

WARWICK  
Centre for Teacher Education

## **Key Differences and Frequently Asked Questions**

Postgraduate Certificate in Education (iQTS)  
Postgraduate Certificate in Education (International)

## Contents

<b>PGCEi or PGCE iQTS – Key Differences.....</b>	<b>4</b>
Non-UK Certification.....	5
Equivalency Tests .....	5
Teaching Practicum .....	5
University Assessment .....	6
School Requirements.....	7
Mentor Requirements .....	8
I am still not sure. How can I find out more? .....	8
<b>Frequently Asked Questions .....</b>	<b>9</b>
<b>Section One: Application .....</b>	<b>9</b>
How do I submit an application?.....	9
What is the difference between the face to face and the online assessment routes?.....	9
Do I need to upload any documentation?.....	9
Will I be required to attend an interview? .....	10
<b>What does the iQTS Interview Involve? .....</b>	<b>10</b>
<b>Section Two: Induction Week .....</b>	<b>10</b>
When does the online induction week take place? .....	10
Is attendance at the online induction week compulsory? .....	10
What time do the online induction sessions take place?.....	10
What does induction involve? .....	10
<b>Section Three: Online Workshops and Conferences.....</b>	<b>11</b>
When do the Online workshop sessions take place? Do I have to attend? .....	11
What do the online workshop sessions involve? .....	11
Will I have contact with other students during these sessions? .....	11
What do the online Conference Sessions involve? .....	11
What do I need to access the sessions? .....	12
<b>Section Four: Programme of Study .....</b>	<b>12</b>
When are assignments due? .....	12
What support with assignment writing is offered?.....	12
Can I defer or extend assignment deadlines if needed? .....	12
What if I fail an assignment? .....	12
Is help available if I am struggling with the course? .....	13
<b>Section Five: The Teaching Component.....</b>	<b>13</b>

Do I need a teaching placement? .....	13
Can you help me to find a teaching placement? .....	13
What type of school is appropriate for my teaching placement? .....	13
Do I need to teach in more than one school? .....	14
I am a languages teacher. Can I join the course? .....	14
I teach in a bi-lingual school, using two languages in my classes. Can I join the course?.....	14
Can I teach different year groups/subjects? .....	14
What type of classes should I teach? .....	14
Can I break-up my teaching practicum days into small chunks? .....	15
What about exam weeks/expeditions/sports days and staff training days? .....	15
What qualifications does my Mentor need to have? .....	15
What should my mentor do/what is their role? .....	15
How often do I need to meet with my mentor? .....	16
Should I be observed weekly? .....	17
Do I have to use specific University lesson planning and observation forms? .....	17
Can other people observe me? .....	17
Will someone from the University observe me? .....	17
Are recorded/videoed lessons required? .....	17
What other activities can I undertake during the practicum? .....	18

## PGCEi or PGCE iQTS – Key Differences

The key difference between the PGCEi and the PGCE-iQTS course is iQTS.

iQTS is a UK government-backed international teaching qualification which is recognised by the Department for Education (DfE) as equivalent to English qualified teacher status (QTS). You can find out more about [iQTS HERE](#).

In terms of the programmes, there are a variety of similarities and differences:

Entry Requirements	PGCEi	iQTS
<i>Undergraduate Degree</i>	Minimum 2:2 Hons (UK Equivalent)	
	Any suitable subject	For Secondary Trainees: appropriate subject-related degree, work experience, or other evidence of subject knowledge.
<i>English Qualification</i>	<i>Non-native English Speakers:</i> Demonstrable English proficiency: a degree studied through the medium of English; or GCSE Grade C or above; or IELTS 6.5 within the last two years; or significant and evidencable work/study experience in an English-speaking environment.	
<i>Maths Qualification</i>	<b>For Primary Trainees ONLY:</b> GCSE Grade C or above (or equivalent); or successful completion of external equivalency test.	<b>Primary &amp; Secondary:</b> GCSE Grade C or above (or equivalent); or successful completion of external equivalency test from an approved provider.
<i>Science Qualification</i>	Not Required	<b>For Primary Trainees ONLY:</b> GCSE Grade C or above (or equivalent); or successful completion of external equivalency test.
<i>Qualification Verification</i>	Completed by University	
<i>Documentation Verification</i>	Completed by University – High quality scans of all documentation required.	All qualifications and ID to be attested by an approved person. High quality scans of attested documentation required.
<i>Additional Admissions Assessment</i>	Not Required	Interview and Numeracy and Literary Interview Task
<i>Safeguarding Requirements</i>	Placement schools local safeguarding checks accepted	Confirmation from school that they have completed local safeguarding checks. If an applicant has lived in the UK they will also need to obtain an <a href="#">ICPC certificate</a> .

