

GENERAL

What qualifications do I need to be accepted onto the course?

Successful application to the programme requires:

An undergraduate Honours Degree at 2:2 or above:

You will be required to provide a scanned copy of your degree as part of the pre-screening process and must provide verified copies before a formal offer of a place on the course will be made.

If you received your degree from an institution outside of the UK you will need to ensure that the qualification is equivalent to a UK honours degree (2:2 or above). The [Naric Statements of Comparability](#) tool is a useful service for affirming comparability (note: there is a fee, payable to Naric, for this service).

Details on the verification process can be accessed [here](#) and information on regional service providers is [here](#). In the event verification is not possible your certificates must be notarized or validated by your Embassy. Copies of the verified certificates must be supplied to the University BEFORE enrolment is confirmed and, in all cases, before attendance at the induction.

And:

An English language qualification:

If your first degree (or any subsequent postgraduate degree) is not in English, then you will be required to have an IELTS qualification. This must have been achieved within the last two years and must be at Band A (6.5 average, no lower than 6.0 in any component). We are able to waive this condition under a number of circumstances such as:

- You are employed in an English-speaking setting;
- You have studied extensively in an English-speaking institution.

If you believe an exemption may be possible in your case, please ask.

And:

For Primary applicants only: GCSE Maths at Grade C or above

A-Level Maths or IB Maths Standard (at grade 4/7 or better) are appropriate alternatives.

I didn't go to High School in the UK. I don't have GCSE's. Can I apply?

If you received a high school education outside of the UK and you are a primary applicant, you will need to ensure that your qualifications are equivalent to UK GCSE grade C standard or above in Maths. The Naric compatibility tool (above) is useful. Cambridge Examinations IGCSE's are acceptable.

You can also sit a Maths equivalency test set by the University of Warwick.

My certificates are not in English. Can I apply?

Yes, you can apply for the course. However, your certificates and transcripts must be in English or, if not, certified translations must be provided.

I have other qualifications and experience, what exceptions to the qualification requirements are possible?

If you do not have the required qualifications but can demonstrate further academic study, we may be able to consider your application as a special case. We cannot guarantee that any such case will be accepted and need to look at your application as a whole before considering this option. An example of a special case might be that you have received a third-class degree but have gone on to complete a Masters.

Please also note that the special case would be subject to approval by a central university board; this process takes time, so, if a special case application is required, an application well in advance of the deadline is advised.

Do I need a teaching placement?

Successful application to the programme requires confirmation that a school will be able to facilitate the required 90-day teaching practice component (144 hours teaching over 90 days, to groups of eight or more students).

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?

Unfortunately, not. For legal and logistical reasons, not to mention the equity of helping some students and not others, we are not able to assist with finding teaching placements.

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 and that the context allows you to meet the requirements of the UK's *Initial Teacher Education* standards.

For example, if your context is one where very large class sizes prohibit differentiation and student-centred active learning, this would not be suitable. Or, if you teach in a school which strictly prescribes teaching methods this may make meeting the ITE standards difficult.

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 have the qualifications listed above, and assuming your context allows you to demonstrate the requirements of the UK's *Initial Teacher Education* 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. So long as you have the qualifications listed above, can secure the support of an appropriate Mentor, and assuming your context allows you to demonstrate the requirements of the UK's *Initial Teacher Education* standards, your teaching need not be solely or wholly in English.

THE TEACHING COMPONENT

How many hours per week should I teach?

Over the course of the 90-day teaching period you will be required to teach approximately 8 hours per week – though, if you are currently employed at a school, you may, in the course of discharging your normal duties, be teaching significantly in excess of this.

It is acceptable if some weeks you teach more hours and others fewer; you do need to have achieved 140 taught hours over the 90 days though.

You should have access to groups of students that you will see regularly (ideally at least weekly) for the duration of the teaching period.

Can I teach different year groups/subjects?

Yes, and in many regards broadening your teaching experience will help your progress against the ITE standards – and will make you more employable. However, this is not a requirement of the course.

Can I break-up the 90 days into small chunks?

Ideally not. The teaching period needs to reflect the daily, weekly and termly rigours of ‘normal’ teaching; your experience during the assessment period should mirror as closely as possible the ‘normal’ routine of a full-time teacher.

The 90 days may be interrupted by holidays (and other school events) but you cannot accumulate *ad hoc* days over the course of an extended time period – the 90 days must be achieved in the shortest period possible (allowing for holidays and other school events).

