



# CENTRE FOR TEACHER EDUCATION

*Excellent teachers, need excellent teachers*

WARWICK  
THE UNIVERSITY OF WARWICK



*We believe that a good education is the key to a successful life*

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## WARWICK. HELPING YOU FIND YOUR OWN PATH TO TEACHING SUCCESS.

We understand that teaching is more than just a job. We also know that you are more than just another applicant.

That's why our approach is tailored around your needs. We're focused on getting you prepared to enter the classroom, and ready for all the challenges that teaching throws at you. We won't drop you in at the deep end, but we *will* help you become accustomed to different school environments.

We have a long history of providing students with the best access to the contacts, resources and facilities needed to fulfil teaching promise. You'll also benefit from our research-informed teaching, delivered at an acclaimed university

with a reputation for excellence. That teaching will come from people who truly understand about the journey that you're taking.

So choose Warwick, and give yourself the ideal start for that journey. Be somewhere which believes your teaching career can be as long, rewarding and enjoyable as you want it to be. Be somewhere that trusts you to follow a more personalised teaching path, but will be there for you wherever that path takes you.



# SUPPORTING YOUR JOURNEY

There's a lot to take in when becoming a teacher.

Therefore, it's vital you receive the right kind of support, and that you feel cared for too. It's something we strongly believe in, and it's why we ensure that support is available when you need it, in an environment that gives you the space to think.

We'll treat you as an individual from the outset, allowing us to find the right placements for you, and supply you

with structured support from dedicated mentors. That guidance will be there for you as your career progresses, and in the years after you complete your studies.

You'll also be able to call upon the friendship and guidance of your fellow trainees, and find plenty of opportunities to study quietly on your own, or collaboratively within groups.

## Fostering your values

By being at Warwick, you'll be joining a community of student teachers who are talented, hard-working and ambitious. Each one of you will also share a common set of values, which will be explored throughout your learning.

**Social justice:** You'll be encouraged to be ethical in your approach to young people's learning, inclusive of all young people in your work, and be conscious of social justice throughout your education.

**Intellectual curiosity:** You'll be curious to learn about learning, passionate about the mastery of teaching expertise, and display critical thinking in examining evidence for practice.

**Creativity:** You'll be receptive and resilient to challenge and change, open to imaginative ways of working, and resourceful in acquiring new skills.



## Ways of learning and ways of teaching

For all of our routes into teaching, Warwick and our partner schools and settings share a commitment to teaching as an evidence-based profession.

Time is built into each placement to ensure you observe children as they learn, and understand the role of the adult in facilitating children's learning. Our seminar programme includes time for you to discuss and debate relevant research, comparing this with your own experience and that of others.

Regular tutorials and a flexible seminar programme ensure that you are treated as an individual from the outset and are supported to progress according to your ability, taking account of your professional and personal development needs.

# WAYS TO GET INTO TEACHING

Qualification	Age Group	Route	Subject	What's Involved?	Course Delivery	Funding	Outcome
PGCE	SECONDARY Age 11-18 OR 11-16 depending on route*	Core   University-led	Choose a specific subject to teach	If you feel passionate about teaching but would like a more gradual introduction to the classroom, this may be the best option for you.	From September to the end of May you'll spend four days a week in school across two placements, and spend one day a week at the university. With tailored university 'core' days allowing you to build links with theory and practice. From June until the end of the course you'll be in your placement school for 5 days a week.	You may be eligible to receive a bursary whilst you train.	Award of PGCE with recommendation for QTS (Qualified Teacher Status)  The statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the <i>Teachers' Standards</i> .
		School Direct   Training		If you'd rather be slightly more immersed in the classroom environment, consider the School Direct route. Most of the year will be spent in your host school, but you'll also complete a further placement in another school.	From September until December you will be in your base school for 4 days a week. After the Christmas break you will spend 6 weeks in a complementary school setting, for 4 days a week. You will then return to your base school to complete your placement. You will spend one day a week at university. From June until the end of the course you'll be in your base school for 5 days a week.	You may be eligible to receive a bursary whilst you train.	
		School Direct   Salaried		The salaried route is ideal for graduates with extensive work experience, who have worked in a school or similar setting for some time and would like to be immersed further into school life.	You'll be employed by the school so will spend most of your time there. You will spend one day a week at university until the end of May and you will also complete a further placement in one other school. From June until the end of the course you'll spend 5 days a week in school.	You'll receive a salary whilst you train. You are not eligible for a bursary/scholarship alongside your training salary.	
	PRIMARY Age 2-7 and Age 5-11	Core   University-led	Inclusive teaching across a breadth of subjects	If you feel passionate about teaching but would like a more gradual introduction to the classroom, this may be the best option for you.	The first few weeks are primarily based at university to develop your subject knowledge and pedagogy before you spend three block placements in three different schools to provide a variety of experiences and settings.	No bursaries are currently available.	Award of PGCE with recommendation for QTS (Qualified Teacher Status)  The statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the <i>Teachers' Standards</i> .
		School Direct   Training		If you'd rather be slightly more immersed in the classroom environment, consider the School Direct route. Most of the year will be spent in your host school, but you'll also complete a further placement in another school.	Rather than blocks of time in University, you will be school based with sessions equivalent to one day a week delivered at University if you are following our Warwick 5-11 route or at our Derby Hub at Harrington Nursery School if on the 2-7 route.	No bursaries are currently available.	
		School Direct   Salaried		The salaried route is ideal for graduates with extensive work experience, who have worked in a school or similar setting for some time and would like to be immersed further into school life.	You'll be employed by the school so will spend most of your time there. You will spend one day a week at university until May and you will also complete a further placement in one other school.	You'll receive a salary whilst you train. You are not eligible for a bursary/scholarship alongside your training salary.	