## Non-UK Certification

Certificates must be in English or, if not, official transcripts and translations provided. You will be asked to upload your certificates, transcripts and translations during the pre-screening process. If you received a high school education outside of the UK you will need to ensure that your degree and your high school qualifications are equivalent to UK GCSE grade C or above. The ENIC compatibility tool ([here](#)) is useful for this purpose. Cambridge Examinations IGCSE's, US High School Diplomas, Higher Secondary School Certificates, the Baccalaureate Général, and the Titulo de Bachille are examples of acceptable alternatives.

## Equivalency Tests

If you do not hold GCSE Maths and, if needed, GCSE Science (or equivalent) it is possible to undertake online equivalency tests. Visit:

- [equivalencytesting.com](http://equivalencytesting.com)  
Significant discount available for Warwick offer holders, please email [cte.admissions@warwick.ac.uk](mailto:cte.admissions@warwick.ac.uk) for the code.
- [astarequivalency.co.uk](http://astarequivalency.co.uk)  
Discounted from £165 to £139 (saving £26). Please contact [cte.admissions@warwick.ac.uk](mailto:cte.admissions@warwick.ac.uk) for the discount code

If you intend to sit an online equivalency test, you must receive your pass result and provide evidence of this before you are permitted to join the course.

## Teaching Practicum

Teaching Practicum	PGCEi	iQTS
<i>Duration</i>	90 Day School Placement	120 Day School Placement
<i>Minimum Hours Teaching</i>	140 Hours across the 90 day placement	Minimum 5 hours per week at the start of the course, rising to the 15/17 hours by the end of the course.  Full time teachers may of course be teaching more than these hours.
<i>Class Sizes</i>	6+	

<i>Formal Lesson Observations</i>	8 across the duration of the placement	Fortnightly, then weekly for the final 6 weeks of the assessment period.
<i>External Moderation Visit</i>	1, either face to face or online depending on the course that you apply to.	
<i>Other Assessments</i>	3 Assessment Points	4 Assessment Points
<i>Second School Placement</i>	Not required	Some experience of another school setting will be required. This could be a virtual or remote experience.  The duration of your second school placement will be determined by how much teaching experience you have obtained prior to joining the programme.

## University Assessment

University Assessment	PGCEi	iQTS
<i>Phase Studies</i>	4000-word Masters level assignment related specifically to an issue, challenge or area of interest in your Phase and/or subject. 30-credits.	
<i>Professional Enquiry</i>	Summative 4000-word Masters level assignment. 30-credits	
<i>Professional Practice</i>	Records of training activities completed during your teaching practice evidenced via a Professional Digital Portfolio (PDP) and reflections which detail your progress towards the iQTS teaching standards, – (pass/fail). Assessment of your teaching by your School Mentor and University Tutor that demonstrate that you are meeting the iQTS Teacher Standards and successful completion of the associated Moderation Tutor Summative Assessment Visit (pass/fail).	

**Please note:** iQTS can only be awarded on the iQTS programme. There are specific and additional elements to the PGCE iQTS course which comply with the new UK Government iQTS criteria. iQTS cannot be awarded on the PGCEi programme, and it is not possible to switch courses once you are enrolled.

## School Requirements

School Requirements	PGCEi	iQTS
<i>School Type</i>	Any suitable context	Preference given to candidates from accredited schools (CIS, WASC, NEASC etc) and those belonging to reputable membership organisations (COBIS, BSME, FOBISIA etc).
<i>Safeguarding</i>	Required to confirm appropriate local safeguarding checks.	
<i>Trainee Teaching Load</i>	School determined	Recommended that some remission given from full load/duties. ( <i>Trainees will need time within some school days to complete training activities including observation of good practice.</i> )
<i>Meetings with Mentor</i>	Minimum 10	2 hours of scheduled formative support over each fortnight, for duration of practicum.
<i>Formal Observations</i>	8	Fortnightly, then weekly for the final 6 weeks of the assessment period.
<i>Mentor Training</i>	Mentor must complete Compulsory 2 Hours. Optional 4 Hours	Mentor must complete Compulsory 6 Hours
<i>Documentation</i>	PGCEi School Statement of Support	iQTS School Statement of Support and Partnership Agreement