What about School Holidays?

The 90 days does not need to be continuous. It should however run as continuously as possible (it cannot be *ad hoc* days accumulated over the period of the academic year); it is understood though that the 90-day period is likely to be spread around some school holidays.

School holidays and INSET days do not count as part of the 90 days.

What about exam weeks/expeditions/sports days?

Being a teacher involves much more than classroom teaching. So long as you are involved in any school activities (exam weeks, expeditions, sports days etc) in the same capacity as a ‘normal’ teacher, these days can count as part of the 90 – you can also include evidence from these activities for your digital portfolio against the UK Teachers’ standards.

That said you do need to ensure that you have spent sufficient time in the classroom to demonstrate progress and you need to meet the MINIMUM requirement of 10 formal lesson observations.

However, whilst non-classroom based days *can* count as part of the 90 you need to ensure that the vast majority of the teaching period is spent in the classroom.

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).

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

You may have other adults e.g. your mentor, a TA or a colleague assisting or observing in your lesson, but you must be the designated teacher of the students in the class.

What qualifications does my Mentor need to have?

Your mentor needs to be an experienced colleague, one able to provide you with appropriately challenging developmental guidance on your performance. They do not need to be a UK qualified teacher, but should be a suitably teacher trained and qualified middle manager with 5+ years of experience.

What should my mentor do/what is their role?

Across the practicum period, the mentor observes you (ideally weekly) and identifies your strengths and development needs against the UK 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 different classes, enabling the mentor to assess how you handle different groups of learners. Though, of course, repeated observations with the same group may also be useful if you had a particular issue with that group. Specifically, your mentor:

- Becomes familiar with the UK Teachers' Standards and the overall aims of the PGCEi programme;
- Arranges a programme of ten 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 Link Tutor, making arrangements for his/her visit to the school, co-observing a lesson with the Link 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.
- Completes the University's online Mentor training course, ensuring consistency of practice, continuity and coherence.
- Completes x4 Assessment Profiles to track your progression and competency against the UK Teachers' Standards.

How often do I need to meet with my mentor?

Ideally, you would meet with your Mentor (and/or other colleagues) for a peer review session at least once per week to formally discuss progress and to receive feedback on lesson observations. Your Mentor does not have to attend all of these meetings, though that would be the ideal. The key is that you are kept accountable for your progress.

How often should I be observed?

Ideally, you will be formally observed at least once per week (a lesson here considered to be one hour in duration). The practical realities of schooling may mean though that on some weeks you are observed twice, on other weeks not at all. The key is that you receive regular formative feedback from colleagues.

If your school runs shorter lesson lengths it is acceptable for the observation to be for that shorter time period. It would be to your advantage though to be observed across double lessons, split periods or for multiple classes (up to at least one hour) to ensure that a sufficient diversity of practice is being observed.

Equally, we realise that your colleagues' time is precious; as such, these observations may be for parts of lessons or, where a class is shared, undertaken informally as part of your normal weekly routine. The key is that you receive sufficiently regular peer review to reflect on, and improve, your pedagogy. It may, for example, be instructive for a colleague to observe just your lesson openers for one week and, perhaps, plenaries the next. In doing this they would not need to remain in the class for the whole lesson, accumulating one hour of observation over the course of a week.

Towards the end of the assessment period you should be observed formally for the full lesson duration.

Lesson planning and observation forms are provided. If your school uses suitable alternatives you are NOT required to use the Warwick ones 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 10 formal observations, a Warwick lesson plan template and observation form are required.

Can other people observe me?

Yes, peer review is essential to this PGCEi. 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?

You will be visited by a Link 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 Link 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 if required; note though that you (or your school) would be responsible for bearing the costs of such a visit.

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 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.

When do the Online sessions take place? Do I have to 'attend'?

There will be seventeen two-hour online sessions throughout the course. These are delivered 7pm Bangkok time bi-weekly on Thursday's. 'Attendance' at these online sessions is a *compulsory element of the course*.

Will I have QTS at the end of the course?

No. Qualified Teacher Status (QTS) in England and Wales is conferred by the Teaching Regulation Agency on behalf of the Secretary of State for Education (England) and the Minister for Education and Skills (Wales) and not by universities. The PGCEi programme does not therefore offer a license to teach in the UK or elsewhere.

