MAKE YOUR MOVE
Postgraduate Certificate in Education

Postgraduate study 2014
The flaming torch is a symbol of education and learning, and can also be interpreted as representing a pioneering spirit.

The white rose was adopted as a device by the first Duke of York, son of Edward III, in 1385 and later became more widely associated with Yorkshire.

The ducal coronet is taken from the coat of arms of the city of Kingston upon Hull, in reference to the Royal Charter granted to the city by King Edward I in 1299.

The fleur de lys is taken from the coats of arms of Lincoln and Lincolnshire, representing their inclusion in the geographical area that the University was established to serve.

The dove, symbolising peace, is taken from the coat of arms of Thomas Robinson Ferens, the University's foremost original benefactor.

www.hull.ac.uk/pgapply

Scan it! Use your smartphone to find out more.
Contents

The University 2
Hull and The Region 4
Scarborough 6
Initial Teacher Training Facilities in Hull and Scarborough 8
School Direct 10
The Postgraduate Certificate in Education 11
Scarborough Campus Courses 12
Hull Campus Courses 16
General Information 25
Support and Study Facilities 26
How to Apply 28
International Students 30
What Happens Next? 31
How to Find Us 32

We have a long tradition of training skilled and dedicated teachers at both of our campuses.
The University

Our Hull Campus, less than three miles to the north of the city centre and surrounded by the majority of our student residences on adjacent streets, covers about 120 acres. It is spacious enough to accommodate the main teaching buildings, the library and the Language Institute, as well as the main students’ union building, a theatre, the Sports and Fitness Centre and playing fields – all within a few minutes’ walk of each other.

Our Scarborough Campus is similarly integrated. Just over a mile from the centre of one of England’s most elegant coastal towns, and less than five minutes from the beach, it brings together teaching buildings, a specialist library, a state-of-the-art IT centre, students’ union facilities and the Cayley Hall residences.

Libraries
The Brynmor Jones Library, at the centre of the Hull Campus, holds almost a million volumes of books and periodicals, as well as important collections of maps, audiovisual material and archives. As one of the most highly automated university libraries in Europe, it is an electronic gateway to worldwide information networks. But each of our libraries also caters for particular specialisms. The Brynmor Jones Library houses unique collections supporting degree programmes based in Hull (American Studies and History, for example), while the Keith Donaldson Library on the Scarborough Campus offers other specifically relevant holdings, such as its well-established teaching practice collection. Trainees on both campuses have access to all of the University’s library resources.

Computers
There are hundreds of PCs and workstations spread around the buildings and residences of our campuses – all networked with our Hull-based Computer Centre’s systems, the composite catalogue for our libraries and, of course, the rest of the world. Wi-Fi is available in many Hull Campus buildings for those with their own devices. A wireless networking infrastructure covers the whole of the Scarborough Campus – teaching rooms, labs, studios and social and recreational spaces. This means that you can use laptops and other mobile devices to access the network anywhere on site.

Recreation
There is a wealth of drama, film and music provision on and off the Hull and Scarborough Campuses, with museums and art galleries on campus or close by, plus students’ union societies to cater for all manner of interests. Then there are the Yorkshire Wolds and the North York Moors for walkers and climbers, or the east coast resorts (with Scarborough prime among them), and historic East and North Yorkshire sites and sights. Hull and Scarborough offer pubs, clubs and eateries of every description.

Sport
The large, modern Sports and Fitness Centre on the Hull Campus offers recreational exercise and indoor sports from five-a-side football to fencing, and is surrounded by outdoor courts and playing fields. There are discounted facilities in another modern sports centre five minutes from the Scarborough Campus, plus water sports, including some of the east coast’s best surfing.
Hull and The Region

Hull, situated on the Humber Estuary in the East Riding of Yorkshire, developed as Britain’s premier east-coast port in the 18th century. Historically, it was well known only to those connected with the sea trade.

Today, with effective air, road and rail links to the rest of the UK and long-established sea routes to Europe, Hull is a thriving centre of commerce. Three of the city’s docks have been transformed: the first into Queens Gardens, a large and attractive park area; a second into the Princes Quay shopping mall; and the third into a marina.

There are plenty of leisure options: multiplex cinemas; art galleries; theatres; tenpin bowling; an Olympic-standard ice arena; and many pubs, clubs, restaurants and cafes. Hull City Hall and the KC Stadium act as venues for a variety of music, while for sports fans there are two Super League rugby clubs, Premiership football at Hull City and top-flight ice hockey at Hull Stingrays, plus cricket, speedway, and water-based events on the estuary.

Hull’s Old Town is replete with places of cultural interest. The Maritime Museum holds impressive relics of Hull’s seafaring past, while along the cobbled High Street are the Hull and East Riding Museum, the Streetlife Museum of Transport and Wilberforce House, birthplace of William Wilberforce, who led the successful campaign for the abolition of the slave trade. Hull’s newest and finest visitor attraction is The Deep, a stunning aquarium housed in a spectacular waterfront building.

Although a conurbation of about 250,000 people, Hull’s proximity to unspoiled countryside and the striking coastline are one of its great natural attractions. To the north lies the headland at Flamborough, famous for its chalk cliffs, caves and rocky bays. To the east, Spurn Point’s bird sanctuary fades into the Humber Estuary as a mile-long spit of sand, rarely more than a few yards wide. Between these extremes lie three perennially popular resorts: Withernsea, Hornsea and Bridlington.

Stretching inland is the plain of Holderness, rising gently to the North Wolds and characterised by rolling agricultural land which shelters picturesque villages and market towns.

Five miles north of Hull is the market town of Beverley, with its beautiful 13th-century gothic minster and the Westwood, a large area of ancient woodland and pasture which is the focus for activities, including picnics, horse racing, golf and winter sports.

The Humber Bridge is still arguably the world’s finest single-span suspension bridge and links the East Riding of Yorkshire with Lincolnshire. Forty miles south down the A15 (still recognisably the route of Roman Ermine Street) is the equally historic city of Lincoln.
Scarborough

In a typical year, the Borough of Scarborough (which includes the neighbouring resorts of Whitby and Filey) welcomes more than five million tourists. Only a minority of these are first-time visitors.

So what is it that brings so many people back to Scarborough year after year? When asked what they like about the place, tourists tend to cite the attractions of the seafront, the relaxing atmosphere and the friendliness of the locals. But their loyalty may have something to do with the fact that Scarborough is, quite simply, one of Britain’s most beautiful coastal towns.

Situated around two magnificent bays, Scarborough’s sandy beaches are divided by a rocky headland on which stand the remains of the formidable medieval castle; at its foot nestles an equally ancient harbour, now transformed into a stylish marina. Atop the cliffs around both bays are the Georgian houses of the Old Town, the fine Victorian residences and the grand hotels. Ambitious Victorians also created the elegant Esplanade and Spa Complex, the cliff lifts and some 400 acres of parks and gardens.

While Scarborough is proud of its past – the famous Scarborough Fayre, for example, is still held annually – it has much more to offer. As well as the traditional pleasures of the seafront, there is a range of social, cultural, sporting and leisure facilities.

You can see contemporary drama – including the premieres of Sir Alan Ayckbourn’s plays – at the Stephen Joseph Theatre, while Scarborough is the home of the prestigious National Student Drama Festival, providing a week of fringe theatre every year. You can sample the quieter pleasures offered by Scarborough’s museums, galleries and workshops, or enjoy the range of music in the town’s discos, clubs and pubs. Between them the Spa Complex, the Open Air Theatre and the Futurist Theatre offer everything from pop music and ballet to alternative comedy. And if all these pleasures make you hungry, you can choose from a multitude of eateries and a range of cuisines – including, of course, fresh fish and chips and genuine Yorkshire puddings!

