Records Bureau Enhanced disclosure and to register with the General Teaching Council for England.

If your qualifications are not listed, please contact the Admissions Office for advice.

Modules

Modules within this course are linked to your specialist subject. You will also undertake modules on pedagogy and management.

Much of your timetable will be spent in schools working alongside your experienced mentor.

Assessment

Students are required to monitor and direct their own progress, with the support of mentors and tutors. The teaching experience assessment is based on a portfolio which allows students to monitor their developing competence. Students play a substantial role in reviewing progress and setting action plans.

You will be assessed on the basis of course work including 3 written assignments, the portfolio and an oral presentation of a small research project, as well as on your teaching practice. You will also have to take and pass the 3 government QTS skills tests in numeracy, literacy and ICT.

Kate - PGCE English

BA (hons) Drama and Theatre Studies

What was your work experience prior to embarking on the PGCE course?

I worked voluntarily for a year in a special needs school but have always been surrounded by school life as my mother is a Headteacher

What experience of working with schools and or children did you have before embarking on the PGCE course?

I worked voluntarily in a special needs school and have always helped out at my mum's schools.

How did the PGCE course prepare you for your NQT year?

The PGCE course gave me the tools that I needed to ensure that I had an effective working practice in the classroom. I chose to complete the SEN pathway and really enjoyed the extra understanding this continues to bring to my classroom.

What impact did the PGCE course have on your early career?

The PGCE course gave me the motivation and enthusiasm to succeed. I quickly gained confidence in my teaching ability and am still a very reflective teacher. Joining the PGCE course at Worcester has opened other doors too. My first school was impressed by the quality of the course that Worcester offered. In my NQT year, I was one of 4 Worcester trained NQT's in the same department!

What has been your career path to date and what are your aspirations?

I have gone from NQT to assistant head of year to working now in a special needs school; the route I always wanted to take. I am looking forward to the future too and am looking forward to my next challenge. I would like a managerial role and long term I would like to be a deputy head! (I think!)

Since qualifying Kate has been involved in partnership work with the University. She has helped with the selection of English student teachers by carrying out interviews alongside our English Tutor, she has spoken about her NQT year to the whole cohort of student teachers and she has appeared in our publicity clips for our Master's programmes. Kate has also gone on to study at Masters level

at Worcester.

Read More Student Views

[Luke - PGCE Languages](#)

[Liz - PGCE Science](#)

[James - PGCE Languages](#)

Academic department

[Institute of Education](#)

"Our high quality programmes and innovative teaching methods prepare and train the very best professionals. Worcester graduates have made a huge difference in the field of education."

Professor Chris Robertson, Head of Institute

Employability

There are excellent prospects in teaching, Newly Qualified Teachers (NQTs) have one of the highest employment rates of all graduates and are very much in demand, especially those who have trained in a shortage subject.

Here are some of our partnership schools that we work closely with

Kingswinford School

<http://www.kingswinford.dudley.sch.uk/>

Ludlow School

www.ludlowschool.com

Stourport High School

www.shs.worcs.sch.uk

South Bromsgrove school

www.southbromsgrove.org.uk

Droitwich Spa High School

www.droitwichspahigh.worcs.sch.uk

Hillcrest School and Community College

<http://www.hillcrest.dudley.sch.uk/>

Bishop Perowne - Church of England Performing Arts College

<http://www.bishopperowne.co.uk/>

Haybridge High School and Sixth Form

<http://www.haybridge.worcs.sch.uk/>

A selection of advice and feedback from PGCE (Secondary) student teachers who have successfully completed the course

Jenny - PE

"Before applying for a PGCE course, I wanted to be sure that teaching was for me so I underwent some work experience. After being in a school for two weeks I knew that was the path I wanted to take, being able to guide and shape the future minds of society. For the PE course having coaching awards and experience stands you in good stead. During the interview process show you have a passion for teaching and a clear understanding of your subject.

"The course itself is hard; there is no denying that with all the assignments, lesson plans and lesson evaluations. However, if you keep on top of the workload and prioritise your work then it is an achievable amount. There is so much support available for you during the course, from your university tutors and school mentors. Personally, the best aspect of the course is that everyone goes through it together, there is a real connection between students and you can learn so much from each other. An added bonus of the course, for me, was the notion of the Master's route. You have an option on the secondary pathway to undergo Master's credits, which is the same workload just at a higher level, giving you credits for future career development. To sum the PGCE course up it is a rollercoaster ride, with amazing highs (seeing pupils learn and succeed, meeting new people) but with the inevitable lows that

transcend along side, but if you keep your head up high and reach for the end you can achieve."

Rachel - English

"Before I started my degree at Worcester University, I had tried to do as many jobs as I could think of that would somehow prepare me for the world of teaching. These ranged from working in Pupil Referral Units, working as a Teaching assistant, residential childcare worker, youth worker and swimming teacher. I hadn't been able to do any kind of teaching experience while studying for my degree, so I felt my best chance of getting a place on a PGCE course would be to take a year out and try to gain as much experience as I could. Although that experience did prove useful when first entering the classroom, it was still unbelievably daunting standing in front of thirty teenagers!

"The University of Worcester helped me gain my confidence in the classroom and my own teaching ability. I found that the sessions covered everything you would need working in the school environment. For me one of the most useful experiences I had was being able to do my own research project on something I enjoyed, also, having the fantastic opportunity of being able to take a pathway in Special Educational Needs. I found there was a lot of choice in what I chose to focus on within my study. By having that freedom to tailor my own course around my interests it meant that I was also able to find a job that I am really enjoying. (Although standing in front of teenagers still remains daunting!)"

Alex - Science

"I joined the course 10 years after completing my degree in Applied Biology having spent that time in various roles in a retail head office environment. Although I had thoroughly enjoyed my time in industry I had a desire for more fulfilment in my working life and believed that a teaching career (via a PGCE course) could provide it. It was a great relief to be proved right (for once).

"Given the length of time since I had graduated, one of my concerns was that my subject knowledge would be insufficient, however this proved to be a strength. I remembered more than I expected and my insecurity ensured that I prepared thoroughly when planning lessons, rediscovering my passion for science was another joy of the course!

"I chose the course at the UOW because of its excellent reputation amongst educators in my area. It is both challenging and rewarding in equally high doses. Although I am sure that my previous experience in a demanding career helped to prepare me, it is difficult to imagine the number of hours of blood, sweat and tears that I (and my peers) put in to the course. One of the most striking aspects of the PGCE at Worcester was the sense of camaraderie between the students and the tutors. It is this support that really helps to get you through at any difficult points throughout the year.

"The course thoroughly prepared me for my entry in to teaching however the most important thing that it taught me about the career is that you never stop learning how to teach. I am continuing my studies at the University of Worcester to complete my Master's and look forward to the same fantastic support."

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<http://www.worcester.ac.uk/courses/postgraduate-certificate-in-education-pgce-secondary.html>