## Mentor Requirements

Mentor Requirements	PGCEi	iQTS
<i>Qualifications</i>	Mentors must formally recognised by the appropriate licensing body as a qualified teacher within the country that you are training in.	
<i>Experience</i>	3+ Years with record of effective teaching	
<i>Meetings with Trainee</i>	Minimum 10	2 hours of scheduled formative support over each fortnight, for duration of practicum.
<i>Formal Observations</i>	8	Fortnightly, then weekly for the final 6 weeks of the assessment period.
<i>Mentor Training</i>	Compulsory 2 Hours. Optional 4 Hours	Compulsory 6 Hours (delivered over 7 hours to include breaks)
<i>Documentation</i>	PGCEi School Statement of Support	iQTS School Statement of Support and Partnership Agreement

### I am still not sure. How can I find out more?

To better understand the requirements of each course we recommend that, first, you work through our [International Programmes](#) webpages. If upon reviewing these pages you still aren't sure which option is best for you, please contact us via email at [pgcei@warwick.ac.uk](mailto:pgcei@warwick.ac.uk) so that we can arrange a time to talk you through the different options.



# Frequently Asked Questions

## Section One: Application

### How do I submit an application?

To submit an application for one of our international programmes you will first need to complete the 'Self Assessment form' and provide a complete school statement of support. If the information you have provided here evidences that you meet the entry criteria for the programme you are interested in, we will invite you to submit a formal University of Warwick Postgraduate application form.

### What is the difference between the face to face and the online assessment routes?

If you select the in person assessment route. The University of Warwick will arrange for one of its tutors to visit you during your placement to assess your teaching practice. To account for this visit, this route will attract a higher course fee. If upon reviewing your application for this route we identify that it will not be viable to visit you based on your location due to prohibitive costs, we will advise you to apply for the online assessment route.

If you select the online assessment route, the University of Warwick will arrange to observe your teaching practice remotely. The assessment will be undertaken in one of two ways:

- 1) You will upload a recording of your lesson to a secure online platform where this will be accessed asynchronously by your assessor.
- 2) The University of Warwick will assess your lesson via a pre-arranged live stream of your lesson. Please be advised that if you selected this option, the lesson would need to take place during the working hours of our UK based tutors. The lesson will not be recorded.

If you select the online assessment route, your placement must confirm that they agree to the recording or streaming of your lessons.

### Do I need to upload any documentation?

As part of the UoW application form you will be required to upload high quality scans of all relevant qualifications that confirm you meet the entry requirements for the programme you have applied to. If you have applied to the iQTS programme, to meet the conditions of entry the documents you upload must be attested by an [UoW approved service](#). iQTS applicants will also need to upload a personal statement that has been completed on the Centre for Teacher Education Personal Statement Template.

### **Will I be required to attend an interview?**

For PGCEi applicants, your application will be reviewed by one of our Teaching Fellows and if your application is successful, we will recommend a conditional offer.

For iQTS application, your application will be reviewed by one of our Teaching Fellows and if your application is successful you will be invited to attend an online interview day. If you are successful at interview we will recommend a conditional offer.

### **What does the iQTS Interview Involve?**

If your application is successful, you will be given a choice of two online interview dates and these usually take place on Tuesdays, Wednesday's and Thursdays (UK Time). If these dates do not work for you, you will be able to contact us to advise so that we can hopefully provide you with an alternative date.

The interview day itself will last up to three hours and will include a number of short interview tasks, and a 45 minute interview with a member of our teaching teams.

If you are successful at interview, we will recommend a conditional offer.

## **Section Two: Induction Week**

### **When does the online induction week take place?**

Induction will take place across three weeks, starting on 21<sup>st</sup> August 2023. You will be provided with a full timetable upon once you have accepted a conditional offer for a place on the programme.

### **Is attendance at the online induction week compulsory?**

Yes, induction is an integral part of the course and must be attended.


### **What time do the online induction sessions take place?**

You will need to be available from approximately 18:00 - 20:30 Indochina Time (ICT). Specific timings are sent to enrolled students.

### **What does induction involve?**

Induction is your opportunity to get to know us, to get to know each other, and to get to know the course. Sessions cover everything from the details of the programme itself (how and when you'll be assessed etc), the appropriate teaching standards, your motivations for teaching, what good teaching looks like, and discussion of how theory can inform your own teaching practice.