# PRIMARY POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Our Primary (age 2-7 or age 5-11) Postgraduate Certificate in Education (PGCE) is based on a partnership with schools within the region.

The Primary Postgraduate Certificate in Education is a high-quality programme of professional education, leading to Qualified Teacher Status (QTS) and Master's level credits. Our course aims to develop you into a highly reflective practitioner, able to adapt and respond to changes in settings and national educational contexts, and able to take responsibility for your ongoing professional development in preparation for future leadership.

You can expect a taught course which will prepare you for the realities and rigours of teaching a broad curriculum. You'll also have access to excellent personal, academic and pastoral support.

From our partner schools, you can expect a programme of mentor support and professional training and development, which will complement the university-led elements of the course, and which will support the development of your classroom practice.

On both the primary courses (age 2-7 and age 5-11), you'll have the opportunity to extend your knowledge of inclusive teaching where you will study in more detail how to support the needs of a range of learners.

## Course Content\*

### Core | University-led

On the Core (university-led) PGCE programme for both the primary phases, 120 days are spent in school with 3 block placements and other enhanced placements. The rest of the programme will consist of sessions taught by the University of Warwick as well as independent study.

### School Direct

On the School Direct PGCE programme for both the primary phases, approx. 145 days are spent in your host and complementary school. This will include some school led taught sessions. The rest of the programme will consist of sessions taught by the University of Warwick.

## Modules

- ▶ **Professional Enquiry:** this module is concerned with pedagogy - the method and practice of teaching. It addresses central issues such as, teaching methods, how children learn, meeting individual needs, assessment, adaptive teaching and behaviour management.
- ▶ **Subject Studies:** focuses on current research-informed and evidence-based practice.

Delivered by teachers and subject specialists, it prepares you to plan and teach the full range of core and foundation subjects.

- ▶ **Professional Practice:** this module contains both taught content and school placements. You will reflect on your progress against the five areas of the Core Content Framework (behaviour management, pedagogy, curriculum and professional behaviours).

## Entry Requirements

You must hold a UK Bachelors degree with Honours at 2:2 or above, or equivalent level. You must also hold at least a Grade C in GCSE English Language, Mathematics and Science (or equivalent). Please note, the new Grade 4 is considered equivalent to the old Grade C within the new grading system from 2017 onwards.

Your spoken and written English must be of an adequate standard for postgraduate study. If English is not your first language, you will need a minimum score of 7.0 under the International English Language Testing System (IELTS). Please see their website for details.



93%

PRIMARY COMPLETION RATE 2020-21\*\*

96%

PRIMARY OUTSTANDING AND GOOD FINAL GRADES 2020-21

93%

PRIMARY RATED OUTSTANDING AND GOOD FOR OVERALL QUALITY END OF COURSE 2020/21

OFSTED RATED

Outstanding

\*\*not including any extenders/ temporary withdrawals

## Practical Experience\*

The course is designed to ensure that your experience in schools complements and builds on what is addressed in university taught sessions.