Sporting and leisure opportunities include surfing, fishing, water-skiing, swimming, rowing, sailing, golf, bowling, tennis and a choice of indoor sports – not to mention such tourist-oriented activities as pony or llama trekking and heritage walks. For spectators, there is football, cricket (including an annual cricket festival) and motorcycle racing; Scarborough also hosts major hockey, yachting, bowls and golf events.

If your idea of recreation is shopping, you will appreciate the town centre. Now largely pedestrianised, it accommodates all of the top high-street stores alongside a host of individual specialist shops. It is particularly well known for its second-hand bookshops.

Scarborough faces the future

Substantial private- and public-sector investment is supporting Scarborough’s continuing renaissance. Recent projects have included not only the transformation of the harbour (and the establishment of Britain’s first free Wi-Fi seafront) but also the construction of The Sands, a £120 million residential facility, and the installation of one of Europe’s fastest broadband connections. The creative industries are a rapidly growing sector in Scarborough, with the new Woodend Creative Workspace providing a focus.
An aerial view of the Scarborough Campus, with the bay and castle in the background.
Initial Teacher Training Facilities in Hull and Scarborough

Postgraduate Certificate in Education courses are offered by the Faculty of Education through the Centre for Educational Studies on the Hull Campus and through the Scarborough School of Education on the Scarborough Campus.

Hull Campus
The Centre for Educational Studies conducts many of its activities in specialist rooms equipped with interactive whiteboards in the Wilberforce Building. Modern Language students benefit from a new, state-of-the-art teaching room equipped with the latest Modern Language software and audio-visual facilities and interactive whiteboards.

The secondary PGCE facilities include a new, fully equipped Teaching Laboratory and a preparation room. The primary PGCE has three specialist rooms in the Wilberforce Building, which have been equipped to simulate a primary classroom environment, including interactive whiteboards. They are resourced to support training in all subjects of the curriculum.

Scarborough Campus
The School of Education conducts its teaching in a variety of rooms. There are appropriate resources for numeracy, literacy, early years teaching and practical workshops. There is a computer room specially equipped for teacher training. In addition, trainees can make use of a well-resourced social learning space with an open-access IT area and another suite of computers which support the teaching of art. Science is taught mainly in special laboratories.

This brochure has been compiled by staff involved in the University of Hull’s PGCE programme. Another perspective is provided by the comments of those who have taken part in the PGCE programme. The process begins here with the reflections of Donna Ward.

‘I spent 13 years in the RAF as an aircraft engineer before I decided to look at a change of career. I undertook a law degree and then, after a short time on a graduate retailer scheme for a well-known supermarket, I decided to pursue my ambition to become a teacher.’

‘I enjoyed all aspects of the Secondary PGCE course at the University – the academic side and learning about the theory of teaching, as well as the practical side of the school placements.’

‘Now that I’m a fully qualified teacher, the experience is above and beyond my expectations. I wanted a job that presented me with something different every day. Teaching has done this and I absolutely love it! I can draw upon my RAF and engineering experience. I can talk to pupils about physics and relate it to my background, which helps make the subject accessible.’

‘Teaching is a lot of hard work, but I absolutely love it and I can’t imagine doing anything else.’

Donna Ward
Modern Foreign Language students in the new state-of-the-art teaching room
School Direct

The University of Hull is delighted to be working in close partnership with schools, academies and Teaching School alliances to develop opportunities in School Direct, the new school-based route for teacher training.

School Direct is available for training in primary and secondary schools. Programmes last for one year and the University of Hull awards a Postgraduate Certificate in Education (PGCE) which includes 60 credits at Masters level.

There are two separate School Direct training options, which schools may select according to their particular needs:

- **School Direct Training** is available to graduates who may be eligible for a bursary of up to £20,000 to support the training.

- **School Direct Salaried** is an employment-based route available to graduates with at least three years’ work experience who will earn a salary while they train. The National College for Teaching and Leadership (NCTL) provides funding to the school to subsidise the trainee's salary and the training.

Schools, or partnerships of schools, apply for teacher trainee places and work together with the provider to recruit trainees and to decide on the training programme and how and where it is delivered, including how much training will take place within the school partnership.

To learn more about School Direct, visit the Department for Education website at www.education.gov.uk/teachschooldirect and then visit the University's website at www.hull.ac.uk/education to read reviews from our School Direct students and to see which schools, academies and Teaching School alliances we are working with.
The Postgraduate Certificate in Education

The Postgraduate Certificate in Education (PGCE) is an initial qualification in education for those who intend to make teaching their career. It is awarded to graduates of an approved provider (or those who hold an equivalent qualification) who satisfactorily complete the one-year full-time programme.

The PGCE programme is available at both our Hull and Scarborough Campuses. At Scarborough, the programme is designed to prepare trainees to teach children aged 3–7. The Hull programme is designed to prepare trainees to teach children in either the 5–11 or the 11–18 age range.

The PGCE is a broad programme and has three main aims (the third of which underlies the other two):

- to provide trainees with the information, knowledge and skills that enable them to embark upon their teaching careers and take up their first teaching posts as effective teachers capable of teaching and assessing the National Curriculum
- to develop professional interests in educational issues as the basis for further thought or training
- to aid the trainees’ own personal development in a critical year which bridges the gap between being a student (or doing some other form of work) and becoming a teacher

'I looked for a teacher-training provider in the north of the country, and the course at the University of Hull had an excellent reputation. It definitely suited me.'

'The student support at Hull is excellent – the staff really do care about the students. They gave me so much encouragement. My tutor said: ‘I know you can be an amazing teacher, and we’ll do all we can to help.’ That really meant a lot.'

'My first placement was at a large school in Barton-upon-Humber, North East Lincolnshire, with Key Stage 1 children. I admit I was a little nervous as I had not had any previous experience of working with children of that age, but it did not take me long to settle in and enjoy it. At Key Stage 1 it’s easier to see the effect that teaching is having on a child. You see progression from one week to the next. For instance, the improvement I saw in some of the children’s writing was amazing.’

'My advice to anyone, male or female, considering primary teaching as a career would be to get some voluntary experience first. You’ll learn so much and it will really help.’

'I’m now working at my first primary school in Middlesbrough. I know that the Hull PGCE was the right choice.'

William Gardner
Early Years PGCE programme

This programme focuses on the Early Years Foundation Stage and Key Stage 1 (3–7 years). It is designed to enable UK trainees to meet the Teachers’ Professional Standards.

Scarborough School of Education has well-established partnerships with schools in the surrounding areas. Teachers and mentors from partnership schools make a significant contribution to elements within the programme and the recruitment process. Trainees encounter all areas of experience appropriate to Early Years Foundation Stage and Key Stage 1 curricula. There is a variety of teaching and learning strategies, including lectures, tutorials, inquiry-based learning, practical workshops, group teaching experiences and staged teaching practices.

The integrated programme derives from the close study of the child as a developing individual and an interactive member of a group. There is considerable emphasis on developing skills in planning and assessing learning, and on the curriculum of the 3–7 age range, including the Early Years Foundation Stage (EYFS) and National Curriculum at Key Stage 1. Emphasis is also placed on the quality of the classroom as a stimulating environment designed to accelerate learning and development.

Grounding is given in the range of subjects comprising the Key Stage 1 curriculum. Particular emphasis is placed on the core subjects: English, Mathematics and Science. Other National Curriculum foundation subjects are provided as method courses and are covered through a combination of University-taught sessions and school experience. Taught aspects of the Early Years component include: Theory into Practice, (with a focus on play and cross-curricular learning) • Child Development, (debates around the importance of play) • Early Years Policies and Practices • Early Years Partnerships with other agencies • Working with Parents and Teams of Adults • Child Profiling • Establishing Positive Play Environments • Child Inclusion/ Protection issues.