The University of Warwick offers an Assessment-Only programme in England for practicing teachers who wish to gain Qualified Teacher Status. More details about this option and about QTS in general will be discussed at the induction week. More details [here](#).

How can I get QTS?

If you are non-UK resident attaining QTS is possible but complex. If you are able to return to the UK the University of Warwick can support an Assessment-Only placement in one of its linked schools. More details [here](#).

If you are not able to return to the UK other options are available. Unfortunately we are not able to provide formal advice in this regard – a Google search will yield detailed information on the topic.

THE INDUCTION WEEK

Is attendance at the induction week compulsory?

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

When do the induction week take place?

The induction week for August 2019 is 5th-9th.

Are meals included at the residentials?

Lunch, coffee/tea, water and refreshments are provided and are included in the course fee. All other catering (breakfast, evening meals etc) is at your own expense.

Where is the induction week held?

The courses are being hosted in the conference centre at GLOWFISH, located in the Asoke Towers (The Pride) office building on Sukhumvit 21 (219/1 Sukhumvit 21, Asoke-Montri; opposite Srinakharinwirot University. A map [here](#). More detailed instructions will be sent ahead of the residential.

What hotel options are there near the venue?

Nearby hotels include:

[Dream Hotel](#) (where the Warwick staff stay)

[Asok Residence](#) (a good value option only a very short walk to GLOWFISH)

[Citidines 23](#) (another good value option only a short walk to GLOWFISH)

[SWUTel](#) (directly opposite GLOWFISH, basic but convenient and cheap)

[Centre Point T21](#) (a 10 minute walk or short taxi ride to GLOWFISH)

[Park Plaza](#) (a 15 minute walk or taxi ride to GLOWFISH)

These hotels are all reasonably priced, with the SWUTel offering best value. SWUTel, Dream and Citidines all offer rooms for US\$75-\$100 per night. All but the Centre Point and Park Plaza are within easy walking distance of the venue so there would be no daily transport costs.

Do I need a visa to attend the residential?

Nationals of most countries are able to enter Thailand on a tourist visa; in some cases, you will be required to arrange this visa prior to travel. It is your responsibility to obtain a visa and to ensure that you have the required documentation for travel.

If your visa application requires a letter of support, please e-mail admin@pedagogue.ac making the request.

THE PROGRAMME OF STUDY

How will I be assessed?

The PGCEi is a 90-credit course based around three 30-credit modules:

Phase Studies (Primary or Secondary): Assessment will comprise of a summative 5000-word Master's level assignment. 30-credits.

Reflective Practice: Assessment will comprise of a summative 5000-word Master's level assignment. 30-credits.

Professional Practice: This component consists of a minimum 90-day teaching placement in your specialist phase. Over these 90 days you will need to have completed a minimum of 144 hours of teaching, to groups of eight or more students. The placement will include regular meetings with your school mentor, as well as evaluations of professional practice through mentoring conversations on placement following lesson observations. 30-credits.

There are 2 components for the assessment of this module, both of which must be passed for the module to be completed.

- Reflections which detail your progress towards the UK Teachers' Standards which are evidenced in the Professional Digital Portfolio (PDP) – equivalent to 3,000 words (pass/fail).
- All practical teaching in the classroom must also be assessed against all the UK Teachers' Standards (pass/fail).

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.

THE APPLICATION PROCESS

What is pre-screening?

The first step in making an application is to complete pre-screening. Managed by the University's local support organisation in Bangkok, PEDAGOGUE, this process is designed to confirm that you have the required qualifications and that you have a school placement secured.

The pre-screening process will take you step-by-step through the course requirements, asking you to upload your certificates and a letter of support from the school.

Assuming you meet all of the pre-screening criteria, PEDAGOGUE will then pass your details onto Admissions to begin formal application procedures.

Please note that all admissions decisions are made by the University. PEDAGOGUE will provide help and guidance with regard to the course requirements but has no say in the final admissions decision. The advice and guidance provided by PEDAGOGUE is non-binding; passing through pre-screening does not guarantee acceptance onto the course.

What does the formal application process involve?

Once you have completed pre-screening, you will then apply directly to the University of Warwick. This will involve getting your certificates verified in person and completing an online application form through the Warwick admissions office.

When is the application deadline?

The deadline for admissions is one month prior to the beginning of the course; early applications are encouraged (especially with regard to ensuring that documentation is arranged and certified).