On the university-led programme, in addition to block placements, you will have the opportunity to experience a range of school settings through our programme of short Enhanced Placement Opportunities, during which you're able to focus closely on a particular aspect of practice. This may include supporting pupils with special needs, English as an additional language, the teaching of phonics and early reading or how to support learning in contexts outside the classroom. You will also have an opportunity to spend a week in a special school, observing lessons and developing your knowledge of strategies to support pupils with SEND.

On the School Direct programme, you will spend the autumn and summer terms teaching in

different age phases within your host school. A further placement takes place during the spring term in a complementary setting to offer breadth of experience.

In school, you can expect to gain experience within two relevant key stages. You will observe pupils as they learn and teachers as they teach, as well as trying out ideas in practice for yourself in the classroom. You will gradually increase your level of responsibility which will include planning and teaching. You will have weekly mentor meetings as well as visits from university tutors.

## Assessment

You will be assessed through written Master's level assignments, which are aimed at assessing your professional and subject specific learning. You'll be able to take advantage of the university's study resources and facilities. You'll also be assessed on whether you meet the *Teachers' Standards* at a level appropriate for a newly qualified teacher.

"When I began my PGCE, my goal in teaching was to leave my footprint and make an impact within all children's learning. I wanted to be an effective teacher who challenged and creatively inspired all children individually. I am very grateful for the outstanding training the University of Warwick offered me. Its thorough and thoughtful provision has developed my pedagogy to allow all children to maximise their learning progress."

Teaching is an extremely rewarding profession that provides the opportunity to make a difference to the lives of many children. The children are at the heart of all I do; ensuring that they have an enriched education (and the very best start in life) inspires my pedagogy each and every day."

Josh | Science Lead. PGCE Alumnus, Graduated 2018

# SECONDARY POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Our Secondary Postgraduate Certificate In Education (PGCE) focuses on the 11-18 age range (Core (university-led)) and 11-16 (School Direct).

Our course aims to develop you into a highly effective reflective practitioner, equipped with the skills and knowledge to become a successful teacher.

You'll be committed to promoting the educational achievements of all pupils, and have a deep respect for their diverse cultural, religious and ethnic backgrounds. You'll be equipped with a secure subject knowledge base, and the ability to plan and teach in order to maximise pupil development. You'll also gain the ability to assess, record and monitor the outcomes of learning, and have an understanding of the critically important processes of reflection. We will equip you with the skills needed to forge a strong personal and professional identity, which you will continue to develop throughout your career.

## Subjects

The secondary course is offered across the following subjects:

Art & Design	Computer Science
Music	History
Drama	Geography
English	Modern Foreign Languages
Biology	Physical Education with EBacc
Chemistry	Physical Education
Physics	Religious Education
Mathematics	

## Course Content\*

Throughout the year, both the Core (university-led) and School Direct routes are taught together. From September until the end of May, you will spend one day a week at the university. During the final few weeks of the course, you will experience five days a week in school.

There are regular personal tutorials with your university personal tutor throughout the year, as well as weekly mentor meetings in school and termly school visits from your Professional Practice Tutor. A minimum of 120 days are spent on school placement and a five day primary school placement is undertaken during the year. A limited number of optional three day placements in a special school are also available to students on the Core (university-led) route.

For students on the Core university-led route, the first placement is from September until Christmas and the second placement is from January until the end of June. For students on the School Direct route, you'll complete a complementary placement for half a term in January and February, and the rest of the year is spent in your host school. School Direct (salaried) trainees are usually contracted to the end of the school year.

## Modules

- ▶ **Subject Studies:** this module is taught by a subject specialist and focuses on the theory, method and practice of teaching your own subject.
- ▶ **Professional Enquiry:** this module aims to add depth and breadth to your professional development by supplementing the practical, school-based components of your training, by developing you as an effective reflective practitioner who is able to engage critically with both academic research and your own practice.
- ▶ **Professional Practice:** this module contains both taught content and school placements, focusing on five areas of the Core Content Framework (behaviour management, pedagogy, curriculum, assessment and professional behaviours). These five core areas also form part of the Subject Studies and the Professional Enquiry modules.

## Entry Requirements

You must hold a UK Bachelors degree with Honours at 2:2 or above, or equivalent level. You must also hold at least a Grade C in GCSE English Language, Mathematics and Science (or equivalent). Please note, the new Grade 4 is considered equivalent to the old Grade C within the new grading system from 2017 onwards.