The main components of the programme are:

• Curriculum pedagogy and learning in the Early Years
• Core subjects: English, Mathematics, and Science plus components covering the National Curriculum programmes of study for foundation subjects
• Home school experience – a minimum of five days spent in school prior to starting taught University sessions
• Autumn Cluster Experience (ACE) – school-based days focusing on specific curriculum areas and cross-curricula issues
• Blocked placement in two different schools, closely supervised by tutors and mentors
• Professional aspects of Early Years practice such as management of children’s behaviour
• Observation and assessment techniques, including how these can meet the diverse range of children’s needs

Core subject components

English

This component equips trainees to show competence in teaching English (communication and language, and literacy) in the nursery, reception and Key Stage 1 in a variety of ways, taking into account different stages of children’s development and types of school. Particular emphasis is placed on the need to fulfil the requirements of the Early Years Foundation Stage curriculum and the National Curriculum.

The teaching and learning of reading skills, including phonics, is a central feature of the course. Trainees are provided with extensive support in developing children’s reading skills and work with children in schools under the direction of the class teacher, tutor or mentor.

Trainees examine methods relating to emergent reading and writing, to the teaching of spelling, grammar and punctuation, and look at ways of encouraging the development of children’s writing. Attention is also given to the essential area of talk for learning.

In their placement schools, trainees undertake tasks related to reading, writing, and speaking and listening. They also undertake an in-depth study of approaches to teaching and assessing early literacy.

Mathematics

This component has two main aims: to increase trainees’ confidence with regard to their own mathematical ability and to provide them with the necessary knowledge, skills and understanding to teach mathematics effectively in the nursery and infant/primary school. Both of these aims are addressed by adopting a very practical ‘hands-on’ approach to mathematics: that is, trainees spend much of their time engaged in mathematical activities.

These cover all areas of the subject, with a particular emphasis on numeracy. There is also an examination of the theoretical basis on which the various aspects of mathematics teaching are based, and constant reference is made to research findings and recent HMI/Ofsted reports on the teaching of the subject. Contemporary developments, such as the use of computers and electronic calculators, are also examined in detail.

Trainees are required to complete a number of coursework assignments, largely carried out in school. They are also continually assessed throughout the course.
Science

The main aim of the science component is to produce teachers who are confident and competent in working with the curriculum guidance for the Early Years Foundation Stage (understanding the world) and the National Curriculum in Science at Key Stage 1. The component seeks to develop trainees’ own knowledge and understanding of science through a study of the nature and processes of science, as well as scientific concepts.

To develop professional abilities within the classroom, there is an emphasis on the use of appropriate teaching strategies and styles, as well as an introduction to a variety of resources, including ICT. Appropriate methods of classroom organisation are studied, along with how to provide for the individual needs of children.

Practical investigations and discussions support more formal lectures. School-focused directed tasks and associated wider reading are seen as important in structuring reflection on the nature of science and ways of teaching science in the nursery, reception and lower primary phases of education.

ICT

ICT is delivered through application in core subjects as well as specific skill training, ensuring that trainees gain confidence and the necessary knowledge, skills and understanding.

Foundation subject knowledge

Foundation subject knowledge and skills are provided through a partnership of school and University-based learning opportunities across the duration of the programme.

Personal and professional studies component

Nursery, reception and Key Stage 1 teachers need a knowledge and understanding of a wide range of general issues related to the profession, to children and to wider community and concerns beyond the classroom.

The professional and personal learning of all trainees is supported through an inquiry-based learning structure. Here trainees are required to take responsibility for their own personalised progress in engaging with topics and building knowledge – allowing them to consolidate the knowledge and skills gained from attendance at University sessions and experience gained through school placements.

University sessions will be organised through the use of workshops, tutor- and trainee-led seminars, and individual tutorials alongside self-directed learning.

Local school partnerships and Autumn Cluster Experience days allow trainees to work in small groups and pairs to identify and gain a deeper understanding of pedagogy and curriculum, while gaining experience in leading and supporting children’s learning.

The 2011 Ofsted inspection noted that PGCE trainees on this programme are well grounded in the Early Years Foundation Stage and gain good practical experience in relevant settings.

‘I found the Early Years PGCE course extremely demanding of my ability and commitment – but with the infectious, enriching, friendly support of the tutors and partnership schools, no stone was left unturned to equip me with the skills necessary to become a committed practitioner. Lecturers impart subject knowledge, lesson ideas and practical creative skills through workshops and field trips, together with theoretical lectures on the importance of learning thorough play, managing children’s behaviour and lesson planning. There are many laughs to be had along the way, from your first nerve-racking paired teaching practice in the autumn to the rapport with the children on your final practice.’

‘This course is demanding and may not be for the faint-hearted, but don’t be put off. My advice is “go for it”! Listen and react favourably to all advice given and don’t give up. You’ve chosen the right establishment: if the Early Years PGCE chooses you, they are going to make sure they do everything possible to provide you with every opportunity to succeed. My time was thoroughly enjoyable.’

Mark Dyson
School experience

Trainees are required to spend a minimum of five days in a home school placement prior to commencing the programme in September. This is a specific and compulsory requirement for the course which provides the foundation for initial taught sessions, workshops and personal planning within the first few weeks of the University sessions.

The Autumn Cluster Experience starts early in the programme. Small groups of trainees will spend one day a week within a partnership group of schools. Trainees will have a variety of cross-curricula tasks and experiences to complete, with the focus on group teaching in the core subjects. The Autumn Cluster Experience culminates with trainees spending a full week in school, enabling them to become fully involved in planning and teaching activities while working in pairs and small groups. The Autumn Cluster Experience takes place in EYFS and Key Stage 1.

Two block placements of nine and ten weeks’ duration follow the Autumn Cluster Experience, across the different age range and curricula. Each block placement is preceded by orientation visits, allowing trainees to become familiar with the school setting.

All placements are carried out in different schools, and the aim is to provide a breadth of experience across the Early Years Foundation Stage and Key Stage 1.

In all, 120 days are spent in schools during the programme, supported by school mentors, class teachers and University-based associate tutors.

Programme assessment

The programme is assessed in both its theoretical and its practical aspects. Assessment of theory is based on a series of coursework assignments. Assessment of practice takes place in schools by means of a Teaching and Professional Development Profile.

From successful completion of the first three theoretical essays, 60 credits at Level 7 can be transferred towards the 180-credit Hull Masters programme (MED).

Trainees are also assessed on their achievement of the Teachers’ Standards. Assessment of teaching ability is based on performance as a teacher in the classroom.

Trainees should regard teaching practice as a period of professional development, rather than a test to be passed, but certain requirements must be satisfied. Schools mentors, University tutors and an external examiner are involved in making this decision.

A trainee who fails to satisfy the examiners in practical teaching may have to bear the cost of re-examination, including the cost of an additional school placement and supervision.

‘I made a life-changing decision: I left my job to become a student once more. I was an economics graduate who, after five years’ business experience, felt there was something missing: job satisfaction.’

‘Previously, when I had thought about teaching as a career, the idea of trying to interest unwilling teenagers in the subject of economics had been unappealing. However, I had always enjoyed teaching dance to young children, so I eventually decided that teaching this age group was the way to go.’