The programme is highly interactive, utilising best practice online pedagogy – throughout the course we model and demonstrate outstanding teaching. Some sessions are synchronous (live) others are asynchronous (undertaken in your own time).



Induction is tough, but fun. You'll finish the days tired but energised and inspired for the year ahead. You'll also have developed strong bonds with your fellow students and will have got to know the course team. All of this supports a strong and collegial learning community and is part of what makes the Warwick programme special and so highly valued.

## Section Three: Online Workshops and Conferences

### **When do the Online workshop sessions take place? Do I have to attend?**

You are required to attend fortnightly two-and-a-half-hour online workshop sessions. There are seventeen of these sessions, held on Thursday evenings 6pm - 8:30pm (Indochina Time). During the programme Induction you will be expected to attend longer days.

Attendance at these online sessions is a compulsory element of the course.

### **What do the online workshop sessions involve?**

Each session is different, though all are interactive and engaging. Some sessions focus on the theory needed for course assignments. Others focus on aspects of the teaching standards, discussing how outstanding pedagogy might be achieved. Some weeks we might focus on updates, course information, and the sharing of experiences between trainees.

The sessions are delivered by the Programme Lead and by other Warwick staff. We also have a range of guest speakers, including former and current Heads of international schools.

### **Will I have contact with other students during these sessions?**

Yes, absolutely. Indeed, the workshops are a highlight of the course. Each session allows for time in breakout rooms, giving you the opportunity to catch up with other students and to chat about your individual situations.

### **What do the online Conference Sessions involve?**

During the year there will be three online student conferences. Conference themes will include Research in Action, Inclusion, and Sustainable education issues. These days will involve attending a range of guest lectures and seminars from expert practitioners. There will also be opportunities to engage with trainee teachers from the UK in all age phases.

Conference days will typically run from 16:00 – 22:00 ITC time but will also include some asynchronous sessions.

### **What do I need to access the sessions?**

You'll need a strong and reliable internet connection and based in a quiet setting with no disruptions. We use 'Blackboard' to deliver the sessions, a platform which works very similarly to the other online tools we are all now very familiar with, but with the advantage of additional educational features (virtual shared whiteboards etc). Blackboard works on most devices and most browsers. We'd suggest accessing from a desktop computer rather than tablet or phone, ensuring you have access to all functions.

## **Section Four: Programme of Study**

### **When are assignments due?**

The two Masters' assignments are due towards the middle and the end of the course, allowing time for you to reflect on the course themes and for your teaching to inform this reflection.

These deadlines will be published in the pre-course information, issued after enrolment.

### **What support with assignment writing is offered?**

We have a wealth of materials to support you with academic writing, as well as one-hour 1:1 tutorial focusing solely on the assignments.

Course feedback evidence that all trainees on previous PGCEi cohorts have felt supported with how to approach and write their assignments.

### **Can I defer or extend assignment deadlines if needed?**

We understand that there may be a number of reasons why trainees ask for an extension (which can be granted up to a maximum of four weeks) and each application for extension is looked at on a case-by-case basis.

Requests for longer extensions need to be applied for by declaring mitigating circumstances and will be referred to the Mitigating Circumstances Panel for consideration.

### **What if I fail an assignment?**

You will be given a chance to resubmit.

Detailed written feedback and tutorials will support you with a resubmission. You have up to a year to resubmit, but most trainees do so in June to allow them to qualify ahead of the coming academic year (although those who had an extension with a later assignment might not find this possible).

Resubmissions are capped at a pass mark of 50, although feedback will indicate where an essay would have gained a higher mark. Should a trainee fail a resubmission at Masters Level, the essay will be marked at Honors Level.

If the assignment passes at Honors level an alternative qualification (the PCE – Professional Certificate in Education) will be awarded assuming all other elements of the course have been successfully completed.

### **Is help available if I am struggling with the course?**

Yes.

Each trainee is assigned a Personal Tutor who is available to talk through any issues. Support programmes may be put in place to enable a successful outcome. Tutors may on occasion suggest an extension to your placement or a temporary withdrawal. You would be responsible for securing any additional or extended placement arrangements.

## **Section Five: The Teaching Component**

### **Do I need a teaching placement?**

Yes. Both the PGCEi and the PGCE-iQTS programmes require teaching placements. See above for further details.

If you are not currently employed at a school, you will need to find a school willing to support your placement. These arrangements must be in place prior to undertaking the pre-screening process (and will, in any event, be required before the University will accept a formal application).