Your spoken and written English must be of an adequate standard for postgraduate study. If English is not your first language, you will need a minimum score of 7.0 under the International English Language Testing System (IELTS). Please see their website for details.

## Practical Experience\*

Throughout the year, both the Core (university-led) and School Direct routes are taught together. From September until the end of May, you will spend one day a week at the university and the remaining time at school; this equates to 120 days in school. During the final few weeks of the course, you will experience a five day week in school.

On the School Direct programme, you will spend the majority of the year teaching in your school but will complete a complementary placement for half a term in January and February (this will be determined by your lead-school). The pace of teaching increases at a similar rate to the Core (university-led) programme, but the School Direct route allows you to be more firmly embedded in a single school and within a wider alliance of schools. School Direct (salaried) trainees may be teaching from the outset of the academic year.

In school, you will directly observe pupils as they learn and teachers as they teach, as well as trying out ideas in practice for yourself in the classroom. The course is designed to ensure that your experience in schools complements and builds on what is addressed at the university. In addition to lectures and seminars, you will have the

opportunity for independent study and you'll be able to take advantage of the university's study resources and facilities.

On the Core (university-led) programme, the first placement is from September until Christmas and the second placement is from January until the end of June. You will receive an induction from your placement school and the first few weeks will be a gradual introduction to teaching, during which you will learn the basics of planning and begin to develop your subject pedagogy. The volume of teaching will increase throughout the term. You will have a fresh start in the New Year at your second placement, which will be an opportunity to teach in a contrasting setting as you refine your teaching repertoire. A limited number of trainees will also have an opportunity to spend an optional three days in a special school, observing lessons and developing your knowledge of strategies to support pupils with SEND.

## Assessment

You will be assessed through written Masters' level assignments, which are aimed at assessing your professional and subject specific learning. You'll also be assessed on whether you meet the *Teachers' Standards* at a level appropriate for a newly qualified teacher.

94%

SECONDARY COMPLETION RATE 2020-21\*\*

92%

SECONDARY OUTSTANDING AND GOOD FINAL GRADES 2020-21

91%

RATED OUTSTANDING AND GOOD FOR QUALITY OF SUPPORT FROM PERSONAL TUTOR 2020-21

OFSTED RATED

Outstanding

\*\*not including any extenders/temporary withdrawals



"I learnt a lot about educational theory and then had the opportunity to put this into practice during my school experience. I learnt about planning, behaviour management and SEN provision that proved really useful in my teaching. I was very lucky to have an excellent teaching fellow as both my subject mentor and reflective practice lead, and I learnt so much from her. It was also reassuring to hear about her experiences and her journey as a teacher. My time at Warwick was very busy and at times challenging, but it was always my first choice university for this course. I was thrilled to win the Ann Barnes Legacy Award for Inspirational Teaching at the end of my PGCE, and this was a wonderful way to end my brilliant training year and the perfect way to start as an NQT! I was then so pleased to be asked to give the keynote speech to this year's PGCE cohort at their end of year celebration and to share my experience going from trainee to NQT."

Tom | Modern Foreign Languages Teacher. PGCE Alumnus, Graduated 2019

\*Course content and delivery may be adapted in line with guidance from the Department for Education if the national context at the time requires it (e.g. in relation to COVID-19).

# MA IN PROFESSIONAL EDUCATION

## Professional Development

Our 20 month part-time Master's programme is designed for you if you are in full-time or part-time practice or taking a career break, whether you are based in the UK or overseas.

The personal tutorials can be attended online or in person on campus to best suit your needs. All MA Professional Education teaching will be delivered remotely and paired with an opportunity to meet in person as a community of practice for locally-based participants or through an online forum for those studying from further afield.

The course aims to equip you for your future career by giving you time to study in depth, an area of education that is relevant to your current practice and/or future career aspirations.

The programme can help you understand your current policy context and how to use research to good effect in your setting. You will learn skills that you can use to

conduct strategic research whatever career path you follow. Your research can help prepare you for middle and/or senior leadership positions, pastoral roles and expert classroom practice.

You will develop a good understanding of how research is used in education, through undertaking the Research in Professional Practice module. This will help you generate ideas for a research study and design an appropriate methodology. The Ethics Portfolio module will give you a deeper understanding of the ethics of educational research.

If you complete your PGCE with us, you already have half the credits required for our MA in Professional Education. You can upgrade and complete your Master's with us in just under two years (this route takes a semester) followed by an Ethics Application (supported by the Ethics Portfolio module) plus some planning time to agree your research focus in your workplace. This is followed by 12 months for the Dissertation stage. Students are actively encouraged to think about publishing and presenting their work from an early stage, and have previously been successfully published across a wide range of publications.