‘To gain relevant experience and qualifications, I studied for a BTEC Diploma in Early Years and was then accepted onto the PGCE Early Years course at Scarborough. There followed a year of intensive and incredibly hard work, including an exciting and challenging range of practical school-based experiences. A feature of the first term was a paired practice, which allowed us to support each other through a somewhat daunting experience. The spring practice provided further valuable experience in a Hull nursery class, and the final “cherry on the cake” was a wonderful placement with a Year 2 class in Scarborough. I still have fond memories of this and it influenced my decision to apply for posts in Year 2.’

‘During the course, I benefited from the support and encouragement of college tutors and experienced classroom practitioners. I have since returned twice to the Scarborough School of Education to give presentations to current PGCE students about the joys, trials and tribulations of teaching in an inner-city school in Leeds.’

Joanne Fisher
Primary PGCE programme

This programme is designed to prepare trainees for teaching children in the 5–11 age range. Only around 80 places are available for this very popular programme. You are therefore advised to apply early and to put Hull first on the application form.

We are particularly interested in applicants who have good Honours degrees. Preference is given to applicants who can show experience of work with children – especially recent work in primary schools – and can demonstrate a commitment to primary education. All courses of initial teacher training for primary teachers are designed to enable UK trainees to meet the Teachers’ Standards.

The University enjoys a close and well-established partnership with schools in the region, and schools are significantly involved in the programme design, recruitment and training. The programme involves an interplay of work in schools and at the University. A foundation is given in the full range of subjects that make up the primary school curriculum. Particular emphasis is placed on the core subjects, but all National Curriculum subjects and religious education are covered in separate method courses.

The main components of the programme are:

- Methodology courses in the subjects of the primary curriculum, emphasising the core subjects of English, mathematics and science
- A professional studies course concerned with general professional issues
- Weekly tutorials that consider all aspects of primary education
- Practical classroom experience, closely supervised by tutors and mentors
- Block placements in two different schools
- Additional school-based days that focus on specific areas of the curriculum, or general primary issues

Core subject components

English

The course equips trainees with competence and confidence in teaching English in primary schools, taking into account different stages of children’s development and types of school. Particular emphasis is placed on the need to fulfill the requirements of the Early Years Foundation Stage curriculum, the National Curriculum and other national strategies.

Some of the weekly English sessions take place in local schools and include small-group work with children, which involves putting the theoretical elements of the course into practice. The teaching and learning of reading is central. Trainees study strategies for developing children's reading skills and put those into practice in their school experiences.

Trainees examine theories and teaching methods relating to early reading and writing, and to the teaching of systematic synthetic phonics, spelling, grammar and punctuation, and they look at ways of encouraging the ongoing development of children's reading and writing skills. Attention is also given to developing essential skills in speaking and listening.

In their placement schools, trainees undertake tasks related to reading, writing, speaking and listening. Coursework includes consideration of methodology and teaching theories. Trainees also consider English across the curriculum, the use of ICT and creativity in English teaching, with time spent investigating the range and value of children's literature.

Mathematics

The course has two main aims: to increase trainees’ levels of confidence with regard to their own mathematical ability and to provide them with the necessary knowledge, skills and understanding to teach mathematics effectively in the primary school. Both of these aims are addressed by adopting a very practical ‘hands-on’ approach to mathematics: trainees spend much of their time engaged in a wide range of mathematical activities. These cover all areas of the subject, but there is a particular emphasis on numeracy.

There is also an examination of the theoretical basis on which the various aspects of mathematics teaching are based, and there is constant reference to research findings and recent HMI/Ofsted reports on the teaching of the subject. Contemporary developments, such as the effective use of ICT, are also looked at in some detail.

Trainees are required to complete a number of coursework assignments. These are largely school-based and involve the designing, planning, preparation and teaching of various mathematical activities as well as some reflection on and analysis of the adopted approaches.

A national comparison of the results from the Newly Qualified Teacher (NQT) survey for 2012 shows primary teachers who trained at the University of Hull rated the overall quality of their training, across all aspects, in the top three in the country. In particular, NQTs rated the training in phonics very highly.
Science

Children are naturally inquisitive about the world in which they live and ask fantastic questions about it. This course will help you to plan and teach activities that allow children to investigate and explore this exciting world. The course emphasises creative practical work focusing on the ways in which children learn about science while also equipping you with the core scientific knowledge you need.

You work in collaborative groups exploring, analysing and evaluating what each session tells you about learning, teaching and pedagogy using a model that explores learning ‘as the child’, ‘as the teacher’ and ‘as the reflective practitioner’. Supported by extensive online resources the course equips you as a teacher to make science an exciting and dynamic area, to see how science links into the wider primary curriculum and gives you a ‘toolkit’ of ideas and skills to take into the classroom.

Discussion, collaboration and exploration are key parts of the learning experience, along with assignments, reflection on the practice seen in schools and a willingness to join in during taught sessions – this is not a ‘sit back and listen’ course.

Foundation subjects

Art

The purpose of the art methodology part of the 5–11 Primary programme is to increase awareness of, and response to, our own surroundings, the wider world and all aspects of art, craft and design.

By asking the basic question ‘Why art?’ and through practical activities, participants explore the development of children’s and our own innate creative abilities. They also study aspects of art and artists through the ages from various cultures.

By increasing our powers of observation, we can stimulate our curiosity, explore and learn the visual language and express our feelings and emotions, thereby learning to value our own judgement and gaining in confidence.

Opportunity is provided for experimentation with a wide range of techniques. A working environment is created where trainees feel free to try out ideas and methods, and where they can enjoy participating in an activity that helps them to develop the skills and confidence needed to transfer this philosophy and methodology to the primary classroom.

‘I started thinking about a change of career to teaching after 15 years in public libraries, where I had found working with children a very rewarding experience. When my daughter went to pre-school, I decided to work as a volunteer in a reception class and take a job in a local homework club to help me make up my mind if teaching could be the new career I was looking for. As I loved both experiences, I took the plunge and applied for entry to the PGCE in Hull.’

‘As a mature student with a young child who needed my time and attention as well, I found it a hard year and needed to be well organised and focused in order to keep on top of the very demanding workload. However, I had a very positive and happy experience of the classroom environment on teaching practice and worked with wonderfully supportive classroom teachers, who motivated and inspired me. The taught element of the PGCE strikes a good balance between academic work, providing subject knowledge across the curriculum, and lots of practical advice on how to develop teaching skills. The teaching in the core subjects was excellent. In mathematics, in particular, I developed the knowledge and confidence to enjoy teaching a subject I had hardly thought about since leaving school more than 25 years ago.’

Louise Tullock
Design and Technology
The aim is to provide participants with the skills, knowledge and understanding necessary to ensure delivery of design and technology, as required by the National Curriculum. The course dovetails with science and adopts a similarly topic-based, thematic approach.

Trainees are encouraged to develop their own skills through practical workshops concerned with construction, textiles and food. Attention is given to organisational issues particular to design and technology, such as the need to ensure safe working conditions and ways of providing suitable resources. The objectives of design and technology are considered in the context of developing suitable approaches to planning lessons, assessing pupils’ work and keeping appropriate records.

Geography
The course introduces National Curriculum requirements and offers suggestions for practical work in schools. Current primary practice usually places geography within broad-based approaches to the curriculum, so there is some consideration of topics. Statutory Orders require pupils to be introduced to a range of themes and places. By means of first-hand experience and the use of secondary sources, the skills of field work and map understanding have to be integrated with these studies. The course consists of half-day sessions – usually lecture input followed by practical work in groups.

History
The aim of the course is to enable history specialists and non-specialist primary trainees to understand the requirements of the National Curriculum at Key Stages 1 and 2. Statutory Orders require pupils to work on historical material drawn from a range of periods and to develop historical skills through the study of evidence, differing interpretations and major concepts, such as similarity, continuity and difference. The course focuses on enhancing subject knowledge, developing teaching approaches and designing resources. Sessions are practically based.