### **Can you help me to find a teaching placement?**

We have a small but growing number of 'Warwick Training Centers' who are able to offer placements. If you do not have a placement secured, please e-mail us to enquire whether we have a Training School in your location.


To note, placements are unpaid, and schools will not generally assist with visa or work permit regulations; it is assumed that you already have the right to work in your location. To be accepted by a Training School you would need to undergo an interview and vetting process; any decision whether to support you on placement is entirely at the school's discretion.

### **What type of school is appropriate for my teaching placement?**

We have no specific requirements for the type of school the placement must be undertaken in. More important than the type of school is the availability of a suitably qualified Mentor (see the requirements above) and that the context allows you to meet the appropriate teaching standards. If you teach in a school which strictly prescribes teaching methods this may make meeting the standards challenging.

Class sizes must also be large enough to require classroom management; small group tutoring or support would not allow sufficient breadth of practice to evidence progress against the teaching standards.





International schools and bilingual schools are both acceptable contexts, as are (subject to meeting the Mentor requirements) local schools teaching in English. Language centers do not qualify as a suitable context.

### **Do I need to teach in more than one school?**

For the PGCE-iQTS programme, the iQTS component requires trainees to gain experience in a second context. Ideally, this would be in the age range above or below the one in which you are training. During the course you will be asked to secure experience in alternative context/s and or settings. The length of this second placement will be determined by the amount of prior experience you have obtained before joining the iQTS programme, but at a minimum you will be expected to gain at least one weeks experience. Virtual or remote training experiences may be appropriate. If undertaking a second placement will require a period of leave of absence, this should be agreed with your employer before enrolling on the course.

Previous experience prior to starting the course may be acceptable in meeting these conditions. These conditions do not apply to the PGCEi course.

### **I am a languages teacher. Can I join the course?**

Yes. MFL and local language teacher working in appropriate schools are more than welcome to apply. So long as you meet the various admissions requirements, and assuming your context allows you to demonstrate the appropriate Teachers' Standards, your teaching need not be wholly in English.

### **I teach in a bi-lingual school, using two languages in my classes. Can I join the course?**

Yes. If you meet the various admissions requirements, and assuming your context allows you to demonstrate the required standards, with a significant proportion of your lessons taught in English, bilingual contexts are acceptable.

### **Can I teach different year groups/subjects?**

Yes, and in many regards broadening your teaching experience will help your progress against the teaching standards – and will make you more employable. You cannot piece together an ad hoc practicum, with occasional lessons taught to different groups, but you are encouraged to teach sequences of lessons to different year groups.

### **What type of classes should I teach?**

Ideally you should be teaching a range of regular classes that require you to demonstrate a variety of different pedagogical skills and different subject knowledge. Groups should be large enough to require classroom management (6+ is the minimum requirement) and you should be engaged in teaching not tutoring (i.e. you must be managing the classroom environment and proactively planning, assessing, and guiding learning as opposed to simply offering tutoring or support).

You may have other adults e.g., your mentor, a TA, or a colleague assisting or observing in your lesson, but you will be expected to be responsible for leading the teaching of the students in the class.

Taking small groups of students out of a lesson to teach will not count against the teaching requirements.

For PGCE-iQTS trainees in the Primary age range, you will be required to demonstrate teaching of systematic synthetic Phonics plus classes covering Mathematics at some stage in the year.

### **Can I break-up my teaching practicum days into small chunks?**

No. The teaching period needs to reflect the daily, weekly, and termly rigors of 'normal' teaching; your experience during the assessment period should mirror as closely as possible the routines of a full-time teacher.

The practicum may be interrupted by holidays (and other school events) but you cannot accumulate ad hoc days over the course of the year – the required hours/days must be achieved in continuous blocks (allowing for holidays and other school events).

School holidays do not count as part of the practicum.

### **What about exam weeks/expeditions/sports days and staff training days?**

Being a teacher involves much more than classroom teaching.

So, if you are involved in school activities (exam weeks, expeditions, sports days etc) in the same capacity as a 'normal' teacher, these days can count as part of the practicum – you can also include evidence from these activities in your digital portfolio. That said you do need to ensure that you have spent sufficient time in the classroom to demonstrate progress and you do need to meet the MINIMUM number of formal lesson observations and teaching days/hours.

So, whilst non-classroom-based days can count, the majority of your time should be spent in the classroom.