"I want to become a key name in educational research, especially in teacher wellbeing. I hope to change and influence key policies on teacher retention and wellbeing. The first research module of my MA, shaped my interest in teacher wellbeing. The initial study focused on factors contributing to teacher burnout and the stories and experiences I heard were a key motivator for me to continue research in this area. Teaching is a very stressful and difficult profession and the teachers I had throughout my MA were very strong and inspiring, they are the drivers to my passion."

Tayeba | Education Supply Teacher, PGCE Alumna, Graduated 2016. MA Alumna, Graduated 2020



Your experience qualified

## Assessment Only Route to Qualified Teacher Status

If you have been working as an unqualified teacher for a minimum of 2 years and want to take the next step in your career, then completing the Assessment Only route will award you with Qualified Teacher Status (QTS). You'll have significant experience teaching across consecutive age phases in the classroom and be able to plan, deliver and assess lessons across a teacher's timetable.

There is a rigorous initial admission process, which is followed by a 12 week programme. At the end of the 12 week period, you will gain QTS and also immediately progress to the Early Career Teacher (ECT) programme within the school.



# STRONG PARTNERSHIPS

We believe that the schools in the Warwick Partnership and in the local community trust that our trainees will be of the calibre they want to employ - every time.

## We asked our partner schools what a Warwick trainee means to them:

"For well over 20 years we have enjoyed a mutually beneficial relationship with Warwick. Warwick trainees are always of the highest calibre. Not only do they add capacity to our mission but they energise our permanent staff. We have been fortunate in being able to offer permanent contracts to many of the teachers we have trained."

**Francis Peacock**  
Deputy Head Teacher, Blue Coat Church of England Secondary School, Coventry

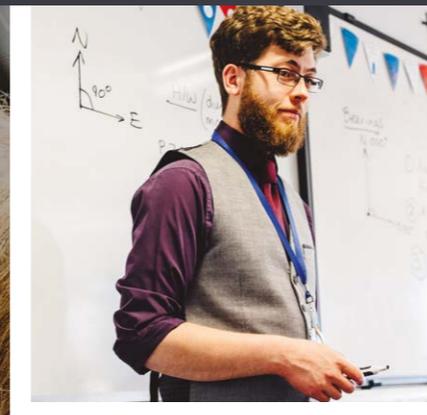
"Warwick has continued to adapt and deliver the highest possible quality teacher education in partnership with schools. Warwick students offer a breadth of skills and abilities and are consistently encouraged to share and reflect on their experiences in different schools and work closely with experienced practitioners."

**Sally Snooks**  
Head Teacher, Edgewick Community Primary School, Coventry

"We have worked in close partnership with Warwick for decades and have employed many trainees following their PGCE year as a result of their insightful, reflective practice and incredible potential. We recognise that the Warwick Teacher Values fostered by trainees ground them in their mission as professionals and our ongoing relationship with Warwick is a commitment to ensuring that teachers of the future have the capacity to create the very best learning opportunities for our children."

**Louisa Brown**  
Knightlow C of E Primary School, Rugby

*You'll be nurtured throughout your study*



You can be assured that you'll be placed with consideration, that you'll be nurtured throughout your study, and that guidance will be available to you as your career progresses.

"Many Warwick graduates have since taken up senior roles at our school and have done much to both maintain and extend our reputation for supplying the best standards of education."

**Francis Peacock**  
Deputy Head Teacher, Blue Coat Church of England Secondary School, Coventry

"The high-quality partnership in teacher education has had a positive and sustained impact on the school community, providing access to highly skilled newly qualified teachers (NQTs) who have become part of the workforce and are the teacher talent of the future."

**Sally Snooks**  
Head Teacher, Edgewick Community Primary School, Coventry

**Centre for Teacher Education**

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Disclaimer: This course information was accurate at the time of publication (January 2022). Our course and module content and schedule is continually reviewed and updated to reflect the latest research expertise at Warwick, so it is therefore very important that you check the relevant course website for the latest information before you apply and when you accept an offer. For full terms and conditions, please visit [www.warwick.ac.uk/study/postgraduate/terms](http://www.warwick.ac.uk/study/postgraduate/terms)

The photographs within this brochure are Warwick trainees and children in our partnership schools.