Information and Communications Technology
ICT is one of the foundation subjects but – because of its importance across the primary curriculum – it is afforded greater time on the course than history, geography, music and art, for example. Trainees are provided with sessions focusing on the development of their own ICT skills as well as the pedagogical issues associated with the teaching of ICT in the primary school and the use of ICT by teachers and pupils across the curriculum. There is a strong emphasis on practical activities involving the use of computers, mobile technologies, interactive whiteboards and digital media.

The 2011 Ofsted inspection noted that trainees on this programme were offered a very good level of pastoral support, which they valued hugely.

Modern Foreign Languages (MFL)
MFL is a relatively new, yet exciting, subject in the primary classroom. We aim to show all our trainees how even non-linguists can plan creative and enjoyable lessons that lead to all children making progress in a modern foreign language. The course imparts an understanding of the pedagogy underpinning modern languages teaching in the primary school. Trainees also learn about teaching oracy, literacy and intercultural understanding through engaging in the sort of activities they could use in the primary classroom. They are also encouraged to improve their own language skills through the use of resources and upskilling on campus.

Music
The course aims to involve all trainees in the musical activities they can develop with children. The underlying philosophy is that we, as adults, all use and need music, and that music education should foster enjoyment and understanding in all of us – although some children will go further, learning to play instruments or even compose.

Trainees are encouraged to perceive sound as the start of music and to use it as a creative medium, developing skills and insights through a variety of activities and games. Songs and simple instruments also provide a foundation, and trainees should find opportunities to develop their enthusiasms and interests. As trainees develop their practice in the classroom context, music from a range of cultures is used for performing and listening and as a stimulus for children’s compositions.

Physical Education
The course examines all aspects of the National Curriculum for PE. Activity areas include gymnastics, games, dance, athletics, and outdoor and adventure activities. Teaching approaches, teaching skills and ideas for cross-curricular links are covered during the course, particularly in the area of health and physical education. Trainees are expected to take part in the practical aspects of the course.

Religious Education
Religious education is a fascinating subject to teach, comprising the study and exploration of the six world faiths (Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism) and of cultures, rites of passage and rituals. It can be taught in a highly engaging way, using pedagogical skills and opportunities for reflection and encouraging the development of respect for diversity and inclusion. These days, teaching RE in state schools is definitely not about religious instruction. Proselytising is strongly discouraged.

In relation to current statutory requirements relating to RE and collective worship in schools, taught sessions also focus on the legal underpinnings and on spiritual, moral, social and cultural development. As well as exploring the range of creative pedagogies for this foundation subject, taught sessions significantly enhance subject knowledge development and include visits to local places of worship.
Professional Studies course

The Professional Studies course considers generic aspects of primary education such as: Creating an Effective Learning Environment • Classroom Management • Behaviour Management • Cooperative Learning • Planning • Assessment • Reporting to Parents • Special Educational Needs • Children for Whom English is an Additional Language • Safeguarding • Teachers’ Legal Responsibilities. The course comprises weekly lectures, workshops and tutorials, together with school-based days which focus on the topics listed above.

School experience

Trainees spend more than 120 days in school during the programme. Most of this comprises two block placements, each of eight weeks, in the spring and summer terms. Each assessed placement is preceded by two weeks in the school to enable trainees to prepare thoroughly for the placement itself.

In addition to the two block placements, there are weekly visits to schools throughout the autumn term as part of the Professional Studies course described above.

Programme assessment

The programme is assessed in both its theoretical and practical aspects. Assessment of theory is based on a series of coursework assignments. There are three separate methodology assignments: one for each core subject. The last piece of assessed work is related to themes presented in the Professional Studies Course.

Trainees are also assessed on their achievement of the Teachers’ Standards. Assessment of teaching ability is based on the trainee’s performance as a teacher in the classroom. Trainees should regard teaching practice as a period of professional development rather than a test to be passed, but certain requirements must be satisfied. Schools, mentors, University tutors and an external examiner are involved in making this decision.

A trainee who fails to satisfy the examiners in practical teaching may have to bear the cost of re-examination, including the cost of an additional school placement and supervision.

‘I studied the Primary PGCE course at the University of Hull six years after graduating, and I wish I had done it sooner. The course was superb. The balance of academic research, practical workshops and various teaching practices fully equipped me for teaching.’

‘The PGCE has allowed me to go into the most wonderful career there is – teaching! Every day in teaching is challenging, rewarding and different, which I do not believe could be the case in any other job.’

‘I was so inspired by the University and the study I undertook that I went on to study for a Masters degree in Educational Studies.’

Kerry James
Secondary PGCE programme

The Secondary PGCE programme, based at the Hull Campus, was rated as ‘outstanding’ by Ofsted in 2011. Ofsted noted ‘an exemplary commitment across the partnership to producing high-quality teachers to meet a pressing local need in secondary schools’. The programme is intended for those who wish to teach in the 11–18 age range and is delivered by the University together with a group of partner schools. At present there are more than 80 such schools.

Trainees spend one-third of their training time at the University and the other two-thirds in two partner schools. At Hull we have always worked with a group of schools spread over a wide geographical area and in several local authorities. This offers opportunities for trainee placements in a wide variety of school types: urban or rural; large or small; comprehensive or selective; denominational, county, academies or independent.

Tutors have constructed the training programme in very close collaboration with colleagues in schools. In each partner school, trainees are supported by a senior member of the school staff – the coordinator – and in their subject work by a mentor, as well as being visited and supported by tutors from the University. Trainees are expected to consider carefully the links between the different elements of the course:

- principles and contexts of teaching and learning
- subject-based work
- practical classroom experience

Principles and contexts of teaching and learning

The Foundation in Professional Studies Course (FiPS) lies at the heart of the PGCE programme. Rooted in research and scholarship, the course will enable you to situate your subject and school learning in the wider academic and professional debate. In the first semester, you will explore a series of key questions about the nature and purpose of education – these will be explored and situated in your subject studies and in the school placements. In the second semester, you will partake in a group problem-based learning activity that will equip you to apply theory to your classroom situation.

A significant strength of the course is in the way that the FiPS groups comprise trainees from various subjects, allowing them to share their knowledge.

Subject-based work

English

The course prepares you to be an English subject specialist across the 11–18 ability range and assumes you have a high degree of vocational motivation, as well as strengths in the academic fields of English language and literature.

You are given a thorough grounding in the requirements of the National Curriculum, and in the practical classroom strategies essential for turning it into a stimulating and developmental experience. There is a strong emphasis on your individual creativity in developing learning resources – and scope for additional specialisation in areas where you have personal interests such as drama, media studies or teenage fiction.

The two teaching practice placements offer experience of working in different kinds of schools: urban and rural; 11–16 and 11–18; mixed-ability and setted. At the end of the course, you are able to make informed judgements as a result of working to a distinct English department ethos in each school. The schools are enthusiastic about welcoming new colleagues and committed to offering structured and supportive professional development to trainees.

Assessment is mainly based on teaching performance in the placement schools. Written assignments are classroom-related tasks, which are relevant to work in practice: preparing learning materials and working with individuals to develop writing skills, for example.

The course places a strong emphasis on the requirements of GCSE and A level subject planning and assessment and on increasing trainees’ grammatical confidence and awareness. Work on Shakespeare involves collaborative practical sessions and an approach to play texts as enjoyable, popular performance material needing interactive classroom activities. The record of employment from the course is excellent, both locally and nationally. Typically, trainees find the PGCE year much more demanding than the degree finals year – but also more rewarding, as knowledge, experience, energy, humour and sheer willpower come together to make small parts of the world, for a short time at least, into better places.