### **What qualifications does my Mentor need to have?**

The course requires that the school provides a Mentor who:

- Is a qualified teacher (though this need not be UK qualified);
- Has 3+ years' experience, with a record of effective teaching;
- For the PGCE-iQTS course, your mentor must submit a copy of their CV to Warwick verifying the above.

### **What should my mentor do/what is their role?**

Across the practicum period, the mentor observes your lessons, identifying your strengths and development needs against the Teachers' Standards. The development needs become targets for future observations and areas where the mentor may/should offer support and guidance.

Ideally, the mentor observations would fall across a range of teaching (subjects or ages), enabling them to assess how you handle different subjects or groups of learners.



Specifically, your mentor:

- Becomes familiar with the Teachers' Standards and the overall aims of the programme;
- Arranges a programme of lesson observations, providing written and verbal feedback;
- Undertakes the majority of these observations, giving you honest, constructive, regular and recorded feedback, including judgements about your performance.
- Liaises with the Moderation Tutor, making arrangements for their visit to the school, co-observing a lesson with the Moderation Tutor on this visit such that a jointly moderated assessment of overall performance can be made.
- Communicates any concerns promptly to the University of Warwick.

Plus, for PGCE-iQTS your mentor will need to:

- Complete a compulsory 6-hour Mentor training programme. Some of the training material will be asynchronous, accessible at the Mentor's discretion. Other sessions will require live attendance, usually 6pm - 8:30pm Indochina Time. The first of these sessions will be shared with you once you have accepted a conditional offer.
- Be available to meet with you for 2 hours of guided support each fortnight. This will require some observation of your teaching (though not necessarily for full lessons), assisting you with regular formative training and reflection activities.
- Observe you fortnightly throughout the 120 days.
- Meets termly with you and your university tutor to discuss progress toward the iQTS Teachers' Standards and complete 3 formative assessment summaries during the 120 days.

Or, for the PGCEi:

- Complete an optional 2.5 hour Mentor training programme. If your mentor chooses to attend this session, it will require live participation 6pm-8:30pm Indochina Time on Thursday September 1st.
- Be available to meet with you for 1 hour of guided support each fortnight.
- Observe you 8 times over the 90 days, completing Warwick Lesson Observation Forms on each occasion.
- Complete 3 assessment summaries during the 90 days.

### **How often do I need to meet with my mentor?**

Please note the specific requirements for the PGCEi and PGCE-iQTS above.

### **Should I be observed weekly?**

The practical realities of schooling may mean that on some weeks you are observed twice, on other weeks not at all. Key is that you receive regular formative feedback from colleagues.

### **Do I have to use specific University lesson planning and observation forms?**

Lesson planning and observation forms are provided. If your school uses suitable alternatives, you are NOT required to use the Warwick forms day-to-day; use of school planning documentation is perfectly acceptable assuming it offers a similar level of detail to the Warwick forms.

However, for the formal observations, a Warwick lesson plan template and observation form are required.

### **Can other people observe me?**

Yes. Lesson observations can be undertaken by a range of staff; indeed, you are encouraged to invite a member of Senior Management to observe you, and to provide feedback.

### **Will someone from the University observe me?**

If you select the In Person Assessment Variant you will be visited by a Moderation Tutor representing the University. The details of this visit will be organised via PEDAGOGUE, the representative for Warwick supporting our operations in Asia. This visit would ideally take place as late in the practicum period as possible, though, dependent on Moderation Tutor availability and on your location, this may not be possible on all occasions.

In the event of difficulties during the assessment period you or your Mentor may request an earlier visit by a Warwick representative; note though that you (or your school) would be responsible for bearing the costs of a visit of this nature.

In the event of school closures due to Covid, online moderation assessments are possible.

If you select the Online Assessment Variant The University of Warwick will assess your lesson via a pre-arranged live stream of your lesson. Please be advised that if you selected this option, the lesson would need to take place during the working hours of our UK based tutors. The lesson will not be recorded.

### **Are recorded/videoed lessons required?**

Recording a lesson can be one of the most professionally revealing (and scary) things you can do. Warwick does not require submission of recorded lessons (unless you have opted for the online assessment route) though we do encourage you, if possible, to record yourself teaching. These recordings can provide an excellent basis for reflection on your teaching practice.



**What other activities can I undertake during the practicum?**

You are encouraged (but not required) to undertake a full range of professional responsibilities (duties, tutor/registration classes etc.) and to engage, where possible, with the co-curricular life of the school.