Geography

The main aim of this course is to help prepare you to become a competent and engaging teacher of geography at secondary level, a process that will continue throughout your career as a teacher. In short, the experiences of the year will help convert geographers into geography teachers. The course concentrates on the teaching of 11–16 year-olds, but part of it extends your studies and experience to cover preparation for post-16 teaching.

The core areas of the course concentrate on:

- learning theories in a geographical context
- Geography in 21st-century schools
- teaching and supporting children of all abilities
- monitoring and assessing progress
- planning, preparing and evaluating geography lessons
- the importance and value of field work

Sessions involve practical work, identify the links between theory and practice, and suggest a wide range of teaching methodologies.

The external examiners have commented that a particular strength of the geography course is the positive working relationships trainees have with the course tutor.
The tutor’s recent practical experience in schools is similarly seen as a strength, although the course also develops a strong and critical theoretical element. Trainees are obviously very satisfied with their training and believe that they have been extremely well prepared for their chosen career.

**Physics with Mathematics PGCE**

The Physics with Mathematics PGCE is aimed at graduate physical scientists and engineers who want to teach science but see maths as a more natural second subject choice than biology or chemistry.

You spend some of your time with the science tutors learning about the National Science Curriculum, lesson planning, subject pedagogy and assessment. This will be enriched by sessions with specialist physics and maths tutors. The course is supported by The Institute of Physics, The Royal Academy of Engineering and the Training Agency. Further details can be found at www.education.gov.uk and www.iop.org.uk.

‘I really enjoyed the PGCE programme. The Secondary PGCE group as a whole and the Mathematics element included newly graduated people, middle-aged people and people like myself, who were somewhere in the middle. This resulted in many varied views on teaching and styles of teaching, with each member of the group having their own role.’

‘I thoroughly enjoyed all aspects of the course and have made some extremely close friends from it. ‘I’m teaching now and there is no doubt it’s hard work, but it’s also the best decision I could have made. No two days are the same, each posing its own new challenges.’

‘The pupils are challenging and at the same time rewarding. They are constantly surprising you. Making a connection with a teenager is such a buzz; I can’t see myself having any other kind of career before I retire.’

**Scott Eastwood**
History

The aim of the history course is to provide a comprehensive and supportive programme of initial teacher training for the secondary phase as a sound basis for future career development. The intention is not to be prescriptive but rather to allow you to make informed judgements and to develop your self-confidence in approaching the teaching of history. Learning is by means of small informal groups, with an emphasis on teamwork and practical participation.

The content of each session reflects the overall weekly theme of the PGCE programme, aspects of the teaching of history and the needs of individual trainees. Session topics include:

- The National Curriculum, focusing on issues of historical knowledge, understanding and skills
- assessment
- examinations
- teaching and learning styles
- information technology

A visit to Auschwitz–Birkenau may be undertaken to enable students to develop a rationale for teaching the Holocaust. Trainees may also visit Ypres and the Somme to explore the educational opportunities offered by such sites. Visiting speakers further enrich the course.

Mathematics

We aim to encourage trainees to reflect on the role of the mathematics teacher and the place of mathematics in the school curriculum by seeking to develop:

- confidence in their own mathematical powers, together with a good knowledge and understanding of school mathematics
- an awareness of how children learn and the need for active involvement through discussion, practical work, problem solving and investigative approaches
- familiarity with a wide range of resources, including calculators and computers
- the ability to plan and use a variety of classroom approaches, taking into account the varying needs of different children, links with other subjects, and the importance of good classroom management
- a knowledge of the requirements of the National Curriculum, GCSE and A level, and familiarity with various modes of assessment

Subject Knowledge Enhancement (SKE) course – Mathematics

If your first degree does not contain a high proportion of mathematics (typically more than 50%), then we offer two possible routes into training as a mathematics teacher:

- a six-month full-time SKE course, running from January to June, is available for applicants who, typically, have an A level (or equivalent) in Mathematics.
- a nine-month full-time SKE course, running from September until June is available for applicants who, typically, have a GCSE in Mathematics.

In both cases, you would have to demonstrate a real interest in the subject: these full-time courses are demanding and you are likely to be successful on them only if you genuinely enjoy doing mathematics, and you like thinking about more abstract concepts than simple arithmetic. Our experience at Hull tells us that many people with backgrounds that are not very strong in mathematics to start with, nevertheless make excellent teachers after their training. It is your own enthusiasm for the subject, and for teaching children, that is the key to your success.

These two courses are only open to those who are accepted for an initial teacher training course in mathematics at the University of Hull or elsewhere in the UK.

Modern Foreign Languages (MFL)

We welcome trainees from the UK, Europe and further afield. From the outset, work centres on the practical skills and techniques necessary for successful language teaching. The course seeks to establish what is involved in second-language learning and to review critically the various approaches, methods, techniques and materials used in the teaching of foreign languages within the context of secondary schools, curricula and examinations. Examples of methodology range from lively oral practice – supported by interactive whiteboard, overhead projector, flashcards and games for beginners – to the exploitation of topic-based and literary texts at sixth-form level.

In a friendly and cooperative environment, we aim to provide a stimulating, practical preparation for trainee teachers wishing to become effective and reflective practitioners. Small-group practical work equips trainees with the ability to prepare their own teaching materials and to use a variety of teaching aids, including interactive whiteboards, computers, the overhead projector, DVD and reprographics. These tasks are followed up in school-based work under the direction of a mentor and supported by the resources and facilities available in our new modern languages teaching room and the Language Learning Centre in the University’s Language Institute.

Extensive MFL-specific interactive whiteboard training allows trainees to develop their skills and leads to an accredited award, which has helped trainees to gain posts in schools.

Trainee learning experiences, in the University and in partnership schools, are planned to form a coherent whole, with University tutors and school mentors working closely together. We prepare trainees to teach their main language to a level standard and often a second language to a lower standard. We also have places for single linguists. French, German and Spanish are offered as main and subsidiary languages. Early application is advised for Spanish places, which are highly oversubscribed. For Spanish or German trainees unable to offer French to at least beginners, we offer a 15-week intensive French Extension Course prior to the PGCE on behalf of the Teaching Agency. This enables single linguists in German and Spanish to learn French and is funded in terms of course fees and a weekly bursary.
Science (with Biology, Chemistry or Physics)

Benefiting from a brand new fully equipped teaching laboratory, this course equips trainees to teach science in the 11–16 age range and a science specialism post-16. During the autumn term, it focuses on the structure and content of science in the National Curriculum. Method work deals with lesson planning; resourcing lessons; organising safe, investigative teaching; matching work to different abilities; and management and assessment of pupils. Experience in the principles and practice of science teaching is extended by exploring some of the main areas of the programmes of study of the National Curriculum. Workshop activities, seminars and laboratory practical work are designed to identify key ideas, to decide how these may be approached in school and to consider some of the conceptual and organisational barriers that may be encountered.

The programme also deals with teaching a specialist science post-16. There are opportunities to explore topics in the post-16 curriculum and to review assessment.

Practical classroom experience

All trainees have two school placements and teach in two schools. Each teaching block is 8–9 weeks in length and is preceded by a developmental phase of structured preparation. In Phase II, this involves observing experienced teachers working with individual pupils; working with groups of pupils; team teaching; and eventually taking responsibility for whole lessons. Trainees are advised and guided by their subject mentors in schools and observed teaching by University method tutors. Each trainee has a teaching profile document in which they and their mentors record their developing competencies. This document is formative in that trainees use it throughout their training. It also contains two summative sections for completion at the end of each major period of teaching.

Assessment

To qualify for a Postgraduate Certificate, the candidate must satisfy the examiners in the practice of teaching and the professional elements of the course. Assessment of practical teaching is based on evaluations by University staff, by teachers in partner schools and – for a sample of trainees – by external examiners. As well as being required to demonstrate practical proficiency, trainees are assessed by essays, group presentations, problem-based learning, projects and the preparation of teaching materials. Candidates completing the programme successfully will be awarded 60 credits at Masters level.
French Extension – Subject Knowledge Enhancement

About the course
This course provides an excellent opportunity for graduate linguists with little or no French to undertake a tailor-made intensive course in French before beginning teacher training. Those who complete the course are able to teach French to children in the secondary phase to Key Stage 3 and beyond, significantly increasing their employment potential.

The course runs between June and the end of August, with a two-week *ab initio* course in May for those with no (or virtually no) French.

There are four hours of taught sessions in the mornings, followed by directed and self-directed study with a high level of individual support. Tutors have experience of teaching French in secondary schools and utilise stimulating material written specifically for adult learners on this course. Participants are taught using an interactive whiteboard and have access to excellent facilities in the Language Learning Centre.

Assessment
Participants must complete the course satisfactorily before they can proceed to teacher training. This includes attendance at all sessions, the study visit, completion of work and a portfolio.

Funding
Participants will receive a weekly bursary and funding for a compulsory two-week tailor-made study visit to France, hosted in July by the La Rochelle Tourist Office with the assistance of a tutor from Hull.

Applications
Participants should first gain a place on an MFL teacher training course via the Graduate Teacher Training Registry (GTR). They should indicate their request to be considered for the French Extension Course in their supporting statement. Applicants for the Hull PGCE who are interested in the extension course are interviewed for both courses at the same time. Places are limited.

French Extension Booster Course
The University also offers an intensive four-week pre-Initial Teacher Training booster course. This is designed to enable graduate linguists to learn French confidently and accurately, to Key Stage 5.

For further information, visit www.hull.ac.uk/ces.
Support and Study Facilities

The University has a deserved reputation for being welcoming and supportive. Our students are among the happiest in the UK, and their feedback on the quality of the student experience that we provide remains overwhelmingly positive.

Supervision

Personal supervision of your programme of research is provided by academic staff who are experts in their fields. Our research students are allocated either two joint supervisors or a supervisory panel, with a named individual as main supervisor. This system ensures quality and continuity of support. It also promotes the concentration of expertise in small groups of staff and postgraduates who work closely together. Students are encouraged to meet regularly with their supervisors to gain from their expertise and guidance.

Postgraduate training

The University is a pioneer in the development of training programmes for research students.

Training for students on traditional research Masters or PhD programmes is more broadly based and is administered under the Postgraduate Training Scheme (PGTS). This scheme is accredited by the University and has been developed to help you do two things:

• undertake research more effectively
• gain transferable skills that can be used in your future career

The exact course of training that you undertake will depend on your specific needs as identified by you and your supervisor.

Part-time students and those generally working away from the University’s campuses are offered other opportunities such as week-long Easter and Summer Schools in order to be able to undertake this training.

Through the PGTS you can achieve a Certificate (60 credits) or a Diploma (120 credits) in Postgraduate Research Training. Each is a formal qualification in its own right and will add significantly to your CV. The skills and experience that you gain from the training will not only facilitate your research but also enhance your standing in many areas of employment.

The Graduate School

This serves two main purposes. Firstly, it is the main administrative office on the Hull Campus for our research students, supplementing the personal supervision and discipline-specific support that you receive in your department. Secondly, it provides a number of valuable facilities for all postgraduate students, whether on taught or research programmes.

The building houses 60 networked workstations, as well as quiet study areas, photocopying facilities, lockers for the storage of personal items, a seminar room, and a common room for social activities. This makes it the perfect place in which to meet other postgraduate students.

All facilities are available 24 hours a day, 365 days a year.

Postgraduate Society

The Postgraduate Society has an office on the first floor of the students’ union where students are free to call in for advice or a chat. The society organises a regular programme of social activities, including parties, meals, theatre trips and networking events, so there are many excellent opportunities to meet fellow postgraduates across disciplines.
How to Apply

Admission requirements

“The University is committed to ensuring equality of opportunity in every aspect of its provision and seeks to apply the principle of equality of opportunity in relation to all aspects of its admission process.’ (University Code of Practice for the Admission of Students.)

We are part of a Northern Universities consortium whose members jointly and individually encourage applications from minority ethnic groups.

School Direct
Applicants must normally possess a recognised good honours degree from a British university (or an equivalent qualification) and meet the selection requirements laid out by the Department for Education. Applicants to Secondary PGCE courses must hold an honours degree at least 50% of which is in the relevant teaching subject.

In addition, candidates must possess:

• GCSE English and Mathematics at grade C or above, or an equivalent qualification. The University offers an equivalency test.
• Primary and Physics with Maths (Secondary) trainees must also have GCSE grade C or above (or equivalent) in Science.
• all applicants will be required to pass literacy and numeracy skills tests prior to entry.

Early Years (3–7) PGCE programme
Applicants must normally possess a recognised good Honours degree from a British university, or an equivalent qualification, and meet the selection requirements laid out by the Department for Education.

Applicants should make clear their qualifications, competence and experience in their application.

Prior to interview, candidates must possess:

• GCSE passes at grade C or above, or equivalent qualifications, in English, mathematics and a science subject
• a broad academic profile that reflects subject knowledge and competence in the foundation subjects of the primary curriculum and RE
• a level of competence in, and familiarity with, ICT that can realistically ensure the trainee’s required development under the terms of Department for Education regulations currently in force
• relevant evidence of experience related to working with children and teachers

During the interview process, candidates will be required to demonstrate their suitability to meet the Teachers’ Standards and the selection procedures will include a written element to assess standards in English and mathematics.

Primary (5–11) PGCE programme
Applicants must normally possess a recognised good Honours degree of a British university, or an equivalent qualification, and meet the selection requirements laid down by the Department for Education.

In addition, candidates must possess:

• GCSE passes at grade C or above, or equivalent qualifications, in English, mathematics and a science subject
• relevant evidence of experience related to working with children and teachers

Secondary (11–18) PGCE programme
Applicants must possess an appropriate degree from a British university, or an equivalent qualification, and meet the selection requirements laid out by the Department for Education.

In addition, candidates must possess GCSE passes at grade C or above, or equivalent qualifications, in English and mathematics.

We can consider you if you do not have these qualifications at the time you apply, but you must obtain them before the programme starts.

Application procedure

Applications to all university education programmes are made online on a standard form through the UCAS teacher training website*.

* Please note that there will be a single admissions process for postgraduate teacher training (PGCE and School Direct) from 2014. This single admission point will be called the UCAS Teacher Training System. For details, visit www.education.gov.uk/get-into-teaching.

Applications should be made as early as possible after 1 September of the academic year immediately preceding the proposed date of entry.

Suitable applicants will be called for interview. Those who are offered places will be required by the Department for Education to complete a medical questionnaire and may be required to undergo a medical examination.
Financial incentives

For the most up-to-date information, visit the National College for Teaching and Leadership website: www.education.gov.uk.

Qualified Teacher Status skills tests

Applicants must take numeracy and literacy skills tests as part of the application process and ensure that they pass both before the course begins. Visit www.education.gov.uk/get-into-teaching for more information.

Protection of children

Admission to all initial teacher training programmes will be subject to the relevant criminal record checks. Entrants also have to show ‘physical and mental fitness’ to teach and will be asked to provide evidence in both respects. At present this means that you will have to complete a self-disclosure form if offered a place on the programme. This self-disclosure form is an interim measure – all successful candidates must obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Fees and grants

All PGCE and School Direct training route trainees will be required to pay fees. If you are a permanent resident of the UK or an EU country, you may be entitled to assistance. Payment will not be ‘up front’: fees will be added to your student loan. For further information on fees and financial support, visit www.direct.gov.uk/studentfinance.

Accommodation

The University does not provide accommodation for teacher training students, but assistance will be given to those seeking private accommodation.

The Accommodation Office at Scarborough offers assistance to PGCE students seeking private accommodation and can also help students who wish to share accommodation by putting them in touch with each other.

Applications

If you would like more advice about the University of Hull’s teaching-training programmes before you apply, please contact:

For the Early Years PGCE (3–7 years)

PGCE Early Years Admissions Officer
Scarborough School of Education
+44 (0)1723 357348
d.malton@hull.ac.uk

For the Primary PGCE (5–11 years) or the Secondary PGCE

Teacher Education Office Admissions Centre for Educational Studies
+44 (0)1482 465974
teachereducation@hull.ac.uk
International Students

PGCE International Pathway (iPGCE)

We would be delighted to consider applications from international students to our postgraduate initial teacher training programmes.

Fees

The tuition fee for each programme for 2013 entry was £14,070 per student. For advice on fees for 2014 entry, please contact the Teacher Education Office at teachereducation@hull.ac.uk. For more advice visit www.direct.gov.uk/studentfinance and follow the link for international students.

Training and qualifications

You will study with our home students and undertake rigorous practical training. You will explore pedagogy, professional practice and subject studies and spend a considerable time in English schools being observed and monitored. You will be unable to gain Qualified Teacher Status (QTS), which is the licence to teach in UK schools, as this is reserved for home students. However, on successful completion of the programme you will receive a PGCE (Postgraduate Certificate of Education) from the University of Hull showing that you are a well-trained practitioner with excellent skills and knowledge to apply upon return to your own country. Successful completion of the programme will also provide 60 credits at Masters level. The Faculty of Education provides a suite of Masters programmes so that students may continue and achieve a full Masters degree.

Accommodation

International students can choose to stay in a range of accommodation owned, managed or directed by the University. See www.hull.ac.uk/international/accommodation.aspx. For Hull Campus enquiries, email rooms@hull.ac.uk or call +44 (0)1482 466042. For Scarborough Campus enquiries, email accommodation@scar.hull.ac.uk or call +44 (0)1723 357245. You can also download a number of useful guides produced by the University's International Office at www.hull.ac.uk/international under 'Downloads'.

Admission requirements

All applicants are required, on entry to their programme, to hold an appropriate UK Bachelors degree at grade 2.2 or above or an equivalent qualification. All applicants wishing to undertake a Secondary PGCE must hold a Bachelors degree or equivalent in a relevant subject. For example, if you wish to apply for a history PGCE, at least 50% of your Bachelors degree or equivalent qualification must be in history. Candidates must have evidence of proficiency in the English language (IELTS 6.0 with no category below IELTS 5.5 or equivalent, such as Pearson PTE or iBT TOEFL). They will also need to demonstrate an aptitude for teaching. Admission is subject to a satisfactory medical report and an enhanced Disclosure and Barring Service (DBS) check. As an international student you will also need to provide the equivalent of a Certificate of Good Conduct from your own country.

Advanced programmes

We offer access to Masters degrees in Education (MEd) for which PGCE graduates can claim advanced standing to a maximum of 60 credits. Successful completion of an MEd degree requires a further 120 credits, including the module "Research Methods in Education" (or equivalent).

PGCE graduates may also take other advanced programmes, including advanced certificates and diplomas, Master of Philosophy (MPhil) and Doctor of Philosophy (PhD).

Further details, including entry requirements, may be obtained from

Postgraduate Office
Centre for Educational Studies
University of Hull
Hull, HU6 7RX
+44 (0)1482 465393
ces-pg-enquiries@hull.ac.uk

Changes to courses

The accreditation of all courses of initial teacher training is subject to review by the Secretary of State for Education. The University therefore has the right to withdraw or amend parts of these courses.
What Happens Next?

A quick reference of what to expect.

- Apply to the University of Hull
- Considered against entry requirements
- Considered where applicable against scholarship field*
- Offer (with any relevant conditions)
- Conditions met
- CAS provided for those who need a student visa
- Register
- Place confirmed
- Shortlisted research applicants interviewed*
- Conditions met
- CAS provided for those who need a student visa
- Place confirmed

* Does not apply to all postgraduate students

Find out more
+44 (0)1482 465974
www.hull.ac.uk/education

Money Matters

Transparent costing policy

The University of Hull believes in transparency regarding costs incurred by students studying for its awards. We will clearly identify mandatory costs which arise from undertaking a programme and/or its core modules. The costs of all compulsory field trips and of all field trips at Level 4 (typically the first year) of a programme will be free of charge, as will essential equipment. We will be clear in our information about necessarily incurred costs (e.g. living costs, accommodation, parking and so on) associated with studying at the University and will provide clear guidance in our information about what these are likely to be. A further category is optional costs which may arise from particular module choices. Though optional, these costs may nonetheless be seen by students as necessary if they are to do well on a programme or to get the most out of it, and as such will be made transparent and easily accessible.

Welcome back – Loyalty Scholarships

We know that loyalty is a two-way street. That's why we offer our alumni a range of fee discount options on our postgraduate taught courses. As a Hull graduate, you already have a lifelong connection with your university; if you're considering further study, you don't have to start all over again at a brand new university – a postgraduate programme at Hull would be a natural extension of your student experience with us. Whether you're looking for an injection of career momentum, a change of direction, or purely to explore your area of academic interest in even greater depth, the wide range of postgraduate studies across our faculties will have something for you. As a postgraduate here, you can take advantage of world-class research expertise, cutting-edge facilities and unrivalled student support.

Be inspired, further information about Loyalty Scholarships and how your University can make postgraduate taught studies more affordable for you is available by contacting:

For faculties and course information; hefunding@hull.ac.uk or Elaine Warrener on +44 (0)1482 465363.

For a range of international scholarships offered by the University of Hull Business School (HUBS); businessmasters@hull.ac.uk or Bella Anand at b.anand@hull.ac.uk
How to Find Us

You have the best of both worlds at the University of Hull. Not only do our campuses in Hull and Scarborough have beautiful surroundings and an abundance of outdoor leisure opportunities right on their doorsteps, they are also well situated – making them easily accessible by road, rail, sea and air.

The city of Hull is in the East Riding of Yorkshire, on the northern shore of the Humber Estuary, with good road links to the major cities of England. Hull is 200 miles from London, 100 miles from Manchester and around an hour’s drive from Leeds and York.

Scarborough, a picturesque seaside town situated on the North Yorkshire coast, is also within an hour’s drive of York and only 40 miles from the University’s Hull Campus.

Both sites have good international links as well, with easy access to several airports including Humberside, Leeds Bradford and Teesside. P&O Ferries also offers daily overnight services to Rotterdam and Zeebrugge from Hull’s own port.
We would love you to choose Hull as your first choice, but don’t just take our word for it …

“The friendly, satisfied students of Hull are the University’s best advocates and find a camaraderie with each other that other universities just can’t match.”

*The Sunday Times University Guide 2012*

“Anyone who goes to Hull will tell you it’s friendly and down to earth, with a diverse population and a very low cost of living. No wonder it rates highly for student satisfaction.”

*The Guardian University Guide 2013*

“Twice named the friendliest university in Britain, the University of Hull is regularly ranked among the top institutions in the country for student satisfaction. Undergraduates have a great time in and out of the lecture halls.”

*The Sunday Times University Guide 2013*